

TEACHING AND LEARNING ADVISORY COUNCIL

December 5, 2023

2:30 – 4 pm

Zoom

Draft Agenda

Chair: Christine Nehring

Vice Chair: Michelle Johnson

Committee: *Evan Taylor, *Kim Striebel, *Michael Corman, *Selena Karli, *Renee Prasad, *Elaine Newman, *Kseniya Garaschuk, *Sandra Smith, *Anna Kuczynska, *Helen Twentyman, *Aleksander Jovanovic, *Heather McAlpine, *Rita Dhungel, *Luisa Giles, *Ismail El Sayad, Victoria, Surtees, Lorna Andrews, Mary Saudelli, Awneet Sivia, Satwinder Bains, Claire Hay, Fizza Haider *voting member

1. Territory Acknowledgement

2. Items for adoption

- Approval of Agenda – January 9, 2024
- Approval of Minutes – December 5, 2023

3. Roundtable

Opportunity to share any items of interest, updates from your faculty, etc.

4. Discussion session on the following topics:

- a. How you or your colleagues are addressing AI in your courses.
- b. Barriers to and opportunities for engaging more faculty in examining their practice.
- c. Summer 2025 isn't that far away! How are you feeling about changing Learning Management Systems starting that semester?

5. TLC report – Awneet Sivia (page 2 of agenda)

6. Other Business

- **Next meeting:** Tues, Feb 6, 2:30–4 pm (Zoom)

Teaching and Learning Advisory Council – January 9, 2024

Teaching and Learning Report – Awneet Sivia

- **Education Summit:** Following our successful summit in November with FV School District and UFV senior leaders, plans are in the works for a series of five “Lunch and Learns” focused on the topics discussed at the summit – equity and access for underrepresented/historically marginalized groups, assessment practices, learner-centred pedagogies, Indigenous youth and education, and cohort/dual credit options. The online Lunch and Learns will be co-hosted by representatives from both systems with the aim to foster awareness and build connections. Please watch for these sessions in February, March, and April 2024.
- **Cross-Cultural Awareness:** Victoria Surtees (Learning Specialist, Internationalization) facilitated a 1-hour workshop for the CFO-Administration Council called Building Trust Across Cultures. Participants built awareness of their own priorities in trust-building and set goals for building trust with those who have other priorities. Victoria also uploaded the new Ekta podcase – see link: <https://blogs.ufv.ca/blog/2022/09/new-ekta-podcast-provides-honest-and-vulnerable-conversations-with-ufv-students/>. In the podcast, Victoria asks each guest (UFV students) the same two-part question: “What is one time you have felt powerful and one time you have felt powerless?”
- **Collaboration:** Courtney Boisvert (Learning Designer) is working with Chris Campbell (ADED), Ashley Friesen (IT), and Samuel Burton (IT) to create a video resource showing the technologies and how to use them in D225. Fizza Haider and Courtney (Learning Designers) have produced two accessibility videos:
 - [Making Content Accessible | Alttext](#)
 - [Making Content Accessible | Hyperlinks](#)
- **Launch:** Michelle Johnson and Claire Hay facilitated a successful end to semester one of the two-semester Launch program for new faculty. Launch continues to shape, enhance, and transform teaching and learning by helping new faculty tailor teaching within with UFV’s unique context and strategic goals.
- **COIL:** Awneet Sivia, Daryl Smith, Linda Pardy, Chris Schinckus, and Victoria Surtees are working with College of Arts and Business faculty to develop a Collaborative Online Inquiry Learning (COIL) Community of Practice. The 10 faculty pairs will participate in a COIL series of five workshops in Winter 2024. The pilot project will have huge benefits for UFV faculty and students.
- **Learning Management System Review:** Phase 2 of the LMS review was completed with the development of criteria for the Request for Proposals (RfPs) and approval of the LMS Review Project budget by the ETGC on Dec 2nd. The next phase will involve receiving proposals from vendors and hiring of a Learning Designer in early 2024.
- **Upcoming Events:** Please see <https://ufv.ca/teaching-and-learning/featured-tlc-events/> for upcoming Winter 2024 events and workshops.
- **Readings:**
 - [Cameras On or Off? It Depends! What We’ve Learned from Students about Teaching and Learning on Zoom | Faculty Focus](#)
 - [Architecture as Pedagogy \(David Orr\)](#)
- **ConnectED 2024** – Mark your calendars for Wednesday, May 8th for another exciting Teaching and Learning Conference!

TEACHING AND LEARNING ADVISORY COUNCIL

Dec 5, 2023

2:30 – 4 pm, Zoom & G124

Draft Minutes

Chair: Christine Nehring

Present: *Luisa Giles, *Heather McAlpine, *Kim Striebel, *Sandra Smith, *Anna Kuczynska, *Helen Twentyman, Michael Fischer, Shirley Hardman, Victoria Surtees, Awneet Sivia

Regrets: Rita Dhungel, Elaine Newman

1. Items for Adoption

- Approval of Agenda – December 5, 2023 Approved
- Approval of Minutes – November 7, 2023 Approved

2. Online Delivery Trends: BCCAT report review – Awneet Sivia

This report is quite timely and highlights strategies for supporting synchronous and asynchronous classes.

The committee was split up into groups and looked at the four themes:

Theme 1: Right mix

- Who decides the “right” mix?
- Student demand
- UFV
- Department
- Faculty need/ interest/expertise
- Student demand is variable with many different reasons given
- Department to department disciplinary match to online
- But of course, scheduling does not always consider/ give us room to meet everyone’s needs/desires/interests/ best practices.

Theme 2: Face to Face (FTF) is predominant but messy, and masks complexity.

- Some courses are required to be FTF (based on external regulatory standards)
- Course frequency/ duration impacts pedagogy
- TRD:
 - Can be lecture, student – centered...
 - More about physical attendance & infrastructure allocation
- What pedagogies transcend modalities?
- Instructors might feel blended courses = twice the work
- “It’s so much better FTF.”
 - Only if we use the benefits of FTF - community, interaction, groupwork...
- Blended:
 - Some online, and some in-person

- If in-person is hyflex, two facilitators would be so awesome!

Theme 3: Learner preferences for online/ hybrid shaped, by changing demographics & a variety of factors.

- Internationalization/ demand for-off campus access
- Demands on student time (i.e.: unable to travel to/ from physical campus)
- Learner support services (ASC)
 - Pre-pandemic: 5% wanted online tutoring.
 - Post-pandemic: 30% wanted online tutoring.

Theme 4: Modality preferences and online/ hybrid enrolments relate to learner desire and need in the context of institutional offerings.

- Many students report they love the idea of online courses, but also report struggling with time management around online learning.
- Challenging to pay attention to online material.
- Accountability challenges
- Too much choice?
 - Decision paralysis: Default to “easiest”/ most accessible

3. Support for Academic Integrity

The Academic Success Centre (ASC) has new Academic Integrity modules so students can self-enroll under the workshops tab on the ASC website and access all the resources. This is optimized for mobile and other devices. There are 8 modules in all with intros, content, and a self-test with a brief description of the next module. Faculty can use Track Tutoring to see which students did the modules. ASC will do a UFV Now announcement. For more information on Tracked Tutoring, please see pages 5-7 in agenda package.

Reminder – Be aware of how this is framed to students, not punitive or assumptive.

4. TLC Report – Aweeet Sivia (see Page 2 from Dec agenda package)

5. Other Business

The Third annual Celebrate Learning at UFV event on Wed, Dec 6 was a success! Seven UFV educators including Dr. Luisa Giles, Dr. Noah Schwartz, Dr. Kirsten Robertson, Cindy Rammage, Dr. Lolehawk Buhler, Christine Zapioski, and Dr. Anna Griffith, shared their innovative approaches to learning in 2023. This Zoom event was on Wed, Dec 6, noon–2pm.

Adjourned 4 pm.

TRACKED TUTORING AT THE ACADEMIC SUCCESS CENTRE

What is Tracked Tutoring?

Students who receive tutoring almost always self-identify as needing help, usually ask for help later in their course/assignment work than is optimum, and generally have just one tutoring session. Students who use tutoring services more frequently or earlier tend to do better. The Academic Success Centre has set up a system called Tracked Tutoring to help instructors encourage students to access tutoring services and possibly reward them for doing so.

How Tracked Tutoring Works:

Details about tutoring sessions at the ASC are held in confidence. Faculty members who would like to know which of their students are or are not being tutored would not be able to get that information. With Tracked Tutoring, students are informed on their syllabus or assignment instructions that any tutoring they receive in connection with that course or assignment will be reported to their professor. The benefit to the student (x% of grade, bonus points, etc.) is also communicated. Sometimes, the instructor makes accessing the tutoring services optional, and that information is included. Over the time period designated by the faculty person requesting Tracked Tutoring, the ASC monitors the tutoring appointments (and access of other resources or services if relevant) each student has and prepares a report for the instructor.

To set up Tracked Tutoring, instructors need to:

- Ensure that the syllabus or assignment instructions contain information about the purpose and process of Tracked Tutoring (see the “Boilerplate” section at the end of this document).
- Fill out and submit the request form on the ASC website:
 - <https://ufv.ca/academic-success-centre/faculty/request-academic-support-services/>
- The web form will require instructors to upload a copy of the assignment or syllabus showing the information provided to students about Tracked Tutoring and will request a class list. Please note that it is possible to set up Tracked Tutoring for specific students or groups of students rather than the whole class. In such cases, there are text fields to provide these specifics (but a class list is appreciated, too).

Some Options for Tracked Tutoring:

In addition to peer tutoring, the Academic Success Centre has many other support services and resources. Faculty can select the type and frequency to best suit their goals for their students. Here are a few examples to consider:

1. Participate in one peer tutoring session before handing in the assignment and attend one workshop related to the relevant source citation style.
2. Each month, participate in an ASC workshop, one of which must be on citation styles.
3. Book and attend at least three peer tutoring sessions before [date]. (note—to ensure that the ASC has the necessary staffing available to support this type of request, it's helpful if a request to track multiple tutoring appointments is done over the course of the semester and not in a compressed period prior to one assignment)
4. Book a group tutoring session to practice your presentation.
5. Self-enroll in the askASC Blackboard course and complete the Academic Integrity Matters self-study modules.
6. Meet with a Learning Strategist to create a study plan.
7. Participate in at least two of the activities during Procrastination Awareness Week. (or another of the ASC events, such as Academic Integrity Week or the De-Stress Fest)
8. Attend the ASC evening Study Hall hours at least twice this semester.

Boilerplate Text to Use in your Syllabus or Assignment Instructions:

To assist instructors in making these preparations, the ASC has created some boilerplate text that can be added to documents as needed.

Please note that the tutoring is tracked only for the specific course or assignment – a student might be getting tutoring for another course or another assignment, but that information would be excluded from the report the ASC provides the instructor.

Instructors are welcome to tweak the wording of these samples to suit their purposes as long as two key elements are maintained: (1) that access of tutoring services (and possibly other resources) will be reported to the instructor; (2) the benefit to the students of accessing services. If an instructor would like to consult with the ASC on wording, they are welcome to do so.

Sample to insert in **syllabus** for **semester-long** tracking:

Tracked Tutoring at the Academic Success Centre

To support your out-of-class learning this semester, part of your grade for this course will come from the tutoring you receive at UFV's Academic Success Centre (face-to-face or online) <https://ufv.ca/asc/>. Each time you have a tutoring session for help with this course's material, your tutor will ask whether the appointment is for Tracked Tutoring; if you say yes, then the tutoring appointment will be included in a report to me near the end of the semester. The ASC will tell me how many tutoring appointments you had during the semester but will not report the specific details of each appointment. At the end of the semester, these tutoring appointments will comprise [X amount of final grade]. If you do not want your tutoring appointments

included in this report, you can say “No” when asked if the session is for Tracked Tutoring; by doing so, you will forgo any of the course grade associated with using UFV’s tutoring service.

Sample to insert in **assignment instructions** for **assignment-specific tracking**:

Tracked Tutoring at the Academic Success Centre

To support your learning this semester, part of your grade for this assignment will come from the tutoring you receive at UFV’s Academic Success Centre (face-to-face or online) <https://ufv.ca/asc/>. Each time you have a tutoring session for help with this assignment, your tutor will ask whether the appointment is for Tracked Tutoring; if you say yes, then the tutoring appointment will be included in a report to me when your assignment is due. The ASC will tell me how many tutoring appointments you had during the assignment preparation but will not report the specific details of each appointment. These tutoring appointments will comprise [X amount of assignment grade]. If you do not want your tutoring appointments included in this report, you can say “No” when asked if the session is for Tracked Tutoring; by doing so, you will forgo any of the assignment grade associated with using UFV’s tutoring service.