Chair: *Judy Larsen  
Vice Chair: *Colleen Gingerich

Committee:
*Eddie Campbell  *Daniel Smythe  *Claire Hay  *Anna Wauthy  
*Satwinder Bains  *Maple Melder Crozier  *Samarjit Dhillon  *Nicola Mooney  
*Hannah MacDonald  *Adrianna Bakos  *Diane Cruickshank  *Sandra Smith  
*Godwin Choy  *Mollen Shilliday  *Robin Kleiv  Navneet Sidhu  
Michelle Johnson  Gordon Jang  Mary Saudelli  

1. ITEMS FOR ADOPTION  
   a. Agenda – April 4, 2017
      i. May meeting dates  
   b. Minutes – January 10, 2017

2. ITEMS FOR DISCUSSION  
   a. Academic Misconduct – Supporting Faculty  
   b. Digital Fabrication Certificate  
   c. Virtual Reality Goggles - demonstration

3. REPORTS (as available)  
   a. PD Day Report – Claire Hay  
   b. TLC Report – Maureen Wideman  
   c. ETS Report – Gordon Jang  
   d. RAC Report – Satwinder Bains

Next meeting: TBC
Chair: Judy Larsen

Present:
* Robin Kleiv
* Eddie Campbell
* Samarjit Dhillon
* Michelle Johnson
* Sandra Smith
* Maple Melder Crozier
* Lucy Lee
* Satwinder Bains
* Nicola Mooney
* Claire Hay
* Gordon Jang
* Navneet Sidhu
* Samarjit Dhillon
* Diane Cruickshank
* Maureen Wideman

Guest: Nicolle Bourget

Regrets: Colleen Gingerich, Daniel Smythe, Hannah MacDonald

1. ITEMS FOR ADOPTION
   a. Agenda – January 10, 2017  
      Approved

   b. Approval of minutes – December 6, 2016
      - add Samarjit Dhillon to the regrets for Dec 6, 2016 minutes
      Approved

2. ITEMS FOR DISCUSSION
   a. Project Manager: 1.5 Mil Teaching & Learning Fund – Nicolle Bourget
      Nicolle introduced herself and reported that she will be giving status reports on the progress of all projects as Maureen works with faculty moving forward. She presented the attached PowerPoint that shows current projects underway, i.e., more whiteboards, castors for tables and chairs, and technology upgrades. (see pages 5 - 13)

   b. RAC & TLAC Discussion
      There has been a lot of discussion about the connection between Research and Teaching & Learning and how it should be supported. Conversation ensued around identifying what both sides needs are, building a record of commonalities, and getting both sides together for the conversation.
      Action Item: Judy Larsen will invite the RAC to the next TLAC meeting at the Makerspace at TTC on Feb 7, 2017.

   c. Portfolio Implementation Project – Michelle Johnson
      Michelle reported that in the Fall of 2017, one of the requirements for Arts 101 will be a portfolio. This module is being constructed in Blackboard Learn and will take about nine hours to complete. Michelle gave a demonstration of what the module looks like in the BB course. Templates for the modules can be modified or moderated to fit each department. This tool in BB allows the faculty to make it an assignment and the grade goes right into the student's
gradebook. Students can keep all papers, reflections, and digital attributes in “My Artifacts”. If students want to create a list of references of articles they have read, they can make a list outside of the Portfolio module. This portfolio will be a living document and will help students with the following:

- understand design
- identify Institutional Learning Outcomes
- give connections for learning in and out of the classroom
- help to develop a completion strategy
- navigate the Blackboard Learning Management system

Workshops are being offered Feb 1, 2:30 pm – 3:30 pm, G180 and Feb 10, 11:15 am – 12:15 pm. Please email tlcevents@ufv.ca to register.

d. Innovating and Improving Teaching & Learning

With an effort to initiating discussion around TLAC Education Plan Strategy 2, which states that “TLAC will review the systems and structures that promote innovation in teaching and learning, and identify those that may impeded it,” Judy Larsen posed the following questions to the TLAC, and members generated the following ideas in small groups:

i. What does it mean to innovate?

- innovation can sometimes be scary
- modifying things others have done
- a shift in perspective can promote innovation
- constraints can force innovation
- someone else’s point of view can improve what you are doing
- change can be either positive or negative
- stepping outside of the comfort zone
- innovations can be small

ii. How are faculty supported and how can they be supported better by Teaching & Learning?

<table>
<thead>
<tr>
<th>Stars (What is working well)</th>
<th>Wishes (What could be improved)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Departments such as the TLC are encouraging and supportive</td>
<td>• Collegial support from everywhere could be improved</td>
</tr>
<tr>
<td>• Having a faculty development consultant like Mary is a great resource</td>
<td>• Instructors could be given more trust to take risks that accompany innovating practice</td>
</tr>
<tr>
<td>• Academic support like the ASC Peer Tutors, SLG and ISWs</td>
<td>• A Brown Bag sharing club in the new faculty drop-in centre would be well-welcomed</td>
</tr>
<tr>
<td>• 1.5 million grant is very appreciated</td>
<td>• Build culture in departments where risk is valued</td>
</tr>
<tr>
<td></td>
<td>• Instead of a failure implying that one has done something wrong, there should be encouragement that faculty can just try it again in a different way (fostering a growth mindset around teaching)</td>
</tr>
</tbody>
</table>
3. REPORTS
   a. **PD Day** – Claire Hay
      Claire reported that the workshop submission deadline is Jan 31, 2017. She encouraged everyone on the TLAC to submit a proposal and to sell PD Day in their areas.
   b. **TLC Report** – Maureen Wideman
      To be distributed by email
   c. **ETS Report** – Gordon Jang
      To be distributed by email
   d. **RAC Report** – Satwinder Bains
      No report at this time

4. ADJOURNMENT
   The meeting adjourned at 4:31pm

   Next meeting is Feb 7, 2017, TTC – room 1024, 2:30 pm.
In spring 2016, Eric Davis, Provost and Vice-President, announced $1.5M in funding for UFV to reallocate or invest resources in a demonstrably significant way to improve pedagogy within UFV.
Projects Underway

- Whiteboards
  - Static
  - Moveable
- Flexible classrooms
  - Table w/wheels
  - Chairs w/ wheels
- Technology upgrades
  - Document cameras
  - Microscope projection unit
  - Dental school projection unit
- eRoom Lite Upgrades
- Research into:
  - Standing tables
  - Video conferencing
- Potential room upgrades:
  - Sciences: student lounge
  - Health Sciences: study room

### Number of Classrooms

<table>
<thead>
<tr>
<th>Activity</th>
<th>Done</th>
<th>In Progress</th>
<th>In Review</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible classrooms</td>
<td>18</td>
<td>9</td>
<td>23</td>
<td>50</td>
</tr>
<tr>
<td>Whiteboards</td>
<td>15</td>
<td>7</td>
<td>14</td>
<td>36</td>
</tr>
<tr>
<td>eRoom</td>
<td>1</td>
<td>29</td>
<td>0</td>
<td>30</td>
</tr>
</tbody>
</table>
Decision Drivers

Education theory

Students in active learning courses perform six percentage points higher than their counterparts in traditional courses¹.

Relatively simple modifications like whiteboards on walls, swivel chairs, or tables with wheels can have a much greater impact on learning outcomes than expensive technology¹.

Writing information and ideas on a whiteboard frees users from having to remember important information. Displaying information helps create shared group knowledge. Portable whiteboards make it easy for two or three users to jot down thoughts, draw correlations and build on each other’s ideas².

Students at different academic levels benefit from Active Learning Classrooms which supporting collaborative or co-operative learning activities; students are able to attain a higher level of creativity and innovation³.

Discussions with Faculty

2. https://www.steelcase.com/insights/articles/class-can-i-have-your-attention/
Critical Success Factors

• Work closely with faculties and departments to understand requirements and challenges; discuss possible solutions

• Good collaboration between ITS, T&L, and Facilities Management

• Identification of benefits to be realized by each project activity

• Integration into existing processes and identifying ongoing operational expenses

• Post implementation follow up of implementation to track benefits realization
Next Steps

- Identify learning spaces
- Research alternatives
  - Standing tables?
  - Penless projectors?
- Work closely with other projects
- Professional development
- Pedagogical Innovation funding
- T&L programming
- Indigenizing the academy module
Q & A
There is no doubt, and research has confirmed it, that there is a relationship between how faculty teach and how their students learn (J. Christenson Hughes & J. Mighty, Taking Stock, 2010,). And how they teach is greatly influenced by the learning spaces and resources available to them. An investment in teaching and learning spaces and resources will assist our faculty to use more innovative teaching practices and improve student learning.

Classroom design at UFV needs to evolve to go beyond lecture-style configuration. More faculty are adopting active learning techniques but are doing so in classrooms that have furniture that is noisy and difficult to move, little whiteboard space for group problem solving, and lighting that is difficult or impossible to dim. It is recommended that UFV adopt learning spaces that are more flexible to allow a variety of learning experiences for students. This will include chairs and tables with wheels, whiteboards that line the rooms, and lighting that can be dimmed.

Students in active learning courses perform six percentage points higher than their counterparts in traditional courses\(^1\).

Relatively simple modifications like whiteboards on walls, swivel chairs, or tables with wheels can have a much greater impact on learning outcomes than expensive technology\(^1\).

Writing information and ideas on a whiteboard frees users from having to remember important information. Displaying information helps create shared group knowledge. Portable whiteboards make it easy for two or three users to jot down thoughts, draw correlations and build on each other’s ideas\(^2\).

Students at different academic levels benefit from Active Learning Classrooms which supporting collaborative or co-operative learning activities; students are able to attain a higher level of creativity and innovation\(^3\).

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2. [https://www.reakcase.com/insights/articles/class-can-i-have-your-attention](https://www.reakcase.com/insights/articles/class-can-i-have-your-attention)

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Institutions with established active learning classrooms have found that lower-resource changes typically have an outsized impact. Relatively simple modifications like whiteboards on walls, swivel chairs, or tables with wheels can have a much greater impact on learning outcomes than expensive technology. These changes form the foundation of an active learning classroom, allowing students to physically arrange themselves for discussion, debate, or group problem solving.

While technological investments can supplement physical changes, installing technology in classrooms also poses inherent risks. Monitors and screen-sharing technologies are expensive to install and maintain and require training for students and faculty. Some faculty members also worry that technology may distract students from their coursework or take valuable class time to set up. Moreover, technology will quickly become outdated and require replacement, adding additional cost.
# Pedagogy Investment Project Portfolio

**Description**

In spring 2016, Eric Davis, Provost and Vice-President, announced $1.5M in funding for UFV to reallocate or invest resources in a demonstrably significant way. This status report provides a status on the projects that are being funded through this investment. Projects include whiteboard implementations, eRoom improvements, professional development funds and other activities.

## Activity

<table>
<thead>
<tr>
<th>Status</th>
<th>Actuasl</th>
<th>Planned</th>
<th>% Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Resources</td>
<td>Green</td>
<td>$51,346</td>
<td>$319,011</td>
</tr>
<tr>
<td>Whiteboards</td>
<td>Green</td>
<td>$0</td>
<td>$32,273</td>
</tr>
<tr>
<td>Flexible classrooms</td>
<td>Green</td>
<td>$89,806</td>
<td>$111,446</td>
</tr>
<tr>
<td>B101 Upgrades</td>
<td>Green</td>
<td>$1,487</td>
<td>$20,000</td>
</tr>
<tr>
<td>eRoom 2.0 upgrades</td>
<td>Green</td>
<td>$0</td>
<td>$120,000</td>
</tr>
<tr>
<td>Mission GDD furniture</td>
<td>Green</td>
<td>$0</td>
<td>$25,000</td>
</tr>
<tr>
<td>Video Conferencing</td>
<td>Green</td>
<td>$0</td>
<td>$150,000</td>
</tr>
<tr>
<td>C1015: whiteboard pilot</td>
<td></td>
<td>$0</td>
<td>$14,450</td>
</tr>
<tr>
<td>D124: MOLA Room</td>
<td>Closed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFV learning Institute</td>
<td>tbd</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Professional Dev</td>
<td>0</td>
<td>$0</td>
<td>$20,000</td>
</tr>
<tr>
<td>Indigenizing Module</td>
<td>0</td>
<td>$0</td>
<td>$20,000</td>
</tr>
<tr>
<td>T&amp;L Programming</td>
<td>0</td>
<td>$0</td>
<td>$20,000</td>
</tr>
<tr>
<td>Pedagogical Innovation</td>
<td>Green</td>
<td>$0</td>
<td>$100,000</td>
</tr>
<tr>
<td>SUB audio video</td>
<td>tbd</td>
<td>$0</td>
<td>$20,000</td>
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<tr>
<td>Projector upgrades</td>
<td>0</td>
<td>$0</td>
<td>$52,724</td>
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</table>

## Activity

<table>
<thead>
<tr>
<th>Status</th>
<th>Milestones</th>
<th>Notes</th>
<th>ETC</th>
<th>Accountable/ Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management</td>
<td>Steering Committee established</td>
<td>First Steering Committee held</td>
<td>Complete</td>
<td>Maureen/Nicolle</td>
</tr>
<tr>
<td>C1015</td>
<td>Order to be placed for whiteboard</td>
<td>Ramona is working with vendor to price.</td>
<td>5 Dec</td>
<td></td>
</tr>
<tr>
<td>D124: MOLA room</td>
<td>Scope decision (in or out)</td>
<td>Price for renovation is $26,000 and therefore We will not be able to fund this renovation.</td>
<td>Closed</td>
<td>Maureen/Nicolle</td>
</tr>
<tr>
<td>B101 Upgrades</td>
<td>Upgrade teaching technology</td>
<td>Projector and moveable whiteboard ordered; waiting for receipt</td>
<td>In progress</td>
<td>Maureen/Greg</td>
</tr>
<tr>
<td>eRooms</td>
<td>Materials ordered</td>
<td>Arms order has been placed; no date identified for computer component.</td>
<td>In progress</td>
<td>Maureen/Greg</td>
</tr>
<tr>
<td>Pedagogical Innovation Fund</td>
<td>Decision on proposals</td>
<td>Decisions on proposals to begin end of January; funding to be given out starting in February.</td>
<td>In progress</td>
<td>Eric/Nicole</td>
</tr>
<tr>
<td>CEP A2133</td>
<td>Decision on upgrade</td>
<td>Evaluation of A2133 upgrade started.</td>
<td>In progress</td>
<td>Maureen/Shelley</td>
</tr>
</tbody>
</table>

## Risk/Issue

- Multiple ongoing projects may result in confusion or resource issues. Ongoing meeting with teams and project managers to ensure all are aligned. In progress: Ongoing Nicolle
- Change in desktop providers will require additional eRoom testing. Work with IT to get a computer as soon as possible so we can begin testing. In progress: Ongoing Nicolle
- Large number of projects will strain resourcing in facilities and procurement. Funding set aside for part time facilities resource to be hired in January. Monitor timelines for procurement. In progress: Ongoing Nicolle

## Project Details

<table>
<thead>
<tr>
<th>Activity</th>
<th># of classrooms</th>
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