The University of British Columbia

NEW FACULTY ORIENTATION GUIDE

UBC

CONTENTS

We acknowledge that UBC's campuses are situated on the traditional, ancestral and unceded territory of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səl̓ilwətaʔɬ (Tsleil-Waututh), and on the territory of the Syilx Okanagan Nation.

UBC AT A GLANCE

For additional facts and an overview of the university, visit **ubc.ca/facts**.

64,798
STUDENTS AT UBC IN 2018/19

16,891
FACULTY AND STAFF AT UBC IN 2018/19

13,778
DEGREES GRANTED IN 2018

339,000+
ALUMNI IN MORE THAN 140 COUNTRIES

MESSAGE FROM CHRISTINA HENDRICKS

I want to welcome you to the teaching and learning community at the UBC Vancouver campus, situated on the traditional, ancestral and unceded lands of the Musqueam people.

Whether you are joining us with very little or a great deal of prior teaching experience, there is a wide range of support for teaching and learning available to you at UBC Vancouver. When I started teaching in my first role as a faculty member, there was little in the way of formal services to help with teaching, though I learned a great deal through conversations with colleagues and students. In my years at UBC, I have found that such discussions are still crucial to improving my teaching practice. I have also been able to enjoy the benefits of the depth of experience and expertise to be found in teaching and learning support units such as those within Faculties as well as the Centre for Teaching, Learning and Technology (CTLT).

As Academic Director of the CTLT, I encourage you to explore the various workshops, resources, and other services available for faculty and graduate students to reflect on and hone teaching practices or to try something new. The CTLT supports many aspects of teaching and learning, such as classroom climate, the use of learning technology, course and curriculum design, and the Scholarship of Teaching and Learning (to name just a few).

Whether through discussions with colleagues, students, or support units such as the CTLT, answers to just about any question on teaching and learning at UBC can be found. This guide is a good starting place: it provides a general orientation to key topics as you begin teaching at UBC, as well as advice on where to go for further information.

Welcome once again. We are delighted to have you join our teaching and learning community and look forward to how you will enhance it even further for our learners.

CHRISTINA HENDRICKS, PHD

Academic Director, Centre for Teaching, Learning and Technology
Professor of Teaching, Department of Philosophy, Faculty of Arts

01

GET STARTED

WELCOME TO UBC!

As a new faculty member, your early days and weeks will be both energizing and overwhelming. As you prepare to teach new classes, meet new colleagues, and familiarize yourself with the UBC campus, you will inevitably experience moments that are both rewarding and perplexing. To help facilitate your transition, we have created this guide as a "first step" resource for you.

This guide is not a comprehensive compilation of all policies and documents that apply to new faculty, nor is it a repository of all information that could potentially be useful to new faculty. Instead, the guide is intended to be a starting point—a helpful collection of materials most commonly of interest to new faculty in their first year of teaching at UBC. When possible, links are provided to the websites of other resources and service units at UBC that may offer additional information and assistance on your journey.

Some of the topics we touch on in this guide include: understanding who your learners are, challenges you and your learners may face, considerations for the first day of class, assessing learning and giving feedback, pedagogical approaches with learning technology tools and much more! No matter where you are in the cycle of your course, you can quickly navigate this guide to find what you need.

→ *Stay in touch with other new faculty you meet today at the Orientation. Exchange emails and go for coffee!*

NAVIGATING THIS GUIDE

Each section in this guide is structured using these five elements:

1. **What is it**
   Provides a brief overview of the topic.

2. **Why it Matters**
   Highlights implications for your role as a faculty member and impact on the learner experience.

3. **Get Started**
   Provides an entry point to the topic.

4. **Go Further**
   Provides additional links to learning resources and websites.

5. **Faculty Spotlight**
   Showcases UBC faculty actively engaged in a particular topic.

A WORD ON EDUCATIONAL LEADERSHIP

Educational leadership is a key component of the role of faculty in the Educational Leadership Stream, and is also relevant to faculty in the Professoriate Stream and to Lecturers.

Educational leadership may be thought of as an impact of teaching and learning beyond one's classroom. The Faculty Association Collective Agreement defines it as "activity taken at UBC and elsewhere to advance innovation in teaching and learning with impact beyond one's classroom" (Article 4.04). Educational leadership activities include, but are not limited to, contributions to curriculum, activities that advance equity and inclusion in teaching and learning, formal teaching-related leadership responsibilities within your Department/Program/Faculty and engagement in the Scholarship of Teaching and Learning.

The CTLT has a number of resources to support how you think about and track the evidence and impact of your educational leadership activities. For more information, visit **ctlt.ubc.ca/edleadership** or email us at **ctlt.info@ubc.ca**.

If you are in the Educational Leadership Stream and joining UBC's teaching and learning community, we encourage you to join the Educational Leadership Network, a community of Instructors, Senior Instructors and Professors of Teaching. For more information, please visit **blogs.ubc.ca/edleadershipnetwork**.

FACULTY SPOTLIGHT

MARCELLO PAVAN, PHD

SESSIONAL LECTURER, DEPARTMENT OF PHYSICS AND ASTRONOMY, FACULTY OF SCIENCE

In summer 2011, UBC Physics and Astronomy approached me to teach the Physics 100 course. I taught laboratory courses there before, but never a big lecture course, so to say I was nervous would be an understatement. Fortunately, UBC set me up to succeed, first with the department asking me to give a practice lecture to their teaching subcommittee, and then with the support of colleagues in the (then) Carl Wieman Science Education Initiative and the CTLT. By the time it came to teach, I felt ready to go. Then, of course, the realization that things were harder than first thought set in, but the continued support of colleagues and the CTLT has sustained me. Now I can't wait to face those students again every September!

02
CLASSROOM CLIMATE AND OUR CAMPUS

sʔi:ɬqəy qeqən (Double-Headed Serpent Post), Brent Sparrow Jr., Musqueam

WHAT IS IT

Classroom climate is an important consideration because it invites us to consider additional layers of context for situating complex classroom situations. UBC's Vancouver campus has a multilayered and complex history. This is mirrored by the diversity of perspectives and experiences that exist on this campus. For this reason, UBC classrooms are not static and neutral spaces; rather, they continue to be multi-dimensional and dynamic spaces where complex interactions occur through the diversity of identities, modes of delivery and places of learning. In their book, *How Learning Works: Seven Research-Based Principles for Smart Teaching*, Susan Ambrose and her colleagues define classroom climate as "the intellectual, social, emotional, and physical environments in which our students learn." Different aspects of the classroom climate and student development—intellectual and social identity development in particular—interact with each other to have an impact on student learning, experience and performance.

WHY IT MATTERS

The historical setting of a classroom can inform and guide the ways students learn from the institutional contexts surrounding the classroom. UBC's Vancouver campus is located on the traditional, ancestral and unceded lands of the Musqueam people, which informs the history and fabric of learning here. The role of the instructor is an integral part of the classroom climate framework because the instructor models ways to engage with concepts, histories and intersecting layers that challenge and add to the way that we understand and have come to know our respective disciplines, the lands we are learning on and the relationships that exist.

Musqueam Elder Larry Grant

GET STARTED

As an instructor, you can design, conceptualize and integrate aspects of classroom climate into your practice through the approaches you take in your curriculum and the learning environment you create. In this guide, you can explore ways to do this as early as the first day of class (see page 28 for suggestions).

Acknowledging Musqueam territory or the Indigenous territories within or surrounding your institution is a way to invite further conversations around classroom climate. Including a territory acknowledgement on your syllabus and inviting conversations on the first day and throughout your course mirrors the history and contemporary relationships of where you are teaching and also the diversity of perspectives and ideas that continue to exist here.

GO FURTHER

The following is a list of resources that may help you explore the topic of Classroom Climate:

» Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.

» Musqueam and UBC | First Nations House of Learning | **aboriginal.ubc.ca/community-youth/musqueam-and-ubc**

» What is Classroom Climate? | CTLT Indigenous Initiatives | **indigenousinitiatives.ctlt.ubc.ca/cc**
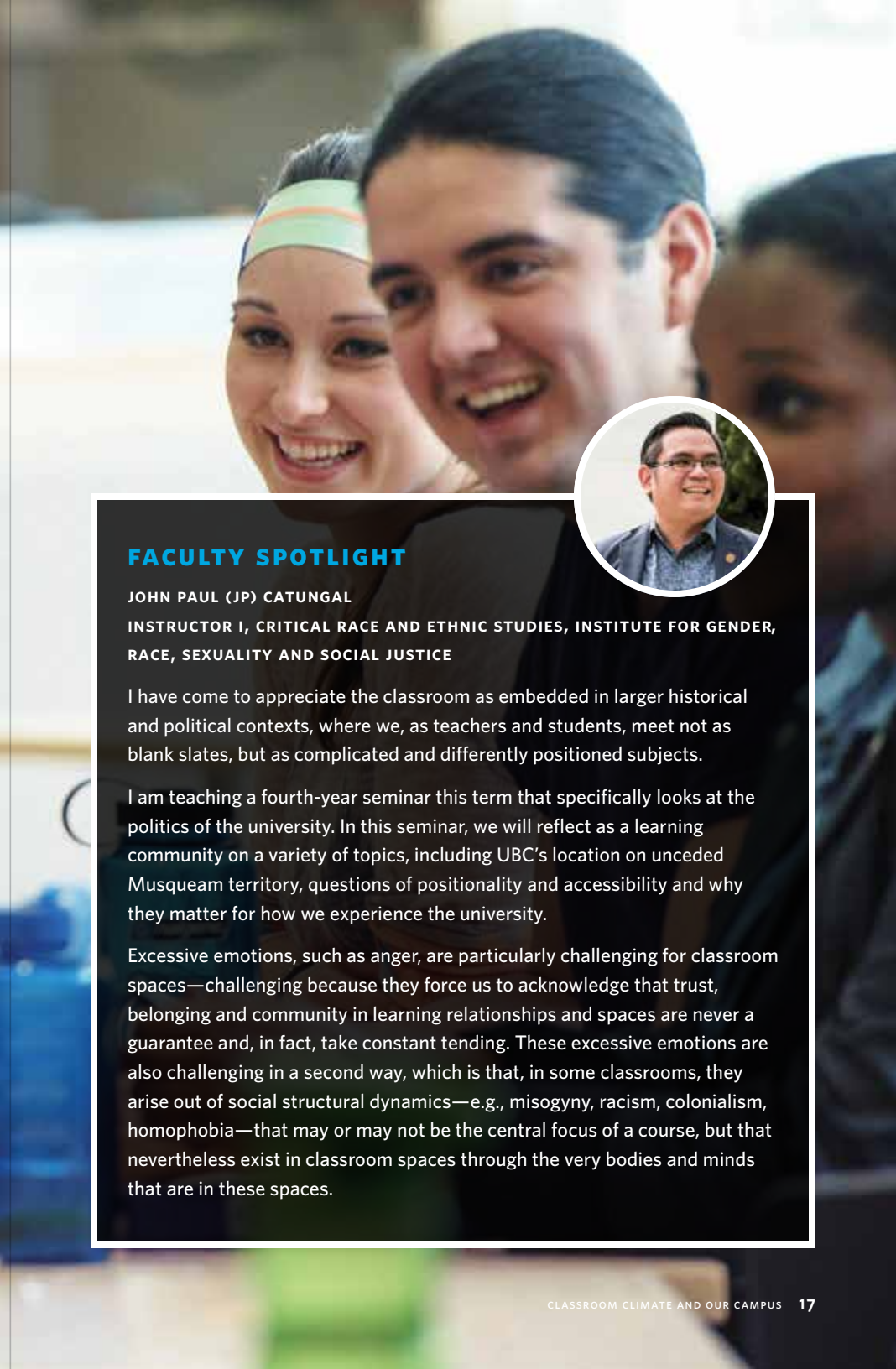
FACULTY SPOTLIGHT

JOHN PAUL (JP) CATUNGAL

INSTRUCTOR I, CRITICAL RACE AND ETHNIC STUDIES, INSTITUTE FOR GENDER, RACE, SEXUALITY AND SOCIAL JUSTICE

I have come to appreciate the classroom as embedded in larger historical and political contexts, where we, as teachers and students, meet not as blank slates, but as complicated and differently positioned subjects.

I am teaching a fourth-year seminar this term that specifically looks at the politics of the university. In this seminar, we will reflect as a learning community on a variety of topics, including UBC's location on unceded Musqueam territory, questions of positionality and accessibility and why they matter for how we experience the university.

Excessive emotions, such as anger, are particularly challenging for classroom spaces—challenging because they force us to acknowledge that trust, belonging and community in learning relationships and spaces are never a guarantee and, in fact, take constant tending. These excessive emotions are also challenging in a second way, which is that, in some classrooms, they arise out of social structural dynamics—e.g., misogyny, racism, colonialism, homophobia—that may or may not be the central focus of a course, but that nevertheless exist in classroom spaces through the very bodies and minds that are in these spaces.

03
STUDENT SUCCESS

WHAT IS IT

Academic success is certainly a major aspect of student success, but it is not only about student's intellectual development. Student success is intricately linked with their sense of belonging and personal growth, including the development of a sense of who they are, and their learning experiences in non-intellectual domains, such as social, emotional and physical domains (Ambrose et al., 2010). As a faculty member, you can do so much more than teaching the course content to support your students in achieving their full potential.

WHY IT MATTERS

In your role as an instructor, you can create a learning environment that supports students not only intellectually but holistically. Studies show that students' sense of belonging and a growth mindset have important implications for their academic success (Dweck et al., 2014). Students feel more intrinsically motivated to learn when they find the subject matter interesting, relevant or meaningful to them. For example, you can enhance students' sense of belonging and motivation by presenting multiple and diverse examples to explain a concept so that students of different backgrounds and identities can see themselves or their life experiences reflected in the course. In addition, you can convey your high expectations and belief that all students can develop their abilities to succeed in the course. When students receive the necessary support to grow and learn, they persist and thrive.

GET STARTED

To support student success, use inclusive learner-centred teaching strategies that respond to students'

Student success is not only about academic success. Support the student as a whole person by embracing difference as a strength for your classroom.

varied identities and learning needs. To do so, it is important to try to get to know your students. For example, you can spend time on the first day of class to get to know your students, conduct a survey to understand their strengths and needs and develop a sense of community to promote social belonging among the students (see page 28 for suggested strategies).

Also, to ensure every student can engage with the course in a way that meets their learning needs, you can use some of the Universal Design for Learning (UDL) strategies in your course design. The UDL is an educational framework that guides the development of flexible learning environments that optimize the learning of all learners with varying needs and interests. Moreover, you can introduce resources, such as the UBC Learning Commons (**learningcommons.ubc.ca**), to help students develop foundational skills for learning, such as note taking and time management.

Supervising Graduate Students and Teaching Assistants

When working with graduate students, it is crucial to acknowledge that you have considerable responsibility and influence in helping them achieve their full potential academically, intellectually and professionally. You may be working with graduate or undergraduate students as teaching assistants, project assistants or research trainees. The clear and frequent communication of expectations and responsibilities is key to building the trust and mutual respect that will form the foundation of an effective working relationship. To provide tailored support to the specific needs, attributes and aspirations of each student, you may have to ask for clarification, listen with attentive curiosity and perhaps reflect on your own needs as well as the alignment with

those of your students. Additionally, including graduate students in your professional life, as appropriate, is an effective way to share your knowledge, expertise and network. Openness about the challenges you face and involvement of students in broader dialogues with your peers help immerse students to your field's professional culture and broaden their learning experiences.

A WORD ON WELLBEING

Academic careers are demanding, and faculty undergo many stresses, which can result in depression, anxiety and burnout. Focusing on your health can benefit your wellbeing and that of your colleagues and students. Connections you forge with your colleagues and peers can be invaluable to your wellbeing and your development as a faculty member. UBC offers support for faculty and opportunities to network with peers through the UBC Wellbeing Initiative (**wellbeing.ubc.ca**), the Coaching @UBC program (**hr.ubc.ca/coaching**), various fitness programs (**recreation.ubc.ca/fitness**), the CTLT's programs and events (**events.ctlt.ubc.ca**) and more.

GO FURTHER

The following is a list of resources that may help support students' success:

» Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.

» Supervising Graduate Students | UBC Graduate and Postdoctoral Studies | **grad.ubc.ca/supervising-grad-students**

» Teaching Practices that Promote Student Wellbeing | UBC Student Health and Promotion | **wellbeing.ubc.ca/teaching-practices-promote-wellbeing**

» Universal Design for Learning Guide | University of Calgary | **taylorinstitute. ucalgary.ca/resources/universal-design-learning-higher-education**
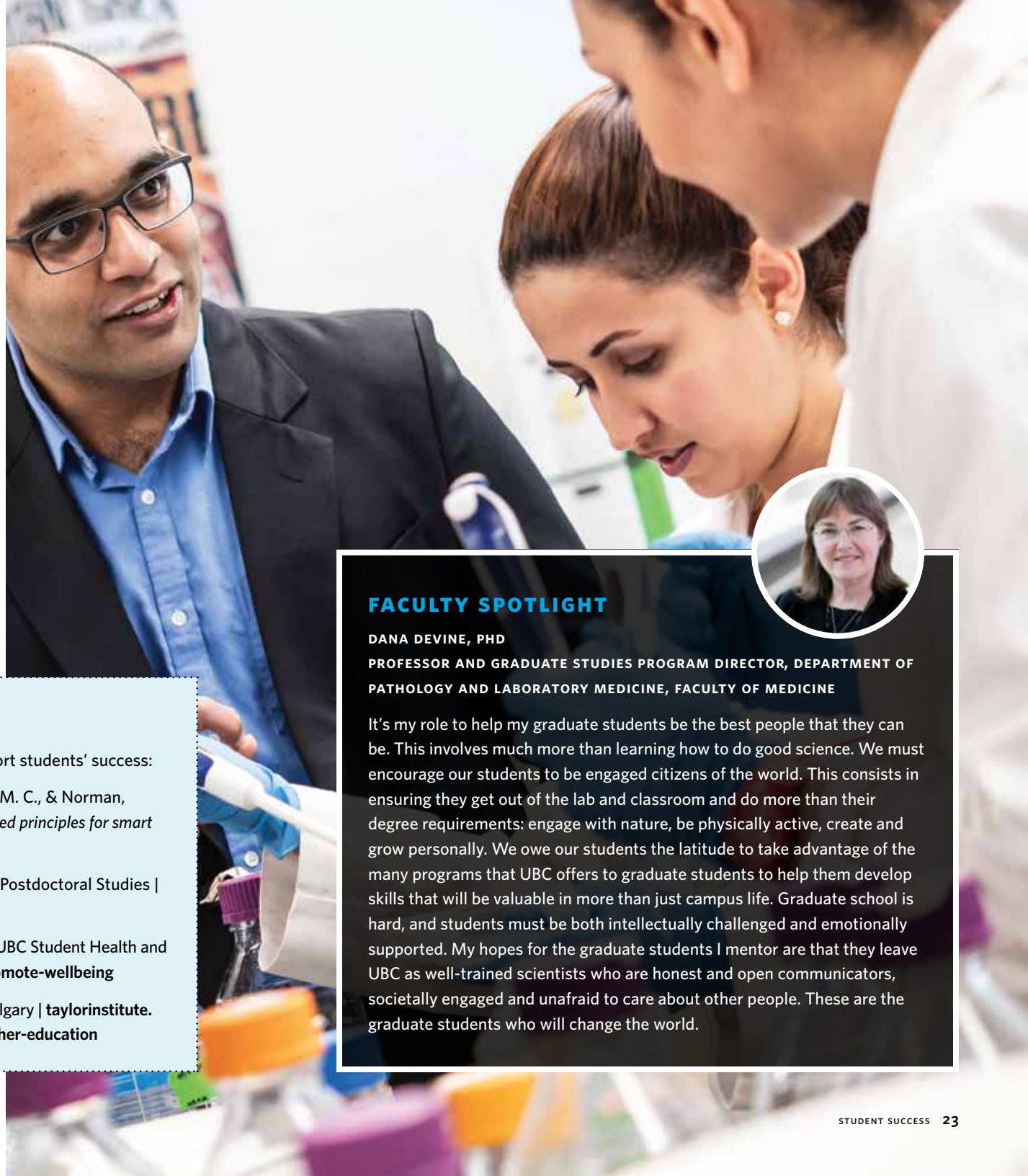
FACULTY SPOTLIGHT

DANA DEVINE, PHD
PROFESSOR AND GRADUATE STUDIES PROGRAM DIRECTOR, DEPARTMENT OF PATHOLOGY AND LABORATORY MEDICINE, FACULTY OF MEDICINE

It's my role to help my graduate students be the best people that they can be. This involves much more than learning how to do good science. We must encourage our students to be engaged citizens of the world. This consists in ensuring they get out of the lab and classroom and do more than their degree requirements: engage with nature, be physically active, create and grow personally. We owe our students the latitude to take advantage of the many programs that UBC offers to graduate students to help them develop skills that will be valuable in more than just campus life. Graduate school is hard, and students must be both intellectually challenged and emotionally supported. My hopes for the graduate students I mentor are that they leave UBC as well-trained scientists who are honest and open communicators, societally engaged and unafraid to care about other people. These are the graduate students who will change the world.

04

FIRST DAY
OF CLASS

WHAT IS IT

The first day of class is your time to shine! Whether you are teaching for the very first time or are a seasoned veteran, prepare carefully for the initial class. Your preparation and attitude are contagious: students will pick up on your excitement, be more likely to commit to your class, and invest greater energy in their learning.

WHY IT MATTERS

What you do and how you do it on the first day of class matters. When your students come to the first class, they are eager to know what will be taught in the course, what you will be like as an instructor, what will be required of them, how you will evaluate their work and whether they are likely to feel welcome in your class. The first day of class should serve two purposes:

1. To clarify questions students might have related to the overall course and course objectives, as well as your expectations for their performance in class. Students should leave the first class with a strong belief in your competence to teach the course and truly understand what is required of them in your course.

2. To give you an understanding of who is taking your course and what their expectations are of you as the instructor.

→ *Communication and collaboration are key to developing a productive learning environment with your students.*

GET STARTED

Check out these six strategies to prepare yourself and your students for the first day of class.

01
TERRITORIAL ACKNOWLEDGEMENT

Acknowledging territory is a way of honouring and showing respect to the Musqueam people, who have long inhabited this land. This does not need to be done at the start of every class but should be done when it is meaningful or appropriate to do so.

02
INTRODUCE YOURSELF

Establish yourself as a unique individual sharing the classroom with other unique individuals. By sharing your place of birth, educational history, chosen field, or other identities that are important to you, students will find you more relatable and be more likely to approach you for help.

03
ALLOW STUDENTS TO INTRODUCE THEMSELVES

Have the students break into pairs, exchange information and introduce one another to the class. This can help showcase how unique your students are, and it also creates an opportunity for you to show that you value the diversity of students in your class.

04
SHOWCASE COURSE CONTENT ON CANVAS OR OTHER LEARNING TECHNOLOGIES

If you are teaching your class using Canvas, demonstrate how to find resources on the site, such as discussions, assignments, quizzes, announcements, etc. If you are also using other tools, now is the time to let your students know.

05
GIVE STUDENTS A REASON TO READ THE SYLLABUS

Consider creative ways to invite your students to review this important document. For example, have a quick, no-stakes quiz on the syllabus using Canvas or an online survey tool.

06
TEACH THEM SOMETHING ON THE FIRST DAY!

Employ at least one of the teaching methods you will use during the semester to connect course content to currents events. Make your content relevant by linking to current events, pop culture or student interests to increase student motivation.

GO FURTHER

The following is a list of resources that may help you create an engaging, motivating and organized first day of class:

» Connections in the Classroom, Starting on Day 1 | York University | **fye.yorku.ca/home/ essentials-first-day-of-class**

» Inclusive Teaching Resources and UBC Land Acknowledgements in Teaching and Learning | **inclusiveteaching.ctlt.ubc.ca/resources**

» What is Classroom Climate? | CTLT Indigenous Initiatives | **indigenousinitiatives. ctlt.ubc.ca/cc**

» UBC Faculty Service Centre | **ssc.adm.ubc.ca/fsc**

» UBC Audio Visual Services Help Desk | **it.ubc. ca/got-question-about-it-products-and-support#avhelpdesk**

→ *End your class on time! UBC is a large campus—it may take your students 15 minutes to walk between classes.*

FACULTY SPOTLIGHT

GAIL HAMMOND, PHD, RD
INSTRUCTOR, FOOD, NUTRITION AND HEALTH, FACULTY OF LAND AND FOOD SYSTEMS

When getting ready to start a new class, my mind always goes to the students: who are they? What life experiences do they bring to class? Why are they taking the course? What piques their interest in nutrition? How do they like to learn? Will they value self-regulated learning activities as much as I do? The questions go on and on, but all this to say expect the unexpected! There is great diversity to manage within each class as the students turn to you to guide them on their journey of learning. So, put your hand on the rudder and get ready to sail!

When opening the classroom door, I am excited to meet the students—the lifeblood of the course. Once inside the classroom, I like to engage them in an activity so they can know a little bit about their neighbours, the TAs and me. Fostering an open and inclusive environment on day one of the term—a simple technique is to ask questions that tie course concepts into their personal lives—sets the tone for the remainder of the course. Enjoy the sail!

05
EVALUATION OF TEACHING

WHAT IS IT

In your role as an instructor, you will partake in various forms of evaluation, namely, the Student Evaluation of Teaching (SEoT), the teaching dossier, and the peer review of teaching. Some of these evaluations may be informal and focus on your professional growth in teaching, and others are formal, or for evaluation purposes.

Student Evaluation of Teaching

In May 2007, the UBC Senate approved a policy on SEoT requiring every course section or learning experience to be evaluated by students each time it is offered. SEoT is administered online, and students are encouraged to provide feedback for each course they take. Data from these online surveys may be used to reflect on your teaching. For more information on SEoT at UBC, please visit **teacheval.ubc.ca**.

Teaching Dossier

The teaching dossier is a record of your teaching experiences, abilities, beliefs and accomplishments. According to Pelger and Larsson, a strong dossier is selective and comprised of documents that are representative of your teaching practice and that reflect your goals and values. It combines narrative descriptions with sample teaching materials (e.g., syllabi, assignments, feedback to students) and factual information (e.g., lists of courses taught, results from the SEoT) to provide a snapshot of you as an instructor. It also identifies areas of growth.

Peer Review of Teaching

The peer review of teaching (also called the peer observation of teaching) is a form of evaluation designed to provide feedback to instructors about their teaching. In a peer review, academic colleagues give

Be proactive and find out, early on, what the departmental expectations are for peer review and a teaching dossier.

and receive feedback on teaching with the ultimate goal of enhancing student learning. Formative peer review emphasizes professional growth in teaching and information is intended for an instructor's personal use. It is typically confidential between the reviewer and person reviewed. Summative peer review is used to aid in making personnel decisions, such as hiring, promotion and tenure—the information is for public inspection (i.e., by the department head or dean, and by tenure and reappointment committees) and may be more comparative than formative peer review. While classroom observations may be the most common form of peer review, reviews may be of syllabi, online teaching, assignments, teaching dossiers, laboratory teaching and more.

WHY IT MATTERS

The evaluation of teaching through student comments, peer reviews and self-reflection can help you grow as an instructor. The evaluation of teaching also matters for your career progression as tenure, promotion and reappointment committees consider the data from these sources in their decision-making processes.

GET STARTED

You can start to assemble your dossier by creating digital or physical files and folders to collect information and artifacts. For example, keep a file for all your teaching-related professional growth activities, another for your syllabi to track changes over time, etc. For more information on teaching portfolios, please visit **ctlt.ubc.ca/portfolios** or contact the CTLT for an individual consultation.

Be proactive in scheduling a formative peer review and ask colleagues if you can observe their classes to gain a

better sense of what teaching looks like in your program. As specific guidelines for the peer review of teaching vary across departments and Faculties, we encourage you to consult your department head for a copy of your unit's guidelines. If you would like to have a formative peer review of your teaching, please contact the CTLT. One of our educational consultants can conduct the review, or we can find you a reviewer among our Formative Peer Review of Teaching team, with trained reviewers from across campus.

GO FURTHER

The following is a list of resources that may help you develop your teaching dossier and/or learn more about peer review of teaching:

» Formative peer review of teaching | CTLT Teaching and Learning Professional Development | **ctlt.ubc.ca/prt**

» Summative peer review of teaching | CTLT Teaching and Learning Professional Development | **ctlt.ubc.ca/prt-rubric**

» Pelger, S., & Larsson, M. (2018). Advancement towards the scholarship of teaching and learning through the writing of teaching portfolios. *International Journal for Academic Development,* 1-13.

» Teaching dossiers | CTLT Teaching and Learning Professional Development | **ctlt.ubc.ca/portfolios**

» Videos on how to conduct peer review of teaching | **bit.ly/2K7CZeq**

FACULTY SPOTLIGHT

ORAL ROBINSON, PHD
LECTURER AND HONOURS CHAIR, DEPARTMENT OF SOCIOLOGY, FACULTY OF ARTS

Peer review of my teaching helped me to understand my strengths as an instructor better and identify areas of development. At the pre-observation meeting, I received guidance in identifying and articulating my goals, which guided the class observation and the evaluation of my course resources (syllabi and assignments). The process helped me think more critically about how my desired practice aligned with actual experiences and my teaching philosophy. The post-observation was particularly helpful in highlighting my strengths from an objective. Most importantly, I was directed to many resources and best practices—including from other colleagues—to support my development. Overall, the process increased my confidence as an instructor and enhanced my teaching capability via practical support. I would highly recommend peer review of teaching for both new and seasoned instructors.

06
LEARNING TECHNOLOGY

WHAT IS IT

Learning technology can be broadly described as the application of technology for the enhancement of teaching, learning and assessment. Learning technologies include the use of computers and mobile devices, multimedia materials, and online communication systems to support learning. At UBC, we have a vast learning technology ecosystem that includes a learning management system, Canvas; open platforms for collaboration and publishing, such as UBC Wiki and WordPress; and a collection of other tools—many of which are integrated into Canvas.

WHY IT MATTERS

With the advancement of technology and its impact on society, the last few decades have seen a significant transformation in the way people live, communicate, interact and learn. As people and environments change, so too must the ways you teach to be able to adapt and embrace a paradigm shift in the educational landscape. Students are spending more time interacting and consuming information on their devices. Hence there is a need for flexibility when delivering and accessing the course content online. For example, some students may prefer face-to-face interaction, while others prefer the flexibility offered by an online or blended (a combination of face-to-face and online) format. There are both benefits and challenges afforded by educational technologies.

TECHNOLOGY BENEFITS

- Students can study wherever they have access to an internet-enabled device.

- Students are able to work at their own pace.

→ *Be inclusive in your use of learning technologies. Don't assume that all students have the same level of technological knowledge.*

GET STARTED

Technology alone does not enhance teaching and learning. It is essential to establish the key pedagogical considerations of your course—define your expectations and intended outcomes before integrating a learning technology into your practice. Remember, technology integration is a progressive process. To start with, you may want to ask yourself the following questions:

1. What is the context of my course? (number of students, their backgrounds, their experiences with online learning, etc.)

2. What are the learning outcomes intended for students in my course? You can define these through questions such as:

   What do I want students to understand by the end of the course?

   How will students demonstrate and apply their understanding?

   How might the application of learning technology support the learning process?

Some of the above questions will help you plan, elaborate and refine what learning technology tools you choose to use in your class while making your approach relevant for your students.

TECHNOLOGY CHALLENGES

- A varied learning technology ecosystem means students may be required to use many different learning technologies in the course of their study, which may result in tech overload. Choose wisely!

- Course materials and environments must be designed to be inclusive and accessible to accommodate the diversity of students and learning contexts.

The SECTIONS Model, developed by A.W. Bates and G. Poole and described in the book *Effective Teaching With Technology in Higher Education*, is an excellent framework for selecting and integrating learning technology into your course.
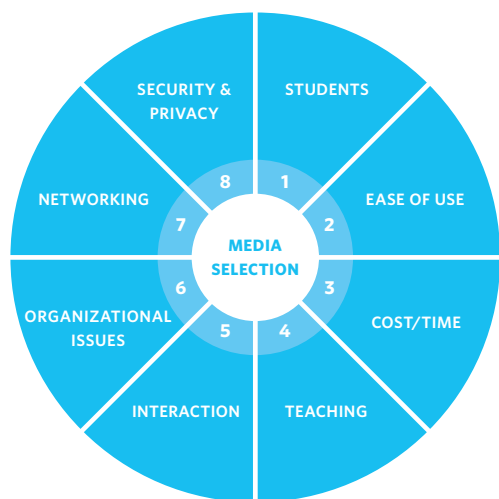
SECTIONS model by A.W. Bates and G. Poole, used under CC BY-NV 4.0/modified from original

HOW TO INTEGRATE

A first step to integrating learning technologies is to take a blended learning approach. In a blended learning environment, there is a combination of face-to-face instruction and online learning, maximizing the educational impact for students. Blended learning breaks the one-size-fits-all model by taking education beyond the physical classroom. It allows students to have some control over the time, place, path and pace of their learning—a critical element of this approach.

Most blended courses at UBC utilize Canvas or other online environments to manage course activities and post course materials. A slow transition to blended learning usually requires less work than a complete redesign of the course. For example, the first time you teach a blended course, you may develop two or three online or "mixed-modality" (i.e., a mix of online and face-to-face) modules, so coursework is about 20 to 25 per cent online. The next time you teach the course, you can build on this until you have the optimal mix of digital and face-to-face learning that meets your teaching goals and your students' learning needs.

Open Education Practices and Resources

As you prepare for your teaching, chances are you will want to incorporate readings, images, video clips, problem sets, or other materials from different sources into your online modules. Additionally, you may want to consider the benefits of online technologies that allow your students to share or contribute to communities beyond the classroom walls. In the past few years, many instructors have chosen to incorporate an "open" aspect in their courses. Open education encompasses a framework of open sharing to improve education access, inclusion and effectiveness. Common open practices at UBC include:

- The use or creation of open educational resources (OER). OERs are teaching, learning and research resources such as textbooks, videos, articles, images, etc., that are often free and carry legal permissions that allow people to copy, modify and share the resources freely.

- The adoption of open educational pedagogies that leverage UBC's open learning technologies such as UBC Blogs and the UBC Wiki. This approach often includes the incorporation of the "student as creator" pedagogical model, emphasizing the role of students as collaborators in the production of knowledge and the benefit of authentic audiences for students' scholarly outputs.

*Please note: Non-open materials may have copyright restrictions that impact how they can be used in UBC courses. Please visit **copyright. ubc.ca** for UBC's guidelines and requirements for complying with copyright laws.*

GO FURTHER

The following is a list of resources that may help you consider the implications of integrating learning technologies into your teaching practice:

» Bates, A. W., & Poole, G. (2003). *Effective teaching with technology in higher education: Foundations for success.* Indianapolis, IN: Jossey-Bass.

» Course Design Intensive | CTLT Teaching and Learning Professional Development | **cdi.ctlt.ubc.ca**

» Explore the learning technology ecosystem at UBC | Learning Technology Hub | **lthub.ubc.ca**

» What is teaching in the open? | Open UBC | **open.ubc.ca/teach/what-is-teach-in-the-open**

» Inclusive Teaching Resources | **inclusiveteaching.ctlt.ubc.ca**

» Self-enrol into Canvas 101 | **canvas.ubc.ca/enroll/44CAXW**

Raising of the Reconciliation Pole by Hereditary Chief 7idansuu (James Hart), Haida

FACULTY SPOTLIGHT

DAVID GAERTNER, PHD
INSTRUCTOR, FIRST NATIONS AND INDIGENOUS STUDIES, FACULTY OF ARTS

I've found that the best way to integrate technology into your classroom is to go with what you know. My background is in community radio. I worked as a Program Assistant during my time as a graduate student, and radio and podcasts are an integral part of how I share and consume information in my day-to-day life. However, I never really considered integrating them into my classrooms until I was five years into my teaching career. When the lightbulb finally went off, I set up a meeting with the staff at CiTR 101.9, and we discussed ways to integrate their resources into my syllabi in mutually beneficial ways. Now my students create podcasts based on their class learning, and CiTR can use some of this content in their programming. Podcasting allows students to share their ideas beyond the gilded boundaries of the ivory tower and provides hands-on opportunities to discuss key topics in my field such as knowledge dissemination and mobilization, open access and representation. Drawing from my experiences with podcasting, I felt empowered to integrate other technologies like Wikis, Twine and Omeka. Start with what you love and learn it's ok to make mistakes. I am always inspired by the things my students create.

07
NEXT STEPS

DEVELOP YOUR TEACHING PRACTICE

Your commitment to developing your teaching practice is key to both you and your students' success at UBC. You will be busy, and there will be many things competing for your time. Make an effort to build time into your schedule to reflect on your teaching and to develop your practice.

Connections with peers are also important! At the New Faculty and Staff Welcome Orientation, many faculty have shared stories of the invaluable connections with peers and how those peers have served as mentors and supporters over the years. Make the time to invite a colleague you met at the Orientation out for coffee in your first term.

The CTLT offers a variety of opportunities to network with peers, attend workshops, get drop-in help and more. Take these steps to stay up-to-date and connected.

GO FURTHER

The following is a list of resources that may help with your next steps at UBC:

» CTLT Events | **events.ctlt.ubc.ca**

» CTLT Newsletters | **ctlt.ubc.ca/newsletters**

» CTLT Institutes | **institute.ctlt.ubc.ca**

» Learning Technology Hub | **lthub.ubc.ca**

» Faculty Instructional Support Units (ISS) | **lthub.ubc.ca/iss**

» UBC Library | **library.ubc.ca**
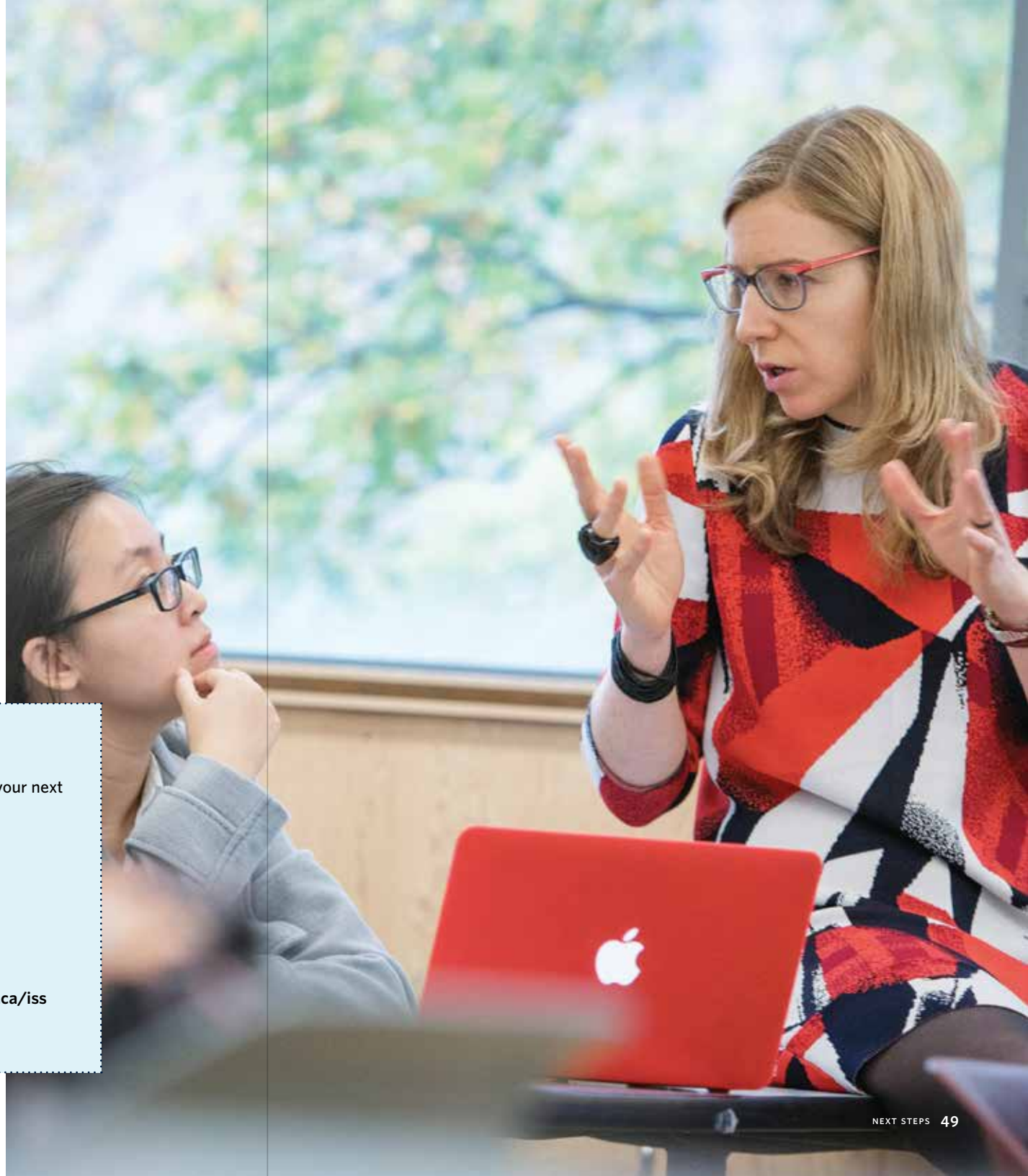
WORK WITH THE CTLT TO DEVELOP YOUR TEACHING PRACTICE

The CTLT provides a variety of programs and services that support members of the UBC teaching and learning community at all stages of their careers.

Teaching Development Program for New Faculty

Faculty who are new to UBC or new to teaching, are invited to register for a new Teaching Development Program (TDP). This 10-month program is intended to support faculty through their first year of teaching at the university, by building their teaching skills as well as helping them develop a sense of community within UBC's teaching and learning networks. A certificate will be awarded upon completion.

To express your interest and for more information, please visit **ctlt.ubc.ca/tdp**.

Consultations to Advance Your Teaching Practice

Confidential consultations to discuss your teaching, address challenges, consider new approaches, and advance your teaching career.
Contact **gillian.gerhard@ubc.ca**

Customized Workshops and Training

Services to support you in your teaching and learning related endeavours. Contact **kele.fleming@ubc.ca**

Evaluating the Impact of Teaching and Learning Projects

Support for the development of evaluation plans and methods. Support for data collection and analysis also available. Contact **adriana.briseno@ubc.ca**

Indigenous Initiatives Consultations and Collaborations

Consultations to develop skills, resources, and capacity around Indigenous engagement in teaching and learning. Contact **amy.perreault@ubc.ca**

Learning Design Consultation for your Online Courses and Resources

One-on-one consultation regarding course design to maximize learning and create a positive learning experience for students. Support for creating new courses or renewing existing courses and course materials. Contact: **chris.crowley@ubc.ca**

Peer Review of Teaching (Formative)

A process to provide instructors with feedback on their teaching. Contact **isabeau.iqbal@ubc.ca** or individual peer reviewer.

Scholarship of Teaching and Learning (SoTL) Research Consultations

Support for conducting scholarly examinations on the effectiveness of different teaching methods to improve student learning. Contact **ctlt.isotl@ubc.ca**

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