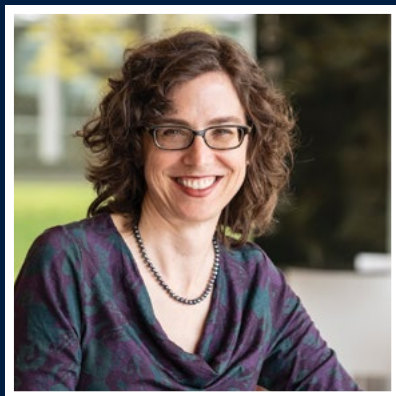




UBC Centre for Teaching, Learning and Technology

Annual Report 2018/19



Message from the Director

As I finish my first year as Academic Director of the Centre for Teaching, Learning and Technology (CTLT), I am happy to have the opportunity to reflect back on our work during the past academic year in preparing our 2018/19 annual report. We have chosen to organize this report according to the strategies within the Transformative Learning section of the UBC strategic plan, *Shaping UBC's Next Century*, as well as the three themes in that plan: inclusion, collaboration and innovation. This report highlights just a few of the many activities we have undertaken and projects we have supported that relate to these strategies and themes. Many of the stories collected here showcase our collaborations with faculty, staff and students across the university community, such as our work supporting departments and programs to renew their curricula around program learning outcomes. We facilitate innovation through supporting Teaching and Learning Enhancement Fund projects and the learning analytics hackathons, where students work with real learning data to create innovative applications that support learning. And we promote inclusive teaching through our work with projects such as the newly launched Inclusive Teaching @ UBC website and IN/Relation, which supports international students in learning about their roles as guests on unceded Musqueam territory.

For the coming year, we are thrilled to welcome a new Deputy Academic Director as of July 2019, Dr. Jaclyn Stewart. We also look forward to supporting the UBC Indigenous Strategic Plan, which details the university's response to the Truth and Reconciliation Commission's Calls to Action, as well as the upcoming Inclusion Action Plan and other strategic priorities. Please get in touch if you'd like to learn more about what we do and how you can be involved!

CHRISTINA HENDRICKS, PHD

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We acknowledge that our work at the CTLT, on the University of British Columbia Vancouver campus, takes place on the traditional, ancestral and unceded territories of the hənq̓mínəm-speaking Musqueam people, which has always been a site of learning—long before the development of UBC. We continue to be guided by members of the Musqueam community, and in doing so, we commit to looking for ways to expand our knowledge, shift our practices and host thoughtful and critical conversations that centre on Indigenous community perspectives.



Engaging the UBC teaching and learning community

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

3,626

ATTENDEES IN 2018/19

418

WORKSHOPS AND SEMINARS

760

FACULTY IN ATTENDANCE

29

FACULTIES REPRESENTED

500

GRAD STUDENTS IN ATTENDANCE

256

DEPARTMENTS AND UNITS REPRESENTED

670

STAFF IN ATTENDANCE

Education Renewal

Facilitate sustained program renewal and improvements in teaching effectiveness

Canvas transforms UBC's learning technology environment

This year, all Faculties at UBC began using Canvas, the university's new online learning platform. Replacing Connect, this user-friendly platform provides a seamless online learning experience for students and supports evolving approaches to digital learning. The selection of Canvas followed extensive consultation with faculty and students about their requirements for a new platform. The implementation of Canvas has been a community effort involving all Faculties and coordinated by the Learning Technology Hub (LT Hub), a partnership between the CTLT and UBC IT. In surveys, a large majority of the UBC community has reported that Canvas is meeting their needs and that they find it more reliable and easier to use than Connect.

Supporting Teaching and Learning Enhancement Fund projects

The Teaching and Learning Enhancement Fund (TLEF) awards \$2.5 million annually to advance teaching and learning innovation across UBC Vancouver. Projects funded by the TLEF in 2018 impacted 35,533 enrolments/19,060 unique students in 197 courses. In addition to providing administrative oversight of the TLEF funding process, the CTLT provides support to individual applicants and TLEF teams, from initial consultation on proposals through to support in the development, implementation and evaluation of projects. In the last two years, the CTLT increased the amount of our in-kind support to TLEF projects, particularly in the areas of curriculum development, learning design, and evaluation. The CTLT is also partnering with Faculties and UBC IT to support TLEF projects that involve learning technology development through the LT Hub.

Designing UBC courses to include Indigenous perspectives and knowledges

UBC faculty and students participated in the Indigenous Initiatives Design Lab Series, designed and facilitated by the CTLT's Indigenous Initiatives team. This three-month program provided a supportive and respectful space for members of the UBC community to explore ways to integrate Indigenous perspectives and knowledges into their courses and educational materials. This project came about after faculty expressed a desire to be more inclusive of Indigenous peoples' experiences, particularly in a way that contextualizes learning at UBC, which is situated on traditional, ancestral and unceded Musqueam territory. Since the workshop's completion earlier this year, those involved have continued to meet, carrying on conversations and testing out their ideas.



Curriculum support

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

20

NEW PROGRAMS SUPPORTED

32

RENEWED PROGRAMS SUPPORTED

19

NEW DISTANCE EDUCATION
COURSES DEVELOPED

15

MAJOR REVISIONS OF DISTANCE EDUCATION
COURSES SUPPORTED

STRATEGY 12

Program Redesign

Reframe undergraduate academic program design in terms of learning outcomes and competencies

Renewing undergraduate programs at UBC

Following a special call that was launched in June 2018 by the Office of the Provost and Vice-President Academic, ten Undergraduate Program Evaluation and Renewal projects were funded, with \$1.8 million in support from the UBC Academic Excellence Fund and the TLEF. With support from the CTLT to deliver transformative learning experiences and advance UBC's strategic plan, the Faculties of Science, Applied Science, Arts, and Land and Food Systems began two- to three-year projects, which aim to renew programs within the Faculties around student learning outcomes. The projects will be driven by consultation with stakeholders from within and beyond the university in order to ensure that the programs effectively meet the needs of their communities.

Reimagining the Bachelor of Social Work

After more than two years of deep engagement with key stakeholders, the CTLT has completed a collaborative project with UBC Social Work to renew the Bachelor of Social Work (BSW) program. The CTLT facilitated a process to help students, faculty and community organizations connected to the program rethink its design to ensure that learning outcomes and competencies effectively prepare graduates for work in the field. This process led to a shared understanding of how to better serve the BSW community, which resulted in a newly revised program that was implemented this year. Based on the success of the project, a curriculum renewal project for the Master of Social Work program has begun as well.

Practical Learning

Expand experiential, work-integrated and extended learning opportunities for students, faculty, staff and alumni

Partnership aims to enhance experiential learning opportunities for UBC students

The CTLT deepened its partnership with the Centre for Community Engaged Learning and the Centre for Student Involvement & Careers by co-launching a two-year project to explore ways that UBC Vancouver can enhance experiential education (EE). A campus needs analysis, supported through the UBC Academic Excellence Fund, looked at existing practices, motivations, challenges and supports related to EE at the university. The project, which has been facilitating campus-wide conversations around EE, included a research study involving over 150 faculty members, staff, students, and community and workplace partner representatives. Year two of the project will focus on bringing forward recommendations, enhancing capacity across the three units to support EE, developing resources for faculty and staff, and generating additional collaborations in response to the analysis.

Providing work-integrated learning opportunities for students at the CTLT

Several CTLT programs are giving students the opportunity to support teaching and learning throughout the university and gain valuable work experience. For example, the Institute for the Scholarship of Teaching and Learning (ISoTL) pairs graduate students who are trained in research and evaluation with instructors seeking to carry out research around impactful pedagogies. Another example is the Learning Technology Rovers program, now in its sixth year, where co-op students from across Faculties are hired to support instructors using various educational technologies. Through these unique programs, students are learning new skills that complement their studies, and faculty are receiving high-quality support.

Through learning analytics hackathons, students use data to improve the learning experience

This year, the LT Hub Learning Analytics Project hosted two university-wide hackathons, providing students opportunities to gain practical experience with data and analytics. During these two-day events, more than 100 students worked in teams to plan, design and build applications using the Canvas API. Students created applications that include tools to help learners find study buddies in large courses and a system to recommend courses based on a student's previous courses. These programs allow students to become co-creators of the educational experience at UBC, while also giving them hands-on learning opportunities to understand how data can support and enhance learning on campus.

Student employees

The CTLT's support of undergraduate and graduate education spans from teacher-training workshops and individualized assistance through teaching assistant training programs and institutes.

100

GRADUATE AND UNDERGRADUATE STUDENTS WORKING WITH THE CTLT

27

FACILITATORS (GRADUATE STUDENTS)

18

SOTL SPECIALISTS (GRADUATE STUDENTS)

9

PROJECT SUPPORT (GRADUATE STUDENTS)

33

LEARNING TECHNOLOGY ROVERS (CO-OP UNDERGRADUATE STUDENTS) IN 7 FACULTIES



STRATEGY 14

Interdisciplinary Education

Facilitate the development of integrative, problem-focussed learning

Certificate program fosters interdisciplinary perspectives on teaching

The Certificate of Advanced Teaching and Learning, a year-long graduate program that integrates theory and evidence-based approaches to teaching, entered its second year as one of the CTLT's core professional development offerings. The program encourages and facilitates collaboration and communication between graduate students from different disciplines, helping broaden their perspectives by examining both what they teach and how they teach. This year, the program deepened its exploration of signature pedagogies—the forms or styles of teaching common in specific disciplines. Participants examined signature pedagogies in their own discipline and how their pedagogical choices can impact how students learn. Through discussions and reflection, participants gained a better understanding of how teaching is done in their respective disciplines and learned more about how other disciplines approach teaching and learning.

Exploring language across disciplines

The CTLT worked with the Living Language Lab to develop a three-credit, interdisciplinary course, Living Language: Science and Society. In this course, students lead their own exploration of the complexity of language as it applies to their own discipline and recognize the influence of language in shaping their studies and work. Living Language, which launched this year, is cross-listed in six Faculties and open to all third- and fourth-year students in any discipline. Taught in its first offering by Janet Werker and Mark Turin, the course focuses on the applicability of language sciences, covering topics ranging from the role of language in the context of migration to the role of technology in the development of cognition. Working closely with peers across Faculties, students apply their subject expertise through the lens of language and reflect on how their knowledge can intersect with different fields as they move towards graduation and careers. Based on positive feedback from the first cohort of students, the course will be offered again next year.

Bringing together health disciplines to teach “person-centred care”

With the support of the CTLT, an online course designed to help students in the health disciplines develop their interprofessional communication skills was launched this past academic year, titled Dialogue and Decisions: Advancing Person-Centred Care. The project brought together a learning designer, content experts, technology specialists and graduate students from several programs, including midwifery, nursing, pharmacy and medicine. Together, they created five modules and synchronous seminars, all available online, that enable students to learn effective provider-patient and interprofessional communication, teamwork, conflict resolution, leadership and patient-centred care. The work included the development of activities, surveys, polls, videos and discussion boards, among other educational elements. The course modules are posted on Canvas Commons so that programs at UBC and other universities can also use them selectively for their own needs.

Student Experience

Strengthen undergraduate and graduate student communities and experience

Wellbeing project explores needs of UBC teaching assistants

With funding from the UBC Sustainability Scholars Program, the CTLT hired a Wellbeing Scholar to explore how teaching assistants' (TAs) workloads and duties impact their wellness and how UBC can best support students in these roles. The Wellbeing Scholar did an environmental scan of 20 Canadian post-secondary institutions and surveyed over 300 TAs at UBC. Among the findings, graduate TAs reported that work-life balance was significantly impacted by their duties, while undergraduate TAs reported almost exclusively positive experiences. Based on these findings, the CTLT has begun integrating themes of TA wellbeing into their work, which is being taken-up in numerous Faculty and departmental TA training programs. The project has been funded for a second year and is exploring why undergraduate TAs report such positive experiences across the board.

IN/Relation: Teaching Indigenous histories and contexts to international students

The IN/Relation series of flexible and blended learning modules and facilitation resources is designed to support and encourage international students—along with the faculty and staff delivering educational programs for them—to think critically about their roles and responsibilities as guests on Musqueam lands. The project was created after instructors and staff recognized increased interest and curiosity among international students regarding the histories and experiences of Indigenous peoples in Canada. The CTLT, in partnership with the Institute for Critical Indigenous Studies and Global Campus Initiatives, developed IN/Relation as a curricular support project to enhance teaching and learning for these students and the faculty and staff who work with them. This project supports crucial university goals for Musqueam-UBC collaboration, including improving student learning and experiences, developing increased capacity for Indigenous engagement, and promoting intercultural learning and inclusion.

New website provides resources for inclusive teaching practices

The CTLT and the Student Diversity Initiative launched the Inclusive Teaching @ UBC website, which promotes inclusive teaching practices that support and enhance the experiences of diverse learners at UBC. The conversation at UBC around inclusive learning—defined here as a learning environment where all students are treated as equals and have equal access to learning and support—has been taking place across campus, but until now there hasn't been one central place where people can find information about inclusive teaching and learning. The website aims to tie these conversations together by introducing resources, professional development opportunities and work opportunities across campus for instructors, graduate students and staff. The website is designed to encourage faculty to incorporate more inclusive learning experiences into their teaching and to apply inclusivity as a lens through which they view their teaching.



Publications and visitors

Staff from the CTLT regularly contribute to the higher education teaching and learning community by sharing their expertise. View a list comprising some of our scholarly output from this past year as well as a list of hosted visitors at ctl.t.ubc.ca/annual-report.

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