

TEACHING AND LEARNING ADVISORY COUNCIL

Oct 7, 2024, 2:30 – 4 pm

Online

Agenda

Chair: Rita Dhungel

Vice Chair: Luisa Giles

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, Debbie Ward, Jatinder Mann, Courtney Boisvert

Non-Voting members:

Maureen Wideman, Lara Duke, Garry Fehr, Michael Hitch, Teresa Kisilevich, Sylvie Murray, Chris Schinckus, Alisa Webb

Territory Acknowledgement

Items for adoption

Approval of Agenda— Oct 7, 2025

Approval of Minutes—Sept 9, 2025

1. Student Evaluations of Teaching Update: **Claire Hay**
2. UFV Stance on AI: **Sameena** (30 minutes)
3. AI meeting minutes/ recording meetings: **Rita**
4. Does anyone have anything that we want to know about (e.g., events, something interesting)? **Rita**
5. Topic facilitation sheet reminder: **Luisa**
https://docs.google.com/spreadsheets/d/1OoRetHek4_6dJ_kJoWgNSLct2yWjNMQvjVAMe_Z0A3s/edit?gid=0#gid=0
6. AVP Teaching and Learning report: **Maureen**
7. 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/>

Sept 9th Action items

1. **Claire Hay** will connect with the FSA regarding procedure for SEOT
2. **Luisa/Rita** Connect with Claire and Victoria to draft an email to send out to former flex participants to recruit for a faculty-to-faculty flex

TEACHING AND LEARNING ADVISORY COUNCIL

Sept 9, 2025

2:30 – 4 pm, Zoom

Draft Minutes

Chair: *Rita Dhungel

Vice-Chair: *Luisa Giles,

Present: *Sian Hurley, *Kim Norman, *Sameena Karim Jamal, Lindsay Spielman, *Michael Corman, *Selena Karli, *Trevor Murray, *Courtney Boisvert, *Helen Twentyman, *Debbie Ward, Navneet Sidhu, Claire Hay, Maureen Wideman, Lorna Andrews *voting member

Regrets: *Bobby Jaswal

Territory Acknowledgement

Items for adoption

Approval of Agenda – Sept 29, 2025. Approved

Approval of Minutes – June 5, 2025. Approved

1. Check in (Round table)

What are you excited about this semester?

- ✓ Indigenous workshops
- ✓ OER and launching O textbook program over the summer
- ✓ SLG Learning Outcomes
- ✓ New course built on AI teaching and research and AI sessions for faculty.
- ✓ Applying for accommodation for students in Brightspace
- ✓ New cohorts so each student's experiences are good and very intentional.
- ✓ Dual credit courses with high school and transferrable to other programs.
- ✓ Releasing conditions on assignments in Brightspace so students are encouraged to focus on the process not the product.
- ✓ Looking forward to using Pebblepad for Nursing
- ✓ Excited for Brightspace

2. SLG Update – Navneet Sidhu

Navneet reports that they hosted a student panel and invited faculty to attend. Questions asked the students centred around how students are engaged with readings, and how students are engaged during lectures. Please see Appendix 1 pages ? for the full report. If you want a leader in your course, please contact Navneet at Navneet.sidhu@ufv.ca

3. Brightspace Update – Courtney Boisvert

TLC reports a smooth transition to Brightspace this Fall. There were some bugs in the summer but those have been mostly worked out. TLC is working on a Brightspace course, and tutorials.

Checkout out the TLC newsletter that advertises workshops
<https://mailchi.mp/f3cb6ebe1923/tlc-newsletter-sept2025>

- End of Blackboard? If you need to restore or migrate any courses from Blackboard to Brightspace, please see this link [IT Restore/migrate form](#)
- For the information about Blackboard, there is an announcement in Brightspace. Please log in to myClass using your UFV email and password.

4. Student Loaner Laptop Program - [Article - Borrow a Laptop](#)

5. Explorance Blue – Stephen Eide

This isn't ready to report on.

6. Goals update/action items check in (see below for action items from June meeting)

Luisa/Rita/Claire.

- a. Changes to Student Evaluations of Teaching - Claire Hay contacted the FSA about whether there is anything in the Collective agreement that inhibits us from starting to make changes. Claire will follow up with the committee when she hears back from the FSA.
- b. Flex- If you are interested in what face-to-face looks like, send a meeting request to the TLC Specialists. For more information, see website here <https://www.ufv.ca/teaching-and-learning/teaching-strategies/faculty-learning-exchange-flex-program/>

Comment:

Maureen Wideman shared about the Teaching Squares program, where four faculty members visit each other's classes looking for ideas for their own classes.

Email her to get the notes if you are interested Maureen.wideman@ufv.ca

Action item:

Wait to hear from Claire on what the unions say we can do about evaluations.

7. Do we want to continue with presentation/discussion focus at the beginning of each meeting, led by one TLAC member? – Luisa

The committee voted in favour of doing this. Please sign up on the link below

https://docs.google.com/spreadsheets/d/1OoRetHek4_6dJ_kJoWgNSLct2yWjNMQvjVAMe_Z0A3_s/edit?gid=0#gid=0

8. AVP Teaching and Learning Report – Maureen Wideman (see Appendix 2)

It was a busy summer for Teaching and Learning as we prepared to launch Brightspace campus wide. We made thousands of connections with faculty members both in-person and online, and we created a substantial number of resources to address the many components of the Brightspace tool. Congratulations to TLC and IT for a successful launch.

TLC created resources for Brightspace and helped many faculty get started in their online courses, helped to launch Pebble Pad- an eportfolio tool which will be used extensively by the nursing faculty, hosted a one-day workshop for new teachers, continue to build Open Educational Resources, and created a new podcast for EKTA. TLC is currently offering

reconciliation events and a Fall Forum during the months of Sept - Nov.

9. What shall we report back to our respective faculties? Rita/Luisa

See report emailed to the committee.

- a. Lorna Andrew's workshop offerings
- b. Navneet's Update
- c. Sameena's AI Course and workshops in Sept, Oct.
- d. Brightspace hacks, short cuts, end of Blackboard
- e. Reconcili-action Lunch and Literacy event in Oct.

SLG student panel 2025

Section 1 How Students Engage with Readings

1. When assigned a reading, what's the first thing you do such as print out, open on a device, skim?

Some students print out the readings at home. The UFV printers are easy to use but students feel getting the UFV cards uploaded with money can be a hassle, hence, they print at home when they can. However, many students prefer digital versions because they are more accessible as well as it's easy to look for information without having to go over each page to find a definition or a word.

2. How much reading can you realistically do in a week?

Depending on how many pages a chapter is and what else is being assigned. If extra readings such as journals or articles are assigned and are long, it can be overwhelming. Assigning specific pages from a chapter or an article also helps.

3. What strategies help you to get through readings (or make it more manageable and effective)—like highlighting, annotation apps, screen readers, AI summaries, or something else

- When faculty give important and specific topics to focus on. Students like when faculty assign certain topics.
- Some students are using podcasts so that they can read while driving. Some students also like to use audio for their readings therefore it seems like giving students various options either in digital form or highlighting specific topics helps cater to different learning preferences.

4. What kinds of things make you more motivated to do the readings for a class?

To Increase curiosity for a certain readings faculty can give a reading guide because students are always on a time crunch. This helps students focus on those important topics. What motivates students is also how the assigned reading influences an assignment or an upcoming exam. Making readings highly relevant to what was being taught in class or to quiz students on those readings will motivate students to read. Connecting the readings to the lecture, especially once students know something will be discussed during lecture from those assigning readings motivates them. So, discuss those readings in class. Students shared examples of when faculty did that and how it motivated them to read weekly.

5. Do you prefer physical books or e-books? Does cost or zero-textbook-cost affect your engagement?

Yes, cost does affect student engagement. Some students cannot justify spending a lot of money therefore they are finding alternative ways such as buying cheaper books on websites or finding digital copies. Knowing this, some professors are

reaching out to publishers and making available free versions to students. A prof that did this in the class observed the engagement from students was higher. Seems like students really like and prefer -versions of textbooks for various accessibility reasons. When faculty have provided free texts for example students did more practice problems in one of the Stat classes. When students have to pay a lot for their books they always complain and sometimes don't do extra practice problems. One prof was also able to contact the publisher and get free Wiley questions without having students pay for the code. These questions were integrated into Black board.

Section 2 Engagement during lectures

1. What makes a lecture easier for you to follow and take good notes?
 - Having access to class notes ahead of time helps students focus more in class and this is also important for accessibility reasons.
 - Students spaced out in class if they haven't seen the material before therefore this is a nice option for students to have.
 - Providing incomplete notes does not help students. Some faculty feel that this encourages students to attend lectures but one of the leaders indicated that he is so busy taking notes in lecture that his handwriting becomes non-readable therefore he likes to go back to the notes from the professor, but incomplete notes do not help him.
 - Professors that need to cover a lot of material during the lecture and have a lot of slides and are pacing through them fast lose students in terms of engagement.
2. Can you share an example of something a professor has done that really kept you engaged during a lecture?
 - Students indicated that opportunities given to them to engage during the class where the professor is not just focusing on lectures but giving breaks in between such as group activities is a great strategy to increase engagement. It is important to give students a chance to practice the problems in class especially for problem solving courses such as math and stats. This also gives opportunity to students to make mistakes during the class and learn from their peers or the faculty. This is also important because the attention span of the students is little.
3. What kinds of examples, visuals, or demonstrations make the material click for you?

- Ensuring that the material is presented through various means and not only slides such as diagrams, mind maps, fill in the blanks, using color, highlighting or videos is helpful. Variety of ways to showcase the content helps cater to different learning preferences.

Notes from faculty- Faculty feel that having an SLG leader embedded in the class is very helpful. Alan said that the terms he didn't have one, he felt lonely. This shows how faculty who make good relations with their leaders and can use them in other creative ways. Stan suggested that faculty should be asking leaders about their lecture style/content/pacing etc. because students do not give that feedback directly to their faculty. Amitoj's faculty asked her for this specific feedback and she feels it helped the faculty improve.