

Teaching and Learning
annual report



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Message from the Director

It is an exciting time to be in education as we witness and participate in the significant changes that are happening in the field of learning. Often described as disruptive and conversely evolutionary, this is a consistent movement to evidence-based practices that engage and excite students.

The role of a Teaching and Learning Centre is to support, facilitate, and at times, lead that movement. We support faculty as they explore new methods, we facilitate the use of technologies that engage students, and we participate in research that provides the data to guide change. It requires a nuanced and integrative approach that respects the diverse needs of faculty with the ultimate goal of improving student learning.

This is Teaching and Learning's first annual report and it provides a snapshot of what this department has accomplished over the 2016-2017 year. We have delivered a wide range of workshops from curriculum renewal to Blackboard technologies. We have worked with faculty members individually as well as with departments and faculties. We've seen the exponential growth in the use of our learning management system for online courses, hybrid, and for enhancing face-to-face classes. We are supporting the development of ePortfolios. We participated in the Faculty Survey of Student Engagement. We assisted in the pilot of a new digital textbook system, and reached out to the community to collaborate on educational projects. We welcomed visitors from around the world to our Instructional Skills Workshops and Indigenizing the Curriculum institutes.

One major project is the implementation of UFV's Pedagogy Investment Fund - \$1.5 million for pedagogical improvements which has led to the implementation of more active learning classrooms with wheeled furniture, more whiteboards, improved technologies, and programming. By the time this project has finished almost every classroom at UFV will have been impacted in some way by the funds. In addition, BC government funding assisted in the conversion from analogue to digital wiring in many of our buildings - another large project to modernize our learning infrastructure.

On the student side, the Academic Success Centre expanded its programming and hired more tutors and student leaders to support the academic growth of our students across all programs. Supported Learning Groups continues to demonstrate that most of the students who participate in the SLG program get higher grades than those who do not.

Improved learning is at the heart of the Teaching and Learning Centre whether it is supporting faculty or students, and this annual report provides an overview of some of those achievements.



Maureen Wideman, PhD
Director, Teaching and Learning

Vision

Teaching and Learning offers transformational learning experiences that engage and provoke learners and educators in a reciprocal relationship of learning. We nurture the development of a university culture that values learning as a lifelong process, educating as a calling in continuous development, and learners as diverse individuals deserving of utmost respect.

Mission

Teaching and Learning supports the goals of UFV by providing leadership, support and resources for the continuous advancement of evidence-based teaching and learning practices and scholarship. This includes strengthening capacities campus-wide through professional development for the teaching community as well as supporting the expansion and effective engagement of learning technologies and techniques. Teaching and Learning also provides academic supports for continued student success through a wide variety of programming provided by the Academic Success Centre and Supported Learning Groups.



UFV Education Plan Goals

1 prioritize learning everywhere

UFV values the learning of faculty, students, staff, and community no matter when, where, and how it occurs. Courses, schedules, programs, and administration put the journey of the learner first. UFV recognizes that our learners are diverse; this necessitates diverse learning options and settings. UFV works to create learning opportunities in communities both inside and outside of UFV.

2 commit to flexibility & responsiveness

UFV recognizes the importance of agility in its programs and administrative units to enable us to adapt and respond to the diverse learning needs of our students, faculty, staff, and community. We will streamline organizational procedures and practices that limit creative problem-solving.

3 collaborate across boundaries

UFV supports and develops opportunities for collaborative and interdisciplinary work. This involves collaboration around research, programming, learning, and community development. It also involves collaboration with other educational institutions, community organizations, and industry, both locally and globally.

4 develop local & global citizenship

At UFV, we develop and model civic engagement and social responsibility. Our students, faculty, and staff recognize the importance of nurturing a global awareness that supports the health and safety of citizens around the world. Part of being a UFV citizen also involves responsibility to our communities and environment. Locally we work on the unceded territory of the Stó:lō people and the Indigenization of UFV is a priority. Indigenization informs everything we do at the university in every program, department, and service area, through the inclusion of indigenous content, perspectives, and ways of knowing.

5 integrate experiential learning

UFV will ensure opportunities to incorporate experiential learning both inside and outside of the university classroom. This may involve assignments and assessment activities, field experiences, community placements, laboratory experience, research, and co-operative learning.

Supporting You

The Teaching and Learning Centre

Teaching and Learning supports learning across UFV through a wide variety of programs and services. We provide faculty development with a dedicated specialist whose role is to support faculty in the growth of their teaching and scholarship practices. Educational development assists in the research, development, and implementation of programming, such as the e-Portfolio program, that support UFV's educational goals. Educational Technology Services provides in-person online support and training for the UFV community using our educational technology tools and classrooms. The TLC also provides student academic support through the Academic Success Centre and Supported Learning Groups.

We encourage the use of evidence-based practices through a coaching/mentoring approach to guide and support faculty members as they adopt and evolve their learning methods and incorporate educational tools. While the TLC offers a number of in-class and online workshops and personal consultations, we also custom design learning seminars from 10 minutes to full days to meet the specific needs of departments or groups.

While the TLC works diligently to support the UFV community to meet the learning goals on campus, it is also connected regionally and nationally through leadership positions on the British Columbia Teaching and Learning Council and the Educational Developers Caucus, and is a member of the Society for Teaching and Learning in Higher Education.

Prior Learning Assessment & Recognition

Teaching and Learning administers the PLAR process at UFV. Prior Learning Assessment and Recognition (PLAR) is a flexible assessment process that helps students obtain credit in a course or program for learning that took place outside of the formal, post-secondary system. It provides students with the opportunity to have their acquired training, skills and knowledge gained through learning experiences assessed and recognized as an academic credit towards a UFV program, helping the student save time and money while gaining a diploma or undergraduate degree.



Educational Technology

Educational Technology Services provides support for faculty, staff, and students with a variety of audio visual equipment and technology training, as well as eRoom support. ETS assists campus events such as the President's Lecture Series and Convocation.

ETS offers ongoing workshops for faculty and staff with myClass (Blackboard Learn) and educational technology used at our university. ETS researches new learning technologies that can be used in our environment to foster better learning and to help build our success as a top teaching university.

UFV's eRoom Technologists work behind the scenes to update the campuses with new digital wiring, computers, projectors and other educational technological equipment. The job can be a challenge as they have to work around classroom schedules which often means very early mornings or late evenings. This year has been especially busy with the work required through the Pedagogy Investment Fund and the government-awarded funding for moving from analogue to digital wiring. This work requires close collaboration with a number of departments including Facilities and Information Technology Services.

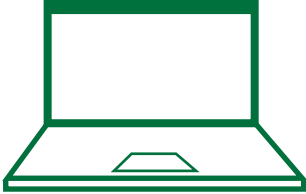
Tech Buddies

Faculty new to UFV who need assistance with technology, can sign up to be paired with a Tech Buddy in Teaching and Learning. The program builds a support network and assists faculty in navigating the ever-changing environment of Educational Technology. The Tech Buddy acts as a consultant as faculty transition into teaching using technology and will be a resource to offer recommendations, assistance or training in classroom or online learning technologies.



Digital Pedagogy

myClass



myClass (Blackboard Learn), UFV's learning management system, is integrated with synchronous and asynchronous tools to enhance or assist faculty in their teaching. Blackboard Collaborate, our web conferencing tool is available in Blackboard Learn as well as outside the LMS. This synchronous tool in Blackboard Learn has features that allow instructors to share their screen, conduct polls and create breakout rooms for student group collaboration. Designed for the fully online environment, it allows faculty real-time communication with students wherever they are located.

Kaltura



Video on demand has seen a steady growth in the recent years. Kaltura, UFV's video management system, integrated in myClass, can enrich the classroom experiences in blended learning, remote learning, on-demand personalized learning and flipped classrooms. It increases student engagement and enables new ways of creating curriculum items, assignments, and submissions. Kaltura has more than 5,000 UFV videos and the collection is growing every day.

ePortfolios



Teaching and Learning supports ePortfolios as a mechanism for students to provide evidence of their learning journey at UFV. Training and development is offered in the form of workshops, group meetings, and one-on-one consultation to outline the best practices for incorporating ePortfolios into courses and/or programs.

Virtual Reality



Teaching and Learning has begun to facilitate the use of Virtual Reality through the use of VR goggles for use with smart phones as well as a 360 degree camera. Virtual reality can change the classroom environment, providing an immersive experience for the students of museums, architecture, nature, geology site simulations, and virtual modeling. The TLC is happy to provide training and support for faculty for the use of this equipment in an educational setting.

Workshops

Enhanced Teaching Technologies

The TLC offers hands-on workshops to support learning of teaching technologies like Blackboard, UFV's learning management system, as well as its integrated programs like Collaborate, Portfolio, and Kaltura. New applications and tools that support student learning are also featured including Kahoot, Memrise and virtual reality instruments. New workshops are always being added as technology evolves.

New Faculty Kick Start

The New Faculty Kick Start offers faculty new to UFV a full-day of workshops and a hands-on introduction to the UFV learning environment, teaching and learning strategies and the learning management system. It provides an opportunity to network and to introduce new faculty to the staff and supports available to assist them.

Teaching Matters

A variety of workshops using best practices are provided to faculty and staff to support their teaching. Workshops include: Folio Thinking, Sparking up your Discussion Board, Designing Rubrics and Making Marking Manageable, as well as many others. Teaching and Learning will work with departments to provide customized workshops for specific needs.

Learning Institutes

Learning Institutes including Instructional Skills Workshop, Facilitators Development Workshop and Indigenizing the Curriculum offer faculty and staff from UFV and abroad the opportunity for intensive, multi-day learning to expand knowledge, and enhance teaching and learning in the classroom.

Learning from Others

Teaching and Learning provides opportunities for learning through others such as Magna Mentor Commons, BC Campus's Facilitating Learning Online Workshops, Festival of Learning and Open Educational Resources Forum as well as a variety of webinars hosted by Innovative Educators, Academic Impressions and the Conference Board of Canada. Check our upcoming events page.

UFV PD Day

May 2016

UFV PD Day is a Teaching and Learning initiative supported by the Office of the Provost and Vice President, Academic, Human Resources and the Teaching & Learning Advisory Committee. UFV faculty, staff and administrators enjoy a day of professional development, connect with colleagues, and learn tools, tips, and trends in higher education to grow our future together.



35 workshops
facilitated by UFV employees

workshops facilitated by TLC staff **8**

288
participants



Testimonials

'This was my first PD Day at UFV and I was very impressed with the organization and the variety of workshops.'

'I enjoyed both attending and presenting at PD Day and I'm looking forward to next year!'

'We are a teaching university, and also a learning university; it's good to celebrate that!'

Keynote Speaker

Jan Unwin

Superintendent of Graduation
and Student Transitions
with the Ministries of Education
and Advanced Education



Classroom Improvements

Pedagogy Investment Fund

In 2016/2017, UFV generously set aside \$1.5 million for investments in improvements to pedagogy. Funds were allocated for upgrades to technology, classroom furniture, learning spaces and programming. Almost \$80,000 of these funds were awarded to faculty learning projects. In addition, UFV put castors on classroom tables, installed more whiteboards, and improved classroom computer technology. Working with faculty members, UFV has developed specialized teaching classrooms such as “standing” classrooms to provide students with the opportunity to stand and work, trapezoid tables for easy classroom configuring, flip top tables that can be collapsed and moved to the side of the room; and reorienting classrooms to make the rooms more user-friendly. More is planned and when the project is complete, almost every classroom on campus will have been impacted by these funds.

In brief:

48 classrooms to be converted to active learning classrooms

38 classrooms will have additional whiteboards

30 classrooms will have new classroom computers installed

MMR Fund

The Major/Minor Renovation (MMR) fund is a pool of funding available from the BC government for institutions to fund various renovation projects. For the 2016-17 fiscal year the TLC applied for funding to replace the existing analogue AV infrastructure in all eRooms, including cabling, switchers, projectors (where required) and other components. Beginning with the Abbotsford eRooms, the scope was expanded to include new podiums, projection screens and controllers (i.e., almost all existing equipment was replaced).

To date, our eRoom Technologists have completed 21 eRooms on the TTC campus in Summer-Fall of 2016. The work continues to upgrade buildings on the Abbotsford Campus with a target date of December 2017 as the completion date.

By The Numbers

71 workshops



319

workshop participants



36% increase in workshops

28 department presentations

65 faculty development consultations

20 curriculum renewal consultations

24 course renewal consultations



132 ETS faculty consultations

74 ETS classroom service calls 



47% increase in myClass course shells

Academic Success Centre

The Academic Success Centre (ASC) offers student-focused tutoring, workshops, online resources and support programs to develop students' academic skills and knowledge. During the 2016-2017 academic year, the ASC established new ways of delivering these services while maintaining the strength of its core tutoring service.

45 UFV students employed

Student Positions

ASC continued and expanded its successful tutoring program by hiring and training **Peer Tutors** to work with students on personal learning strategies, and provide writing and subject-area support. Most tutoring is done face-to-face, but online tutoring is provided through Blackboard Collaborate with audio-video real-time connection; and through WriteAway a network of tutors at post-secondary institutions in BC, where UFV students submitted 275 documents this Fall and Winter Semester.

Taking the idea of academic support beyond classroom-based activities and assignments, the ASC created several new student positions to support students more holistically while still emphasizing their path to academic success. **Academic Lifestyle Leaders** (ALL) promoted the connection between physical wellness and mental acuity by encouraging small, manageable changes to habitual behaviour and staffing information tables at various events. **Academic Integrity Mentors** (AIM) created materials and provided information to guide students in matters of academic honesty. **Language Exchange Leaders** (LEL) hosted events to give students informal opportunities to speak in languages other than English, recognizing that multilingualism is a pathway to brainpower. The **ASC Promotions Team** consists of Researcher/Writers, Digital Designers, and Social Media Gurus all of whom supported the other teams' projects as well as their own; one initiative they had was to run a #myASCsuccessStory campaign on Facebook and Instagram.

From tutees about tutoring:

'Tutors who teach me are very nice and try to help me study. I'm so satisfied and appreciate them. I originally came into English (105) knowing it would be an incredibly difficult class for me, and the assistance I've received has not only helped me get an excellent grade in my English class, but will contribute greatly to all of my future endeavors. With that being said, thank you again for having a program to assist students and for helping me reach my full potential.'



Academic Success Centre

ASC Events

Long Night Against Procrastination (LNAP) kickstarts the final month of each semester and brings together service and support areas from all over UFV, providing a wide range of activities and resources, while offering food and prizes to participants.

LNAP over 150 participants each term

LNAP Testimonial

'I just wanted to let you know I enjoyed the March 9 Long Night Against Procrastination event. The extended library hours and prolonged computer access were appreciated. I put in some extra study time and the energetic atmosphere was conducive to my efforts. As well, the snacks provided by the ASC were awesome! The LNAP is a great idea and I hope it will continue in the future semesters.'

Weekly Events

Throughout each semester, the ASC ran weekly workshops including APA/MLA Citation Styles, Exam Preparation, and Decoding Your Topic. Some additional workshops and promotions were designed around the theme of "International Day of ..." such as Handwriting Day, Random Act of Kindness Day, and Bubblewrap Day. The goal was to connect with students in ways not immediately associated with academic work, to encourage students to come into the ASC, and to show how taking a break from the computer or relaxing ultimately help to focus one's attention for academic success.

'You can never go wrong with having the therapy dogs and I absolutely loved the room where you could make a stress ball, paint serenity rocks, pop bubble wrap, etc.'



Supported Learning Groups

The Supported Learning Groups (SLG) program supports student learning by embedding a subject leader into the classroom. This leader works with the professor to provide support for learning outside the class, in small, interactive tutorial groups. Data shows that those who participate in the SLG program get higher grades than those who do not.

964
students served



Student Testimonial

"I love SLG. It's super helpful and really narrows down what you need to know and study! It's also easy to ask questions and further one's understanding on the course material."

-BIO 111 student

Supported 32 courses across 64 sections, including Arts, Sciences, Health Sciences and Business

20 UFV students employed, gaining leadership, collaboration, teaching and communication skills

SLG Achiever

"Through the SLG program, I was able to grow both professionally and personally. SLG helped me learn the importance of organization, planning and facilitation. Additionally, SLG helped me increase my confidence with public speaking, and deepened my understanding of the course material for the courses I supported. Combined with this professional growth I had great pleasure working with some of the most genuine and caring people I've ever met. With SLG it is all positives, and I'm so grateful that I was able to be part of the program during my time at University!"

-Darryl Wilson. Chemistry Leader



Faculty Focus

Renee Prasad

Agriculture Technology

When I started off, I used to teach the way I was taught. Since I had a lot of excellent teachers this was not necessarily terrible – but I was aware of the yawns, the sleepy eyes and the lack of engagement. Then I tried to be more “agriculture-friendly” so I incorporated more examples and field trips. I noticed folks perk up for the examples and then zone out again. With the help of the TLC, I am more myself in the classroom now - independent of both the past and peers. I am not afraid to try

things that are different, weird or possibly not “university-enough”. Having Mary and Maureen to bounce my ideas off of is reassuring. The TLC is here to help us keep up with our evolving student body. Because, in the end, what matters isn’t how I teach but how students learn. As students change, the TLC will continue to help me change.



“The TLC is here to help us keep up with our evolving student body.”

Judy Larsen

Upgrading & University Preparation



The Teaching and Learning Centre has been an incredible source of support throughout my teaching journey at UFV. From my first encounters with getting help with creating online videos for blended and online learning design options for my courses, to my most recent requests for increasing whiteboard space around classrooms for fostering collaboration, the TLC has always been welcoming and supportive of my ideas. I have always felt comfortable asking whether

something is possible or not, and more often than not, the TLC team offers me a variety of solutions and options. If an option I am seeking out is unavailable, they are willing to brainstorm ways around it or find ways to make it happen in the future. I am very happy to see that the Teaching and Learning Centre is such a welcoming place and is always growing and improving every time I drop by.

Faculty Focus

Robin Kleiv

Physics



The Teaching and Learning Centre has been an invaluable resource for me. After reaching out to express my interest in pursuing research in the Scholarship of Teaching and Learning (SOTL), I was put into contact with the Teaching & Learning's Dr. Mary Saudelli. Together we developed a research project and a successful grant application. We are now working on this project with strong support from Teaching & Learning. I am keen to broaden my research in SOTL with the assistance of Teaching & Learning Centre. Moreover, the Teaching & Learning Centre continually inspires me as I

work to hone my skills as an educator.

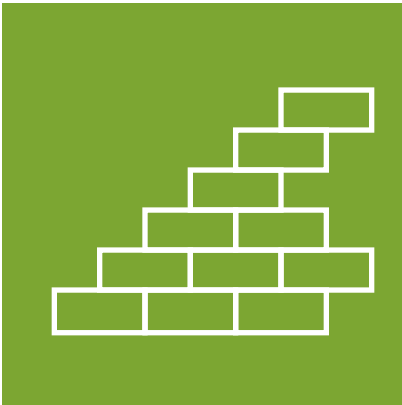
Teaching Excellence Awards

UFV's Board of Governors and the Senate recognize academic excellence in teaching, research, and other scholarly activities that support student learning and enriches educational programs at UFV. See the award winners at: <http://ufv.ca/tlc/teaching-excellence-awards/>

The Teaching Excellence Award is awarded annually to a UFV faculty member or lab instructor in recognition of teaching excellence. Selection criteria include mentorship, attention to student learning in the instructional environment and in coursework, respect for students, integration of scholarship, and professional activity.



Inviting Success



Building Strengths Module

Created in partnership with Nicola Valley Institute of Technology and UFV, the Building Strengths Module learning resource explores how to make the classroom experience more accessible to students. It looks at universal design for learning, adapting practical spaces, cultural implications of disability and inviting success. The online module focuses on the whole student and provides strategies and tips for being more inclusive in our instructional practices.



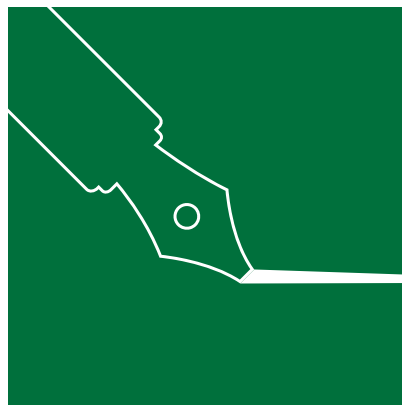
Accessibility Resources

Complementing the Building Strengths Module, the Accessibility Tool Kit offers faculty and staff an online document full of resources and information to assist the learning for students with disabilities. Universal design resources are also available by online video to help faculty create accessible documents in Word, creating accessible PowerPoints and creating accessible events.



Developing Learning Outcomes Booklet

The Developing Learning Outcomes Booklet is intended for instructors and curriculum designers at any level of experience. Whether you are new to the process, you want to renew your courses, or you would like to try something new and connect with learners in a different way, following the steps in this booklet will help guide your work in a systematic and evidence-based manner. Credit is given to Samantha Patridge from the Communications Department for compiling this resource.



Science Teaching Resources

The Science Teaching Resource set has been developed based on input from faculty in the science areas at UFV. It is by no means exhaustive but intends to initiate a place for faculty to share their favourite teaching and learning ideas and links. Credit is given to Judy Larsen from the Upgrading and University Preparation Department for discussing resource ideas with faculty, compiling the initial resource set, and developing its structure.

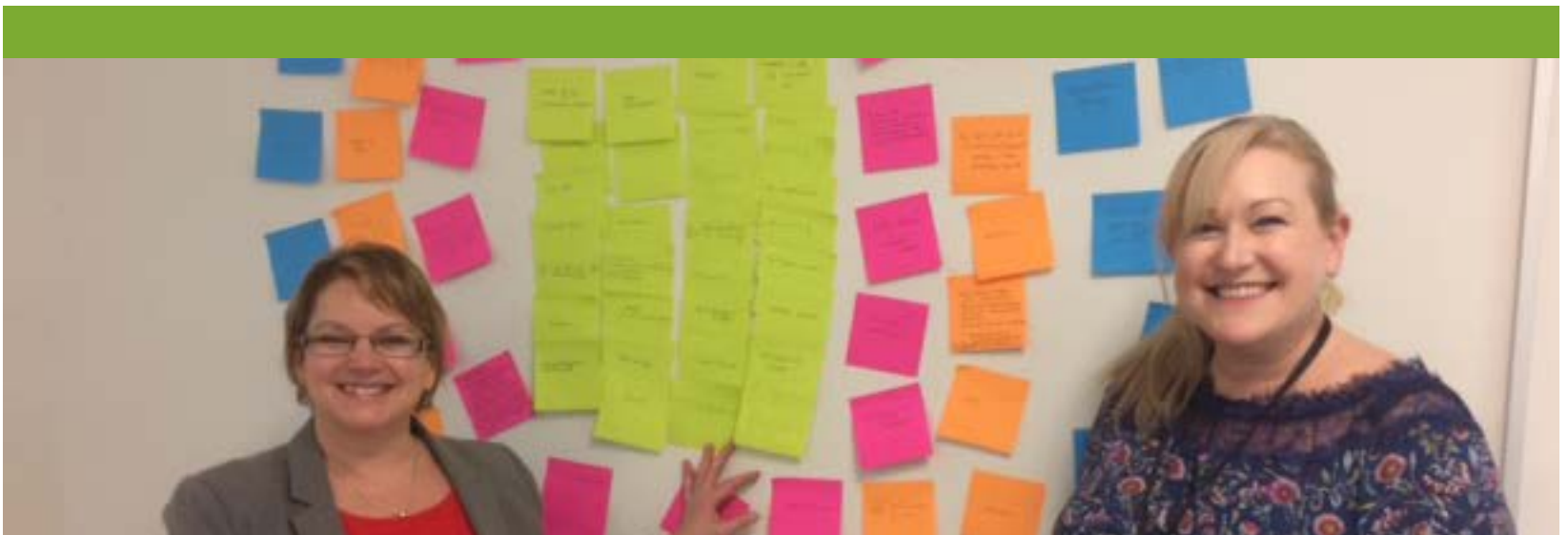
Research

Teaching and Learning is also involved in a variety of research. Faculty Development Consultant, Dr. Mary Gene Saudelli has several noteworthy projects on teaching and learning. Recently, she presented her co-authored paper entitled "Dramatic Pedagogies in Three Acts: A Multidisciplinary Approach to Design an Online Community Outreach Course" at the Qualitative Inquiry conference in Chicago as a Distinguished Panelist. She is involved in a scholarship of teaching and learning study with Dr. Robin Kleiv of the Physics department at UFV. This Fund for Innovative Teaching (FIT) funded project uses an action research methodology to explore pedagogical change of incorporating simulation-based technologies in the teaching of physics. She is also a researcher in the FIT funded project related to supporting faculty development in ePortfolio curriculum change. This project is a collaboration of Teaching and Learning with Education Developer Michelle Johnson and Claire Hay from Geography in the Bachelor of Arts program. Mary is involved in two book deals where she is the co-editor.

Other research includes Dr. Maureen Wideman, Director, collaborating with a Canada-wide group of academics to research the connections between SoTL and leadership. The article will be published in an upcoming issue of the Canadian Journal for the Scholarship of Teaching and Learning. She is also working with a group of UFV faculty and external partners on the subject of complex knowledge and epistemic fluency (the capability to work with different kinds of knowledge and switch between different ways of knowing). The data collection on this project continues. Teaching and Learning is also in the preliminary stages of conducting research on the impact of the campus-wide classroom changes at UFV.

NSSE/FSSE

In 2016-2017, UFV participated in the National Survey of Student Engagement (NSSE) survey. Teaching and Learning sponsored the Faculty Survey of Student Engagement (FSSE) survey where faculty members are asked questions around high impact practices and engaging students. Overall, UFV did well against Canadian averages on learning strategies, effective teaching practices and quality of interactions. Areas identified as needing improvement include teaching with new, cutting-edge technologies, and incorporating technologies into learning and studying.



Growing Our Brand

TEACHING MATTERS

from UFV's Teaching & Learning Department



brand development

Teaching and Learning worked with University Relations to create new branding for the department, allowing us to stand apart and be easily identifiable. The graphic represents innovation and connectedness, and is used on a newly formatted newsletter and promotional material, on social media outlets and will be further developed for the revised website.

social media

Social media has not only given us the opportunity to connect with UFV faculty and staff it has allowed us to connect with others across the world. Social media provides a platform to share what is going on at the TLC as well as interesting articles and helpful tips on improving teaching and learning in the classroom from flipped classrooms to new technology. Find us on Facebook, Instagram, and our most popular social media platform - Twitter.

<https://www.facebook.com/TLCatUFV/>

<https://www.instagram.com/tlcatufv/?hl=en>

<https://twitter.com/TLCatUFV>

website

While we are still 'in the queue' for the refreshed website, we feel the new design offers a more visually appealing and user-friendly environment. Placing up-to-date, useful information on our home page, such as our blog, Twitter feed, scheduled workshops and new resources will create an engaging and current resource for faculty. Stay tuned- <http://ufv.ca/tlc/>

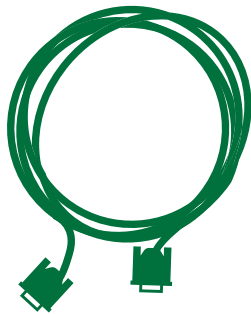
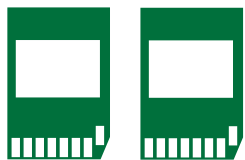
promotion

Our new branding, newsletter, social media, website, and Teaching and Learning team work together to let faculty, staff and students know the services we offer and that we are here to support them in their teaching and learning journey.

Initiatives for 2017-2018

1 scholarship of teaching and learning

SoTL refers to scholarly inquiry into teaching and students' learning, which advances our knowledge and the research findings are communicated publicly. University of the Fraser Valley values quality teaching and quality learning and has included the scholarship of teaching and learning in the Strategic Direction with the statement that UFV will "use the best pedagogical practices, informed by a commitment to current research and scholarship." Teaching and Learning is devoted to supporting faculty in their SoTL. We provide mentorship in SoTL, the Fund for Innovative Teaching grants provide opportunities for faculty to conduct SoTL research, and the TLC has partnered with the Research Services Office to consider opportunities to engage faculty in SoTL inquiry. SoTL has the potential to inform classroom practice, generate new questions about learning, explore innovation and change in classroom practice, and encourage thinking about learning, all of which benefits the culture of learning at UFV.



2 technology conversion

Save your ol' Faves is a new initiative developed to support faculty in saving their old favourite teaching materials to a digital form. Teaching and Learning will convert out-of-date resources such as VHS tapes, acetates for overhead projectors, or paper resources to a digital format so they can be saved and shared with students.

3 course review

The Check Under the Hood initiative offers faculty the opportunity to collaborate with Teaching and Learning as they plan their course or courses for their next teaching semester. Faculty who take part in this program meet with members from the TLC's team to review course outlines, teaching strategies, assessment practices, active learning approaches, and the associated BlackBoard course. It provides an opportunity to brainstorm, explore new ideas, consider new technologies or approaches, and engage in a collaborative and stimulating discussion about learning in their course(s). As this initiative brings together multiple areas of expertise in the dialogue about learning, UFV's students reap the benefits of a learning experience that integrates multiple entry points for engaged learning.

4 BC's new curriculum

The BC government recently announced the final stage of the changes to the kindergarten to grade 12 curriculum. With many schools adopting a “bring your own device” environment with pedagogy that includes personalized learning through a competency-based curriculum, students coming from high school to UFV will have a vastly different learning experience than those previously. Teaching and Learning has begun liaising with the local school boards and schools and reaching out to its postsecondary colleagues in an effort to determine the potential impact on UFV and its faculty. The challenge for postsecondary and its faculty members is the increase in diversity in its classes with students from the new BC curriculum, mature students who have come through the old system, international students from around the world and Indigenous students who bring with them different ways of knowing. Resources and programming will be developed to prepare our faculty for the challenges and opportunities for learning they will encounter.



5 small group dynamics

Teaching and Learning is supporting a new initiative of 15 UFV faculty members who meet as an interdisciplinary reading group, focusing on group dynamics and social psychology. The TLC has purchased the initial books and is providing meeting space to support the group and encourage collaborative learning.

6 digital badging

The Teaching and Learning Centre is exploring ways to recognize faculty commitment to their professional development in their teaching practices. The Digital Badging initiative will provide this recognition. As faculty attend various professional development opportunities designed by the TLC, they will receive a badge for each opportunity. Once the faculty member has accumulated five badges, the TLC will issue a letter recognizing the professional development and listing the badges. This letter can form an artifact in the faculty member's portfolio or dossier and may be used as evidence of professional development. Ultimately, this benefits classroom practice as the professional development is designed for supporting faculty in their teaching practices.

7 open pedagogy

Teaching and Learning supports the movement to open pedagogy as a way to increase access to learning materials. For example, the open textbook program, according to BCcampus, has saved BC students more than \$4 million in textbook fees. Teaching and Learning endeavours to use creative commons licensing as much as possible on its own resources making them available to anyone who wants to use them. The movement to open pedagogy reduces barriers to learning and provides a platform for further creative development of the resources. The five pillars of open pedagogy are: free to access; free to reuse (with attribution); free to revise; free to remix and free to distribute. Contact Teaching and Learning to find out more about the open pedagogy movement and how you can get your students involved.



8 digital pedagogy lab

Teaching and Learning has partnered with Kwantlen Polytechnic University, Thompson Rivers University and the University of Mary Washington to host the 3 day institute exploring the role and application of digital technology in teaching. Three tracks including: Digital Literacies, Writing About Teaching and Open Pedagogy and Social Justice offer intensive peer-driven learning with and discussion of open education, new media, and critical digital pedagogy. This will take place in July 2017.

9 mediaspace

Mediaspace is our new youtube environment that is located outside UFV's Learning Management System. With the MediaSpace Video Portal, users can securely create, upload, share, search, and browse on-demand videos, and presentations, anytime, anywhere. MediaSpace encourages community, collaboration, learning, and social activities through the power of online video.

Our Team

Teaching & Learning

Maureen Wideman	Director, Teaching and Learning
Mary Saudelli	Faculty Development Consultant
Michelle Johnson	Educational Developer
Ruby Ord	Assistant to the Director
Peggy Walker	Events Assistant



Educational Technology Services

Gordon Jang	Educational Technologist
Robin Pittman	Educational Technologist
Soowook Kim	Educational Technologist
Jeremy Schubert	Educational Technologist
Ken Harmel	Educational Technologist
Monica Mendoza	Educational Technologist -on leave
Claude Dorion	Educational Technologist
Greg Davis	eRoom Technologist
Dean Christensen	eRoom Technologist



Academic Success Centre

Sandra Smith	Coordinator
Gayle Ramsden	Learning Strategist
Rachel Fearey	Departmental Assistant



Supported Learning Groups

Navneet Sidhu	Coordinator, SLG Program
Derek Murray	SLG Leader Trainer



