

# UBC Centre for Teaching, Learning and Technology **ANNUAL REPORT** 2017-18



THE UNIVERSITY OF BRITISH COLUMBIA



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We acknowledge that the UBC Point Grey campus is situated on the traditional, ancestral, and unceded territory of the Musqueam people. We give thanks to the Musqueam community for their continued guidance and support, and encourage everyone to explore the various spaces, resources and perspectives that are created and shared in this place of learning.



## REFLECTIONS FROM THE ACADEMIC DIRECTOR AND DEPUTY ACADEMIC DIRECTOR

It has been three years since CTLT’s last annual report was published, in the summer of 2015. In late 2016, we underwent an External Review, and our self-study, report of the External Review Committee, and our response to it provided an opportunity for an in-depth appraisal of and reflection on our work in the last few years.

Much has happened since then: our leadership team has strengthened (as you can see from there being two authors of this introduction!), the university has undertaken an extensive strategic planning activity leading to an articulation of the vision for UBC’s next chapter, and CTLT has been engaged in a variety of new and ongoing projects to support UBC’s teaching and learning mandate.

In our 2018 annual report, we have focused on a selection of key activities highlighting the different ways we are supporting faculty, staff and students at UBC. Five project snapshots are presented, all of which cut across team boundaries within CTLT and engage a range of partner units and Faculties beyond the Centre.

Inclusion, collaboration and innovation, all themes of UBC’s new strategic plan, unite our work. More specifically, the projects include the development and enhancement of programs and courses, updating core tools and technologies, and contributions to building an inclusive learning community — especially contributions that take a scholarly approach to the work of teaching and learning.

We begin by defining our work of creating a culture of Inclusive Excellence in teaching and learning with our partnership and support of the Student Diversity Initiative.

A major focus for us throughout the last 12 months has been transitioning the core learning platform from Blackboard Learn (Connect) to Instructure’s Canvas. Our team was integral in reimagining the entire transition process: from understanding faculty and student needs, evaluation, tool selection and deployment across UBC.

The Teaching and Learning Enhancement Fund (TLEF), a pillar of UBC’s commitment to learning excellence for more than 25 years, continues to support course and program innovation. We are excited to present work articulating the impact that funded projects have had across campus.

We describe our approach to program development and curriculum design — and redesign — and assisting Faculties in ensuring the currency of their educational offerings. Finally, we spotlight the continuing expansion of our Scholarship of Teaching and Learning (SoTL) support through seed grants and other support.

Effective collaboration is important work, though it can sometimes seem like organizational and institutional structures act to inhibit, rather than encourage, teaching and learning enhancement. Universities attract particular critique in this regard (hence the tongue-in-cheek descriptions of universities as “a collection of independent departments connected by a common steam plant” and the like).

The approaches that nurture and support deep co-operation and collaboration are built on strong values that define what we do and how we do it: mutual respect, shared goals, open and honest communication, a willingness to compromise and take measured risks, and a spirit of generosity.

All of the projects exhibit these characteristics, and we see them as valuable demonstrations of what can be achieved through collaboration. They are also inspirational models for how effective collaboration can be developed and supported.

These projects, and indeed many others we are working on, demonstrate our fundamental commitment toward partnership and collaboration across academic and support units at UBC. As always, we invite you to the table and welcome your feedback on how we can more effectively support teaching and learning at UBC. Connect with us at [ctlit.info@ubc.ca](mailto:ctlit.info@ubc.ca).

Sincerely,

**SIMON BATES**  
Senior Advisor, Teaching and Learning  
Academic Director, CTLT  
Professor of Teaching, Department of Physics and Astronomy

**CHRISTINA HENDRICKS**  
Deputy Academic Director, CTLT  
Professor of Teaching, Department of Philosophy

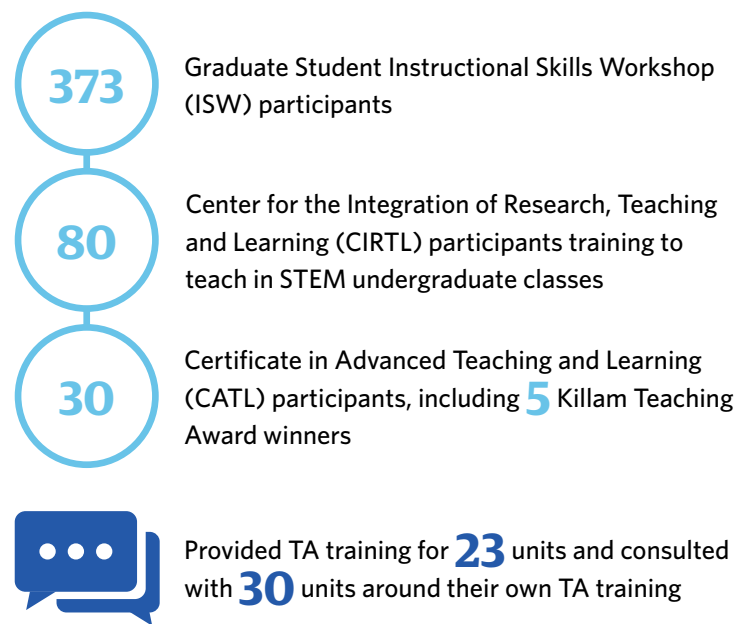


# CTLT AT A GLANCE 2017-18

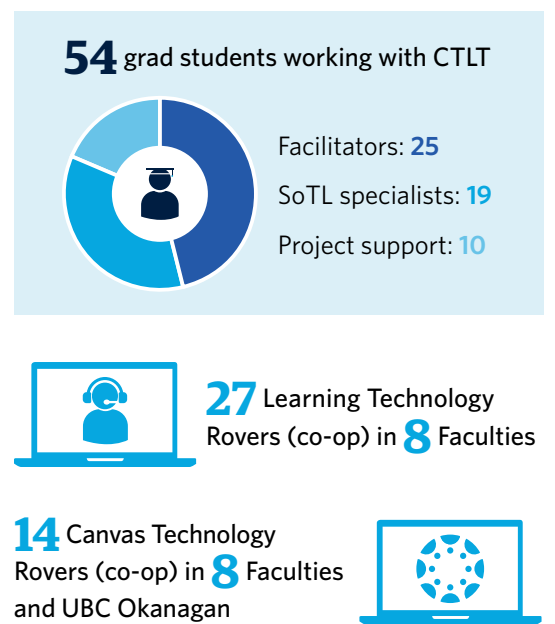
## Student engagement

CTLT's support of continual graduate and undergraduate education spans from teacher-training workshops to certificate programs and individualized assistance through Teaching Assistant (TA) training programs and institutes.

### Developing student instructors

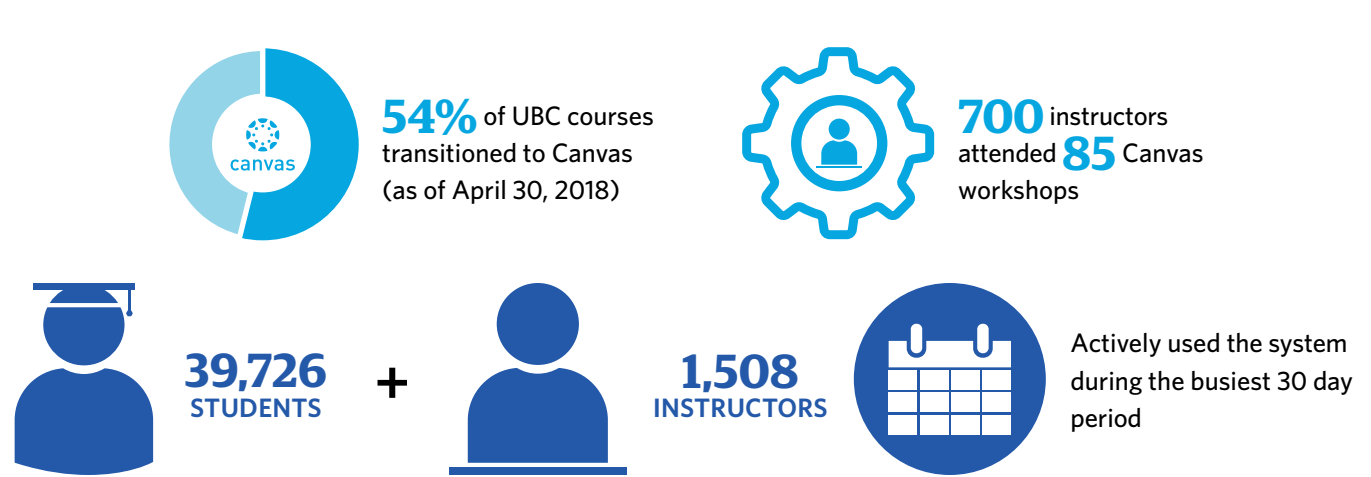


### Experiential learning opportunities



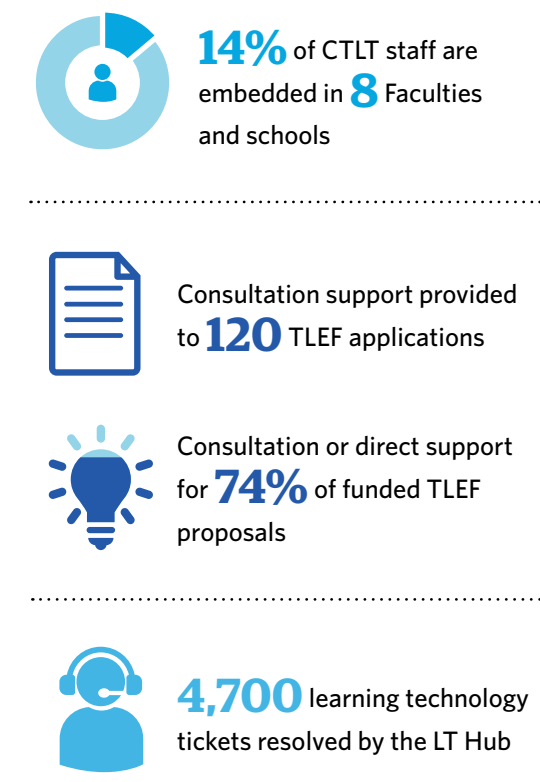
## Canvas transition success

UBC's transition to Canvas saw us partner with faculties and their learning support units to ensure a smooth migration. Support included drop-in training sessions, clinics and individualized assistance.

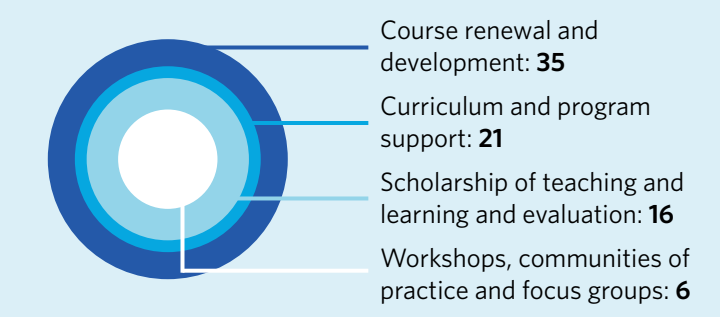


## Partnerships, projects and consultations

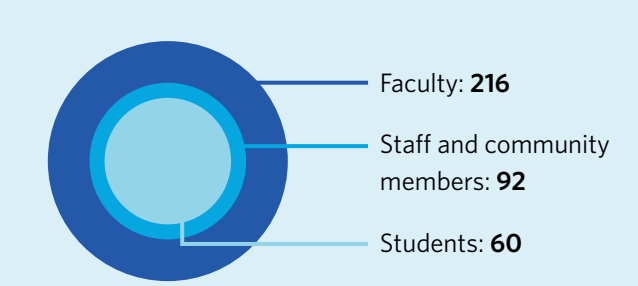
CTLT collaborates across UBC to provide advice and support on the development and renewal of courses and programs, learning technologies, professional development and Teaching and Learning Enhancement Fund (TLEF) projects.



### Individual consultations and support

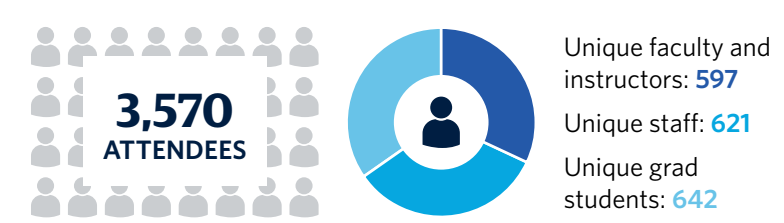


### Professional development consultations



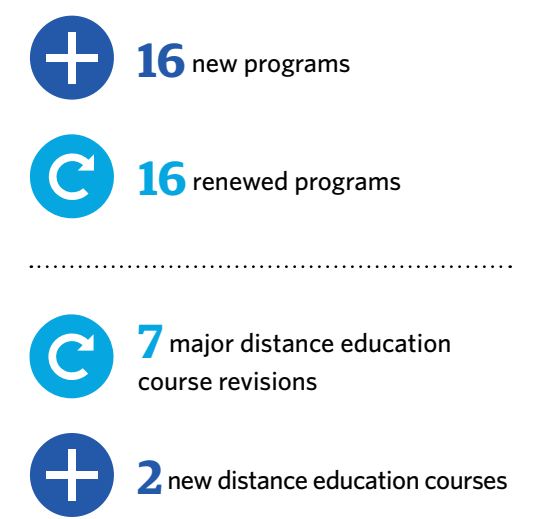
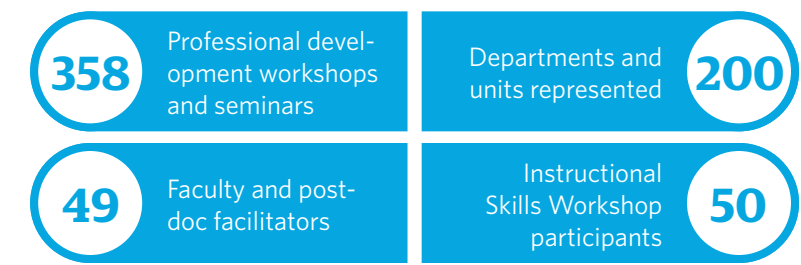
## Events

We share our expertise and innovative practices through a myriad of workshops, institutes and events dedicated to enhancing teaching and learning.



## Curriculum support

A core function of the unit is to provide support and guidance on program and course design and renewal.







## SUPPORTING UBC STRATEGIC PRIORITIES

The strategic planning process throughout the last year has provided many opportunities to strengthen our role in contributing to and supporting key priorities, as outlined in *Shaping UBC's Next Century*. Our collaboration with the Student Diversity Initiative demonstrates how we are contributing in working towards one of the key themes: inclusion. The collaborative approach taken to involve faculty, students and staff in the renewal of our learning technology ecosystem provides a new template for campus-wide project consultation and implementation.

### Supporting the Student Diversity Initiative

The **Student Diversity Initiative (SDI)** is an initiative of the Equity & Inclusion Office (EIO) focusing on enhancing the student experience. With dedicated funding from the UBC Commitment to Diversity Fund, the SDI works to embed Inclusive Excellence (IE) into all areas of the university. IE is founded on the principle that educational excellence cannot be achieved without inclusion. It offers a framework for a systemic change to situate diversity, equity and inclusion at the core of institutional functioning.

Collaboration and partnership are central to IE, and the SDI works collaboratively with partners to build upon existing strengths and expertise. In 2017, CTLT was invited by the EIO to be the first of five inaugural units to partner with the SDI. Our approach to support the SDI's goals was to build capacity and expertise within CTLT and to develop consistent and enhanced elements relating to IE into our support and service offerings. This supports faculty in their efforts to infuse IE practices for a positive student experience.

CTLT has a history of engaging in diversity and inclusion work in its partnership with the First Nations House of Learning and our embedded Indigenous Initiatives team. Indigenous Initiatives at CTLT develops and offers programming, resources and consultations focused on Indigenous engagement and classroom climate in curriculum, pedagogy and professional development, and supports the UBC teaching and learning community in connecting with the unceded Musqueam land where our learning and work takes place.

In support of the Provost's response to the **Intersectional Gender-based Violence and Aboriginal Stereotypes Task Force Report**, we created the **Equity and Diversity Working Group (EDWG)** within CTLT.

Last summer, we strengthened our existing activities when CTLT and the EIO hired two diversity and inclusion-focused Educational Consultant positions. These two roles work in close alignment with the SDI Strategic Support Team, while operationally embedded within CTLT's

Teaching and Learning Professional Development (TLPD) and Curriculum and Course Services (CCS) teams. They report jointly to CTLT and the EIO.

The new roles have a dual focus: they work with CTLT leadership and staff across teams to support existing work and embed IE into the unit's internal structure and practices (i.e., changing culture and building capacity within CTLT). In addition, they work externally to support, promote and strengthen inclusive teaching and learning.

Since their inception, CTLT's embedded SDI positions are focused on the following areas:

- collaborating with CTLT staff on internal resource development;
- making connections to existing projects;
- working with CTLT's Equity & Diversity Standing Committee on various projects;
- planning and delivering SDI sessions for CTLT staff, including the Senior Management Team.

The SDI embedded staff bring an IE focus to the following external areas:

- providing individual faculty consultations focused on inclusive teaching practices;
- collaboration with CTLT staff on the development of teaching practice resources;
- working with CTLT program and service leads on integrating IE into professional development;
- leading and co-leading various workshops focused on inclusive teaching.

Throughout the next year, CTLT will work to consistently integrate IE into our unit's culture and practice with support from the SDI. In order to support this work, and the development of a self-sufficient structure within the unit to implement IE, the SDI embedded staff will complete a foundational assessment of current resources, capacity and needs at CTLT. Based on that assessment, CTLT will develop plans focusing on the infusion of IE across the unit's core programs and services, including professional development support for faculty, graduate students and staff at all levels of the unit.

Please visit the **Equity & Inclusion Office** site for more information about the Student Diversity Initiative.



*The action of making excellence inclusive requires that we uncover inequities in student success, identify effective educational practices, and build such practices organically for sustained institutional change."*

- aacu.org



Renewing the core of our learning technology ecosystem

In 2014, a group of faculty, staff and students completed a learning technology (LT) evaluation to develop a shared vision and three-year roadmap. This evaluation confirmed that there was an ongoing need for a core platform to provide key functionality.

These functions included the ability to store content, tools for instructor-student and student-student communication within a course, tools for assessment and grade management, and a framework for integrating third-party applications.

During this evaluation, a decision was made to replace the current system, Connect, with one that would better meet our users’ needs. The project to select a system was designed to be significantly different to others of its kind: an aggressive timescale, a focus on community input at the forefront of the evaluation and selection process, and extensive pilot testing with live courses.

The Canvas platform was selected in June 2017. First courses were offered in September 2017, and all UBC courses will be transitioned to the platform by the end of August 2018.

“It is cleaner and way easier to use and navigate. I wish we had had this for the last four years of my degree.”

- Canvas experience survey, May 2018

Rather than focus on technical capabilities, we focussed on user experience and worked with faculty and students about what they felt was not working well and what they wanted to be able to do. Faculty, through course buyouts, and students, via co-op programs, led the consultation. A selection of faculty and students participated in the formal selection process. Technical evaluation was limited to security, privacy and ability to meet the core requirements. One faculty member said, “we can never go back to the way things were done before.”

After selecting a system and outlining a transition timetable, our focus shifted to supporting the needs and wishes of different Faculties to effect the transition in

their own academic contexts. We met with Deans or their representatives to determine the best transition plan for each Faculty. Additional staff and Canvas Technology Rovers — undergraduate students on co-op placements in their Faculties — were hired and assigned to assist Faculty instructional support units in order to meet their transition needs.

More than 1,000 course sections were offered in Canvas in September 2017, with an additional 1,660 offered in January 2018. Many faculty used the opportunity to refresh or redesign elements of their courses as part of the transition. Online-only course instructors who wanted to use Canvas received assistance from the CTLT learning design team.

Every aspect of this project built on the existing strong partnership with our colleagues in UBC IT and collaborations with Faculty learning support units.

Students expressed a need for more consistency between courses. They wanted a system designed with students in mind. Early indications show that progress has been made.

Faculty members are still transitioning to Canvas, and are experiencing some challenges with the discussion tool, assessments tool and gradebook. The vendor has already made some improvements to these tools and more are anticipated. However, as Figure 1 shows, initial satisfaction with Canvas is high. In addition, we asked respondents who had also used Connect to compare the two. The results are shown in Figure 2.

While these results are encouraging, further work is needed. More than 200 students, 65 faculty and 15 TAs will form focus groups to be conducted in the coming months.

Once all of the courses have been transitioned, LT staff will have more capacity to integrate third-party tools, work on interface improvements, and respond to additional suggestions for improvement. We are committed to continual evaluation, and to responding to faculty and student suggestions.

Please visit the [LT Hub](#) site for more information about the LTE Renewal Project.

“Canvas is much more intuitive and user-friendly than Connect.”

- Canvas experience survey, May 2018



Q. How would you rate your overall experience with Canvas?

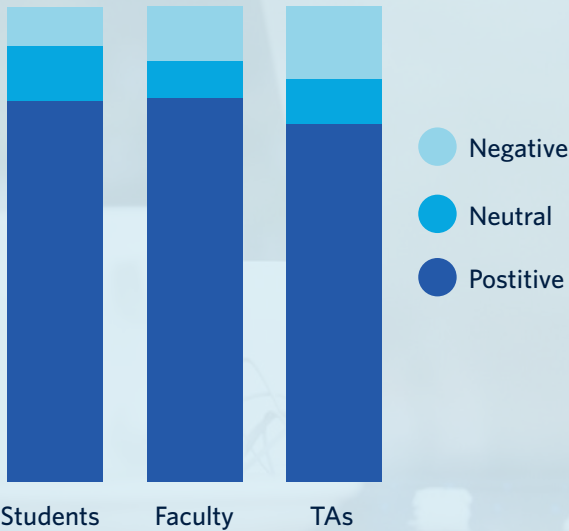


Figure 1. Overall experience (N=1,118 Students, 243 Faculty, 105 TAs)

Q. If you’ve used Connect, how would you rate Canvas in comparison?

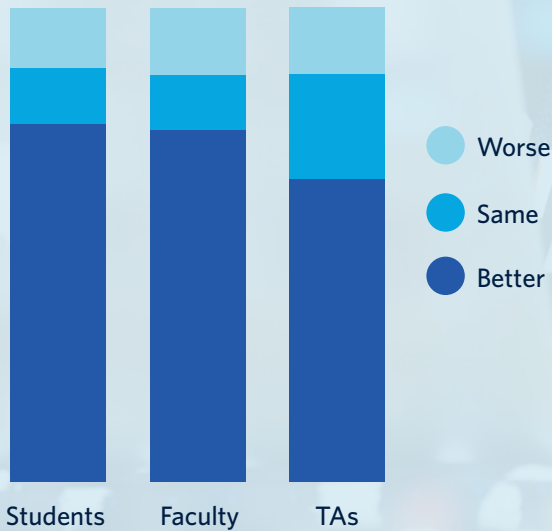


Figure 2. Canvas vs Connect comparison (N=1,044 Students, 218 Faculty, 86 TAs)





## INNOVATION AND EVALUATION

### Evaluating impact: enhancing evaluation support for TLEF projects

Innovation in teaching and learning has a long history at UBC, and *Shaping UBC's Next Century* renews this commitment under the broad theme of innovation. The Teaching and Learning Enhancement Fund (TLEF) projects represent a diverse, interdisciplinary space for innovation in teaching and learning that spans all Faculties on the Vancouver campus.

For the past 25 years, about \$2.5 million has been granted each year to project teams to support enhancement projects, and in the last five years, about 70 projects have been funded in each TLEF round. CTLT supports UBC faculty, students and staff throughout the entire lifecycle of TLEF projects. Starting with consultation support during proposal planning, and active support during the development and implementation of funded projects, CTLT works directly with project teams and partners with other units across campus to support the needs of funded TLEF projects.

A key area of support that has grown significantly in the past year is TLEF evaluation, both across the whole TLEF program and at the level of individual projects. Program-level evaluation is helping the university gain a better understanding of the longitudinal impacts of TLEF projects on enhancing learning experiences and influencing teaching approaches. With this evaluation work, we are aiming to produce a fuller picture of how the TLEF impacts units and programs across campus, in addition to providing insights about project sustainment after closure (i.e., after the TLEF funding has been spent) and the scholarly work that originates from TLEF projects.

A parallel goal has been to increase transparency around TLEF activities at the project level, in order to showcase the work that takes place within the individual projects and evaluate the impact of their outputs and products.

TLEF project teams and evaluation support groups in CTLT are enhancing knowledge about effective educational strategies and tools and

### Our impact beyond UBC

Throughout 2017-18, 24 CTLT staff contributed their expertise and innovation to 12 journal articles and four book chapters. Collectively, the members of CTLT contributed to 18 talks and 22 presentations on a variety of topics about teaching and learning.

Please visit the [CTLT Publications](#) page for a more detailed view of each of their contributions.

establishing connections amongst the UBC community to promote fruitful collaborations and partnerships that often go beyond the original TLEF project scope.

Lastly, evaluation work is helping UBC to gain a deeper appreciation for the impact and lifecycle of each individual project and of the TLEF program as a whole. This work is providing data to inform decision making at the leadership level, to influence priority setting, and to help evolve support strategies that best align with the needs of the UBC community.

At the project level, evaluation support starts with the design of evaluation plans prior to submission, through proposal consultations. It then extends to activities that support individual principal investigators and project teams, including support for evaluation throughout the lifecycle of a project, hands-on evaluation workshops, revision and updating of evaluation plans, milestones and timelines, data collection and analysis, and reporting back on the outcomes of the project. CTLT supports the publication and shares the outcomes of projects through community events and workshops like the CTLT Institutes and the [TLEF Showcase](#). Stories and articles profiling TLEF projects and curated information on TLEF outputs are published on the [TLEF website](#).

At the program level, CTLT has made important progress to untangle the challenge of assessing the impact of such a large and diverse pool of TLEF projects. Our team has analyzed final reports of many completed TLEF projects and has developed a template to identify the areas of impact that have been targeted by TLEF funded projects, as well as the types of practices or innovations projects teams develop and implement. We have also developed and deployed a sustainment survey for project leads where we have started to gather data around project sustainment and scholarly publications and contributions. This work has also allowed us to identify and enable connections to other research and evaluation work on campus through [SoTL Seed](#) projects.

After a close look at the final reports of 80 TLEF projects funded between 2013 and 2016 (a pool including large, small and Flexible Learning projects), we have a better understanding of the innovative practices and products that result from TLEF projects. More than 70 per cent of projects have resource development as a goal, including media, open resources, reading materials, professional development, resources, learning modules and apps. About 45 per cent of projects were funded to develop and implement pedagogies for student learning and engagement. We also identified student engagement and attitudes such as perceptions of their own learning, motivation, participation, collaboration, satisfaction and confidence as areas that TLEF teams have reported as important.





We have learned that resources developed with TLEF funds from 2011-2016 continue to be used after projects have been completed (Figure 3). Further, 60 per cent of projects completed in the indicated time period have expanded beyond the project’s original scope.

CTLT’s commitment to increase support for evaluation is ongoing. This year, we are focussing on assisting faculty to think deeply about project evaluation in the early stages of their projects. In May 2018, we held a workshop to bring together TLEF project leads and their teams to kickstart their evaluation plans and connect with CTLT’s support team. At this hands-on session, we focussed on working with participants to choose a relevant evaluation framework and to develop a practical, detailed plan for obtaining and analyzing evidence of impact. We also discussed the ethical considerations of engaging in evaluation activities involving students and faculty.

Other ongoing activities relating to evaluation include:

- development of online evaluation resources to support TLEF applicants and funded project teams;
- revised proposal and report forms to encourage engagement in evaluation practices and to shift from a budget-focused to an outcome-focused culture;
- ongoing review and analysis of final reports to highlight the impact and reach of TLEF projects.

In the coming year, CTLT will expand evaluation support for TLEF project teams using similar successful approaches as seen in the CTLT SoTL Seed program. We will bring together outstanding Graduate Research Assistants (GRAs) to be at the core of CTLT’s evaluation support, and they will receive continuing training and supervision from our team. GRAs hired by TLEF projects will be encouraged to join evaluation training sessions so UBC can build a network of students involved in evaluation tasks. Being part of this network will allow students to share approaches and experiences and to increase capacity across TLEF projects for ongoing evaluation needs.

Please visit the [TLEF](#) site for more information about the application process and funded projects.

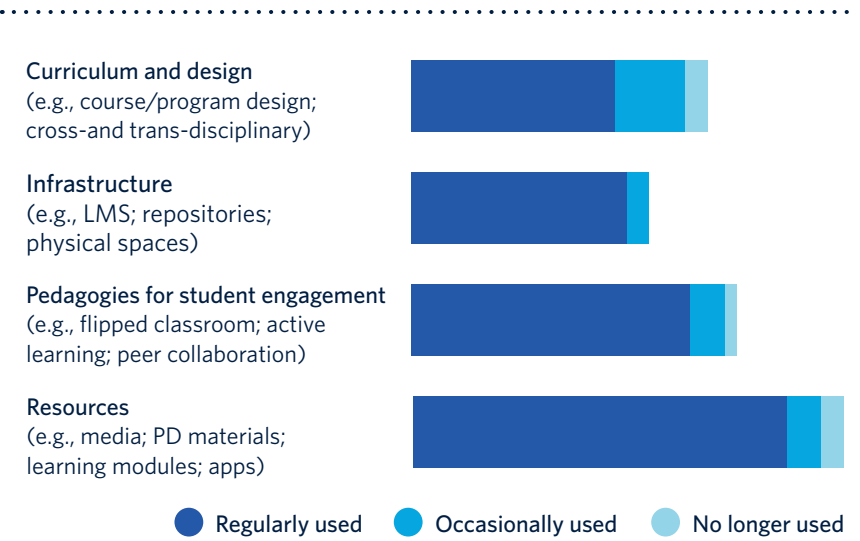


Figure 3. Reported TLEF project sustainment after closure.







## SUPPORTING FACULTY MEMBERS AND ACADEMIC UNITS

### Program development and renewal

In the last few years, our support has increased for the development of new degrees, or the revision of existing degrees, programs and certificates. As academic units move toward articulating student learning outcomes and ensuring students are achieving these outcomes, many units are either proposing new programs or making significant changes. These changes engage students in innovative, impactful learning experiences and explore emerging disciplines and topics. Our support for this work ensures UBC faculty are preparing students for an evolving future.

We have collaborated with many units across campus to support three phases of this work:

1. Idea development and refinement
2. Proposal development
3. Post-approval activities

Throughout these phases, we adapt to the needs and culture of the unit and focus on student learning. CTLT's support for this work allows faculty to maintain their focus on teaching and learning while ensuring the curriculum renewal or new program development process happens within the desired time frame.

Before units assemble a proposal for a new degree, program or certificate, a substantial amount of work is dedicated to refining ideas, engaging stakeholders, gathering feedback and collecting comparator data. Having a good understanding of the competitors and the prospects for students ensures the creation of programs that meet the needs of their audiences. Engaging key

stakeholders early in the process can increase buy-in and reduce resistance to change.

We have provided long-term support to the Faculty of Arts in this area. In the fall of 2016, the Faculty of Arts began a process to review and renew UBC's Bachelor of Arts degree breadth requirement, which currently addresses the areas of language, literature and science.

Given the diverse academic context of UBC's Faculty of Arts, we have facilitated a consultative approach, via a multi-disciplinary working group with faculty and staff representation. The Associate Dean, Academic chairs the working group and is leading the initiative. A CTLT Curriculum Consultant supports the process by conducting environmental scans, reviewing literature on education models, analyzing survey and feedback data, coordinating meetings, and synthesizing ideas across the conversations. This work is ongoing and expected to continue in the 2018-19 academic year.

Writing a Senate curriculum proposal can be a complicated process. Many units are unsure of how to start or what the requirements are. Even when the requirements are well known, the amount of information and detail required to compile a proposal demands a significant time commitment that many faculty find difficult to meet. This complexity is increased for programs that must also meet accreditation requirements or are seeking to offer interdisciplinary or multi-institutional programs.

The Faculty of Applied Science has benefitted from CTLT support in this area. Throughout the last two years, CTLT has supported the development of four new



*“The surgical care faculty are truly grateful to the CTLT staff for enabling the establishment and the continuation of this unique and evolving program.”*

Dr. Robert H. Taylor  
Clinical Professor, Department of  
Surgery, Faculty of Medicine





Bachelor of Applied Science degrees. Because each department within the Faculty approached the new degree development in a unique way, we provided support that was flexible and modified to meet the programs' and departments' needs. Support included market research, learning outcomes development, curriculum mapping, graduation pathway analysis, assistance with syllabus development, accreditation analysis, calendar entry preparation, consultation management, and support for writing the Senate and Ministry proposals. We kept student learning at the forefront of this process.

We have also started collaborating more closely with Extended Learning, the Finance Office and the Provost's Office to support new program, degree and certificate proposals. This integrated support is intended to provide a scaffolded experience for any unit seeking to offer new and innovative learning opportunities for students.

Once programs are approved, units sometimes find they have less time than expected to prepare new courses for their students. Developing new courses can demand a substantial amount of time — particularly when they might be offered in an online or blended format, or are intended to integrate new pedagogical approaches. We offer an array of support in this area, ranging from multi-day workshops such as the Course Design Intensive, to customized and dedicated course design support from experts that focusses on ways to incorporate a variety of learning and engagement tools.

Particularly for programs offered online or in a blended format, support for course development can be critical to a program's success. We had previously provided such support for the Graduate Certificate in Global Surgical Care (GCGSC), which was extended into course support for their new Master of Global Surgical Care (MGSC) program. This innovative program is offered completely online and ladders credits earned under the certificate towards the requirements for the Master's degree.

While the International Surgical Care faculty had knowledge and experience in the field, and were passionate about responding to this academic global need, our support enabled translation of this knowledge and passion into rigorous and engaging online courses with a professional look and feel. Each course is designed to address unique and complementary disciplinary content that provides depth and breadth to the subject while ensuring students achieve the course and program learning outcomes in a supported, efficient manner. Faculty have been very positive of this support stating, "[CTLT] have always gone above and beyond to be helpful and problem-solving oriented — in short, they know their stuff."

If your unit would like to review your current program or certificate offerings, or is thinking about developing a new program, we are here to help: please contact [CTLT Curriculum Support](#).



# Expanding support for the Scholarship of Teaching and Learning

The pillar of our Scholarship of Teaching and Learning (SoTL) support is the SoTL Seed program. This program establishes partnerships between faculty and expert graduate students from a range of disciplines who contribute their knowledge of learning theories and methodologies. The program offers limited support toward research and dissemination expenses. In doing so, the program facilitates high-quality research on teaching and learning in higher education, as demonstrated by the many conference presentations and journal articles that have been supported. For example, during the recent conference of the International Society of the Scholarship of Teaching and Learning in 2017, five presentations showcased aspects of SoTL Seed projects. Many of the projects lead to changes in course design and delivery that directly impact student learning. In choosing supported projects, we aim for diversity in terms of expertise, seniority and disciplinary areas, thereby advancing a culture of scholarship and accountability more broadly across the university. We had a record number of 51 proposals this year: 23 proposals from seven Faculties were accepted as full SoTL Seed projects including, for the first time, projects from UBC Okanagan. Seven additional projects received more local support, which matched their needs and scope.

We support a variety of projects that contribute to the theory and practice of teaching and learning in higher education. Examples include a project with the Sauder School of Business and the UBC Library to evaluate their mentorship program; a project with Life Sciences and the Beaty Biodiversity Museum to evaluate students' perceptions of research following experiences with the museum; and studying student experiences playing massive role-playing video games in a popular culture course.

To further promote a culture of SoTL, we have partnered with other key initiatives, such as the Student Diversity Initiative. Accepted SoTL Seed projects this year focused on diversity and inclusion, and a member of the Student Diversity Initiative participated in the adjudication process and continues to bring this broader perspective to the projects.

We also provide research and evaluation support to a few TLEF and Learning Analytics projects, and to the CTLT Faculty Associates program.

Outside CTLT, we have participated in events organized by the Academic Leadership Development Program (ALDP), the SoTL Community of Practice, and the Educational Leadership Network, and have been providing ongoing

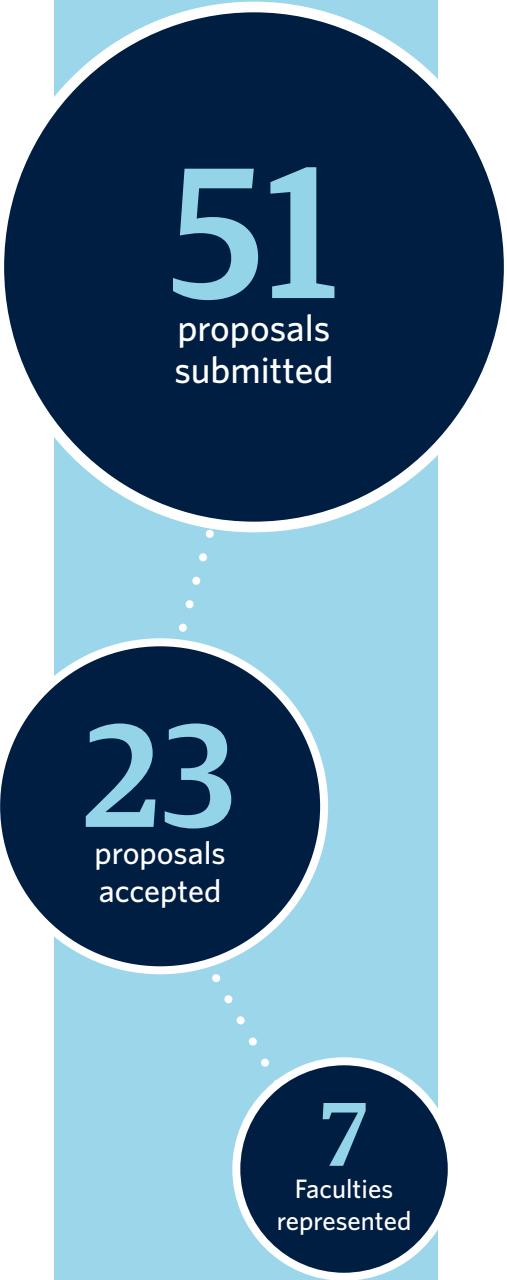


Figure 4. SoTL Seed Projects.



support to students who participate in the Center for the Integration of Research, Teaching and Learning (CIRTL).

To achieve a lasting and impactful change in culture, we must look beyond the provision of local support in restricted teaching and learning contexts. Thus, all of our support models focus on capacity building and faculty development. The efforts described above have been complemented by several workshops on topics such as project design, ethics, survey design and analysis. More hands-on pedagogical and evaluation support was provided through the Institute for Scholarship of Teaching and Learning to instructors using key learning technologies, with the goal of identifying evidence-based guidelines for solid pedagogical use of the tools. This includes, for example, studies in UBC Massive Open Online Courses (MOOCS), evaluation of ComPAIR as a learning and

assessment tool, the use of simulations to assess inquiry learning in science, and evaluation of the online Peer Instruction tool.

As a teaching and learning centre at a research-intensive university, many of CTLT's activities contribute to the knowledge of teaching and learning in higher education. To achieve that goal, the Institute for the Scholarship of Teaching and Learning has begun to apply a SoTL lens to CTLT activities. For example, under the broad label of Scholarship of Educational Development (SOED), we are undertaking ongoing evaluation of CTLT activities such as the Course Design Intensive and the SoTL Seed program itself.

Please visit the Institute for SoTL site for more information about the SoTL Seed program.





# SELECTED PUBLICATIONS

This selection of journal articles and book chapters highlights the innovative and diverse work CTLT academic staff members contribute to the higher education community.

## Journal articles

1. Acai, A., Akesson, B., Allen, M., Chen, V., Mathany, C., McCollum, B., Spencer, J., & Verwoord, R. (2017). Success in student-faculty/staff SoTL partnerships: Motivations, challenges, power, and definitions. *The Canadian Journal for the Scholarship of Teaching and Learning*, 8(2), 1-17. <https://doi.org/10.5206/cjsotl-rcacea.2017.2.8>
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4. Fratomico, L., Conati, C., Kardan, S., & Roll, I. (2017). Applying a framework for student modeling in exploratory learning environments: Comparing data representation granularity to handle environment complexity. *International Journal of Artificial Intelligence in Education*, 27(2), 320-352. <http://dx.doi.org/10.1007/s40593-016-0131-y>
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Please visit the [CTLT Publications](#) page for a complete listing of contributions.

# EXTERNAL VISITORS

Throughout 2017-18, CTLT was pleased to welcome 107 individuals representing 13 institutions.

INDIVIDUALS		GROUP DELEGATIONS
Pulane Lefoka	National University of Lesotho	National Academy of Education Administration, China: 25
Gavin Burkes	University of Melbourne	Tongji University, China: 18
Duone Macdonald	University of Queensland	Chongqing University, China: 25
Jill Downie	Curtin University	Jilin Higher Education Institutions, China: 30
Katy McDevitt	University of Adelaide	
Moir McPherson	Lakehead University	
David Barnett	Lakehead University	
Gavin Sanderson	University of South Australia	
Claude Savard	Université Laval	





## 2016 EXTERNAL REVIEW UPDATE

It has been nearly two years since we underwent our first External Review since CTLT was formed in 2010. Here, we report on some of the work already underway in response to the recommendations from the External Review. The codes below map onto those specified in our [formal response to the External Review report](#).

### 1b. Impact of activities

The External Review report encouraged us to be more “outcome oriented” in our support for teaching and learning at the institution, focusing less on inputs — such as numbers of faculty or programs we have supported — and more on the impacts of our work. In the last year, we have started a multi-year project to measure the impact of our work in varied areas such as curriculum support and course design, learning technology, faculty and graduate student professional development and more.

We explored how other teaching and learning centres at universities evaluate their impact and discovered that there is very little information on how others do so. This seems to be a challenge for many centres, and we have therefore developed our own process. Rather than only evaluating what we are already doing to support teaching and learning, we are outlining areas where we believe we should have an impact and tying them to the priority areas in [UBC’s Strategic Plan](#). We will be working in the coming year to determine effective metrics and to evaluate how we are achieving these goals.

### 1c. Pedagogy/technology balance

The External Review team report challenged us to reconsider the balance between pedagogical and technologically focussed activities. While we are continuing to provide support and leadership to major institutional technology projects focussed on teaching and learning, we have also reevaluated and redesigned how we support teaching and learning activities from a pedagogical and curricular standpoint. Our recently developed [Teaching Pathways](#) microsite articulates specific support for faculty who teach at different points along their developmental journey. The website provides access to resources and appropriate programming along the way. The first two phases of this microsite were launched earlier this year, and the third and final phase will be launched later this year.

We are working in co-operation with Extended Learning and the Vice-President Academic office on the development of new credit and non-credit courses and programs. Emerging themes from the Strategic Plan about experiential learning and the development of broad competencies alongside disciplinary knowledge will provide additional impetus to continue and enhance these efforts.

### 2a. 2b. TLEF process and outcomes

Comments regarding the project approval process in the [Teaching and Learning Enhancement Fund](#) were prominently featured in the External Review report. In response to these comments, we now publish comprehensive data on funded projects, including data on number of enrolments and unique students impacted by projects in the large (strategic) and small (grassroots) funding pools.

We strengthened the process for collecting and disseminating adjudication committee comments to applicants, and have expanded the number of faculty, staff and students who serve on the committee to ensure the broadest possible representation. The evaluation of the impact of TLEF projects has been a significant focus for us in the last year. Some of the initial findings from this work have been described in greater detail elsewhere in this year’s [Annual Report](#).

### 2d. Shift from teaching to student engagement (and outcomes)

We were urged to consider our role in “catalyzing a shift from a focus on teaching to a focus on student engagement” beyond our ongoing activities to support graduate students. Our response to this suggestion is to consider the ways we can more closely partner with units whose mandate directly relates to students and the student experience.

Through actively pursuing conversations with relevant Vice-Presidents (Academic; Students) and throughout the UBC strategic planning process, we have made significant progress. Two staff members have been appointed within CTLT as part of the Student Diversity Initiative, building capacity within the unit, and for faculty more broadly, as the institution works toward an ethos of Inclusive Excellence (more information can be found in this year’s [Annual Report](#)). Planning is also underway with the Centre for Student Involvement and Careers and the Centre for Community Engaged Learning for projects aimed at improving the first-year experience. A common feature of all of these activities is that students comprise the primary stakeholder group.





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