

TEACHING AND LEARNING ADVISORY COUNCIL

May 5th, 2026, 2:30 – 4 pm

Online

Agenda

Committee:

Voting members:

Michael Corman, Rita Dhungel (Chair), Kseniya Garaschuk, Luisa Giles (vice-Chair), Sian Hurley, Bobby Jaswal, Sameena Karin Jamal, Selena Karli, Heather McAlpine, Trevor Murray, Kim Norman, Lindsay Spielman, Marina Turlakis, Helen Twentyman, Mark Thomson, Courtney Boisvert

Non-Voting members:

Debbie Ward, Lara Duke, Garry Fehr, Ian Affleck, Teresa Kisilevich, Sylvie Murray, Chris Schinckus, Awneet Sivia

Call to Order

Territory Acknowledgement

Items for adoption

Approval of Agenda— May 5th, 2026

Approval of Minutes— March 10, 2025

1. Check in: reflections on how the semester has gone, including any new pedagogical approaches others may wish to share (**All**)
2. Experiential Learning: Human-centered classrooms (**Kseniya Garaschuk**)
3. Completion of Chair and Co-Chair terms: Finding new a new chair/co-chair (**Rita and Luisa**)
4. Proposal to schedule meetings every two months (**Rita and Luisa**)
5. TLAC Report: Awneet (pages 6-7)
6. What shall we report back to our respective faculties? (**Rita/ Luisa**)

Information Items

- Upcoming Events at TLC: <https://www.ufv.ca/teaching-and-learning/tlc-events/>

The next TLAC meeting is June 2nd, 2026, 2:30-4:00 pm.

TEACHING AND LEARNING ADVISORY COUNCIL

Mar 10, 2026, 2:30 – 4 pm

Online

Present:

*Courtney Boisvert, *Luisa Giles (vice-Chair), *Lindsay Spielman, *Marina Turlakis, *Sameena Karim Jamal, *Trevor Murray, *Kim Norman, Debbie Ward, Awneet Sivia, Bobby Jaswal

Regrets:

*Sian Hurley, *Helen Twentyman, *Michael Corman, *Mark Thomson, *Selena Karli

Call to Order

Territory Acknowledgement

Items for Adoption

Approval of Agenda – Mar 10, 2026

Approval of Minutes – Feb 10, 2026

1. Check-in: All

Members shared the following:

- Lindsay Spielman shared she is working with the Abbotsford School District for a dual credit pilot program with high schools in nursing. This has been difficult but will be trying it for one more year.
- Marina Turlakis shared she encourages students to read feedback and then they report out on how they respond with what they have learned.

2. Science of Learning – Luisa Giles

Luisa described how she integrates the science of learning into a first-year undergraduate exercise physiology course, which students often find challenging. She began by comparing learning without guidance to being asked to drive a manual car or assemble a stroller without instructions—highlighting that students are expected to know how to learn without ever being taught. Motivated by student feedback and inspired largely by Sandra McGuire’s work, Giles dedicates one class to teaching students *how* learning works. Students reflect on their past and current study habits, read cognitive science-based resources, and

create action plans for changing how they study. They then reflect again after their first exam.

Key concepts taught include metacognition, effective homework strategies, the SQ5R reading method, Bloom's taxonomy, study cycles, spaced practice, and the benefits of teaching material to others. Giles emphasizes practicing for exams the way athletes train for competition and helps students understand why passive strategies like rereading and highlighting are ineffective.

She shares evidence that explicit instruction on learning strategies can improve grades, cites positive student outcomes and testimonials, and provides optional resources such as McGuire's book *Teach Yourself How to Learn* and excerpts from *Make It Stick*. She concludes by encouraging educators to not only teach *what* students should learn, but also *how* to learn—arguing that this approach appears to meaningfully support student success.

Resources

- SQ5R study method. There are lots of versions of this, but even sharing one with your students can be helpful.
- The study cycle: https://www.lsu.edu/cas/files/student_resources_page/study-cycle.pdf
- Teach yourself how to learn: Strategies you can use to ace any course at any level: <https://www.amazon.ca/Teach-Yourself-How-Learn-Strategies/dp/1620367564>
- Cook et al., <https://pubs.acs.org/doi/10.1021/ed300686h>
- 3 ways to study better according to cognitive research: <https://theconversation.com/3-ways-to-study-better-according-to-cognitive-research-140230>
- A memo to students about studying: Faculty Focus. <https://www.teachingprofessor.com/topics/resource-collections/resources-for-students/memos-to-students/a-memo-to-students-about-studying/>
- https://drive.google.com/file/d/1ZDvP0a20WTqJLsrJQ2CUX7wlvaPUQPPQ/view?usp=drive_link
- Summary of Make It Stick: Chapter 8 – Make It Stick (For Students): <https://themillioninmyhead.wordpress.com/2014/12/09/summary-of-make-it-stick-chapter-8-make-it-stick-for-students/>

3. OLO/OLM – Awneet Sivia

Awneet presented data and reflections about instructional approaches in online courses, seeking guidance on how the committee might advise the university. She explains the university's online delivery modes: **online only (asynchronous)** and **online mainly (synchronous)**, alongside blended and face-to-face formats.

Using institutional research data, she highlights that **about 35% of courses have an online component**, with **around 21–22% fully online**. During fall and winter semesters, roughly **60% of courses are face-to-face**, while summer terms show a higher proportion of online offerings, a shift she attributes to faculty availability.

Enrollment data reveals that online asynchronous courses fill the fastest, with a **91% fill rate**, compared to **86% for face-to-face courses**. This trend is especially pronounced at the **100-level**, where online courses fill more quickly than in-person sections. At higher levels (e.g., 300-level), face-to-face fill rates drop significantly, suggesting fewer sections and different student preferences as programs progress.

Awneet notes an important tension: although online asynchronous courses are in highest demand, anecdotal evidence suggests student satisfaction and evaluations may be lower in online courses, raising concerns about learning quality versus convenience. Overall, fill rates decrease as courses move closer to fully face-to-face delivery.

She concluded by offering personal reflections rather than prescriptions, emphasizing that educators must “teach the students you have, not the students you were.” This highlights the need for honest reflection on current student needs, realities, and learning contexts as online education continues to expand.

4. AVP TLAC Report – Awneet Sivia

- Registration for ConnectED 2026, April 29 is open [ConnectED 2026 Registration](#)

The Keynote speaker is Dr. Jo-ann Archibald, Q’um Q’um Xiim, UfV Chancellor and we have an excellent lineup of workshops.

- Video Resources for AI
<https://www.ufv.ca/teaching-and-learning/artificial-intelligence/>
- Join TLC for Chat-OT to discuss anything about online teaching.
TLC’s [Online Course Guidebook \(link here\)](#) can show you more ideas.

** This session is a drop-in format; participants can attend or leave at anytime during the session. **Wed. March 18, 12-1 pm** facilitated by Courtney Boisvert.*

5. Action Items / What to Report Back to Faculties

Agreed items to bring back:

- OLO Presentation, some stats
- Video resources in TLC report from Sabine Decamp
- Link to Courtney's online course book
- ConnectED
- Promote Chat-O

TLC Report to TLAC – May 2026
By Awneet Sivia, AVP Teaching and Learning

a) **ConnectED 2026:** The TLC hosted an incredible day of learning and building connections on April 29, 2026. With over 30 concurrent sessions and 200-plus attendees/presenters, this year's conference broke records. Dr. Jo-ann Archibald, Q'um Q'um Xiiem—UFV Chancellor and Officer of the Order of Canada – was the inspiring keynote speaker who called us to consider Indigenous Storywork as a framework for how we educate the next generation of storyworkers. We look forward to seeing you all at ConnectED 2027 on April 28th, 2027.

b) **AI in Teaching and Learning:**

Anna Griffith and David Thompson have created a Beginner AI Skills Workshop series. See dates below:

In-person | May 13 & 20, 2026 | 2-4pm in G124

A hands-on workshop series focused on building foundational AI literacy, strengthening prompting skills, and applying AI effectively in your workflow. The workshops are scaffolded but can be taken separately if you have a good grasp of the basics. Requirements: Laptop plus a free OpenAI account and access to.

c) **Designing for the Future – Course (Re)Design Intensive Summer 2026 Microcredential:**

The Course (Re)Design Intensive (CRDI) container is a recognized professional learning opportunity that demonstrates commitment to innovation in teaching practice and pedagogy. Anna Griffith and Claire Hay are offering this CRDI as a microcredential, designed as a space of renewal and a community for meaningful curriculum development.

In Person: May 25-29, 2026 - CEP (room TBA); June 1-5, 2026 – Abbotsford G124

d) **April TLC Newsletter – Michelle Andrus**

<https://mailchi.mp/13c8cb7d3501/tlc-newsletter-apr2026>

e) **Open Education Strategy Launch and Celebration – Congratulations to Claire Hay**

And Janelle Szuhtar on a successful launch of the Open Education at UFV: A Strategy for the Future. See photos of the event here:

<https://www.flickr.com/photos/ufv/55141332972/in/photostream/>

Report: [Open Education Strategy at UFV](#)

f) **Workshops offered:**

- Community of Practice, holistic Assessment - Leanne Jo and Claire Hay
- Instructional Skills Workshop -- Feb 17-20, co-facilitated with Claire Hay and Rita Atake
- (Accessible) Instructional Skills Workshop – Mar 9 – 13, co-facilitated with Claire Hay and Sabine Decamp. This included creating accessible ISW Handbooks and resources.
- Open Education Stories – Mar 5, with Claire Hay
- Beginner Halq'eméylem Lesson on Name and Place Level 1 – Mar 10, Leanne Joe
- Chat-S, Taking care of All Our Relations – Mar12, Leanne Joe

- Chat-S, Women in Power – April 9, Leanne Joe
- Chat-R, Ask Anything, Mar 4 and Apr 15, Leanne Joe and Lorna Andrews
- Cultural Safety and Humility Workshop, Mar 10 for students and faculty from KIN, Leanne Joe
- CHAT-OT, Mar 25, - Fizza Haider. This was a drop-in session for conversation around leveraging Brightspace tools and features to enhance the quality of online teaching and learning.
- Brightspace Workshop, including accessibility and AI for faculty teaching the Legal Administration Assistant Certificate in Continuing Education.
- Brightspace workshop for Associate Deans – Courtney Boisvert

g) Publications:

Duff, P. A., Surtees, V. (2027). Communicative Language Teaching. In M. Celce-Murcia, D.M. Brinton, M.A. Snow (Eds). *Teaching English as a Second or Foreign Language (5th Ed.)* (pp. 2-21). National Geographic Learning.