

TEACHING AND LEARNING

annualreport

APRIL 1, 2018 - MARCH 31, 2019





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*“The learning
experience is
the heart of
the TLC.”*

It was an exciting and busy year in Teaching and Learning, and the momentum continues. As we move forward into the next year, Teaching and Learning is fine tuning its mission and work as we continue to respond to the changing needs of our faculty and students.

MESSAGE FROM THE ASSOCIATE VICE PRESIDENT



Maureen Wideman, PhD
*Associate Vice President,
Teaching and Learning*

The student learning experience is the centre of our focus in Teaching and Learning, and over the past year we have initiated a number of new programs to support our faculty and students.

Our largest endeavour was initiating the pilot for a New Faculty Professional Development Program. Thirteen tenure-track faculty members from across the disciplines participated in a two-semester program that delved into topics from rubrics and cultural awareness to the pedagogy of hope. With a few tweaks, the program will continue in 2019-20 as the numbers of new faculty hires reaches a record high. After spending the last few years upgrading classrooms and informal student spaces, we are now researching the impact of the changes. Preliminary research has shown that for some faculty, the change in the atmosphere in the classroom has been dramatic when incorporating collaborative learning. From our students, we hear that working collaboratively is what they want, and if they do not have the opportunity in class, many are gathering in groups after class to improve their understanding of the concepts. In response to an increased demand for more indigenization programming and support, Teaching and Learning hired a new role, a Teaching and Learning Specialist in Indigenization. In the first few months in her new role, Lorna Andrews has met with many faculty members, participated on committees, developed several new resources and participated in several community events. Ms.

Andrews is making a significant contribution to meeting UFV's goal of indigenization of curriculum and teaching practices.

As the transformation in curriculum comes to the K-12 sector, Teaching and Learning is strategizing about how the changes in BC will impact the learning preparation and practices at UFV. As an initial step, Teaching and Learning sponsored a one-day event bringing together high school teachers, university professors and students to discuss changes coming to their respective fields. Spotlight on Learning attracted 150 participants in engaged discussions focussing on how formal learning is evolving and how students are responding. The day ended with a promise of more such collaborations.

Throughout the year, Teaching and Learning brought two experts to campus – Dr. Jessica Riddell from Quebec's Bishop's University and Dr. Peter Looker from Singapore's Nanyang Technological University. Dr. Riddell, a respected scholar and Shakespearian, 3M Teaching Award winner, is a "mover and shaker" in Canadian teaching and learning circles. Dr. Riddell discussed, "Lessons from Wonder Woman for the Academy." Dr. Looker is a key player in the innovation of learning taking place at NYU, ranked as one of the top 10 universities in the world. As a UFV President's Lecturer, Dr. Looker discussed the changes implemented to improve student learning through curriculum, teaching practices and learning spaces. Missed the talks? Both are available on the Teaching and Learning web site at ufv.ca/tlc.

our initiative



Teaching and Learning - (from left to right) Ken Harmel and Robin Pittman

OUR 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.

OUR 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 educational plan goals

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 .

1

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.

2

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.

3

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:lo 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.

4

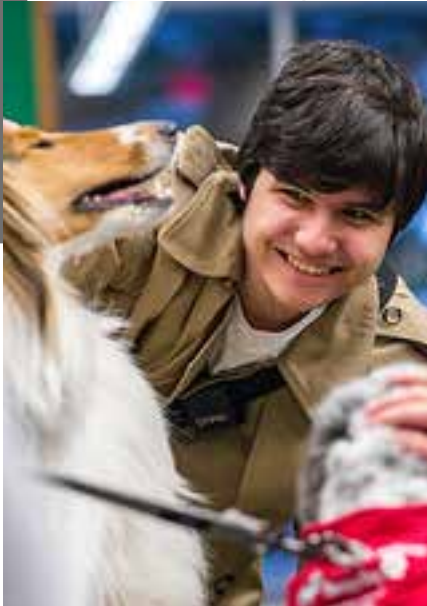
INTEGRATE EXPERIENTIAL LEARNING

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.

5

supporting learning

THE TEACHING AND LEARNING CENTRE



Long Night Against Procrastination (LNAP)
Students enjoy one of the many activities offered at LNAP.

Teaching and Learning supports learning across UFV through a wide variety of programs, services and educational goals. Teaching and Learning is comprised of a number of different departments with the singular focus of supporting learning across UFV. Highly skilled professionals provide support for engaged and innovative learning experiences that challenge and ignite learners. The Academic Success Centre and Supported Learning Groups guide students through peer support in mutually collaborative and discovery-based seminars and meetings.

We encourage the use of evidence-based practices through a coaching/mentoring approach to support faculty members as they grow their learning methods or incorporate new 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.

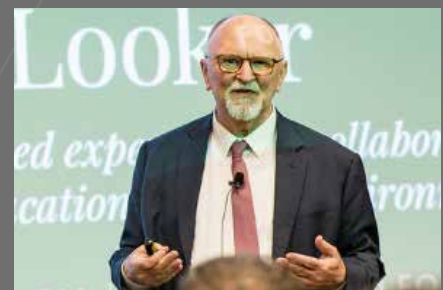
PRIOR LEARNING ASSESSMENT & RECOGNITION (PLAR)

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 their diploma or undergraduate degree.

Special Guest Speakers at UFV:

Dr. Jessica Riddell (left) from Quebec's Bishop University speaks about "The Lessons from Wonder Woman about the Academy"

Dr. Peter Looker from Nanyang Technological University, presented on "Blended Learning, Blended Expertise"





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 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.

Instructional Skills Workshop (ISW) Grads

(left to right) Top row - ISW Facilitator: Michelle Johnson, successful participants: Raji Balagopal, Karin Jager, Bottom row: Louise Rousseau, Jennifer Doen and Rick Heywood.

EDUCATIONAL TECHNOLOGY

We are improving the educational technology services for faculty, staff, and students with a variety of audio visual equipment and technology training, as well as eRoom support. TLC assists campus events such as the President's Lecture Series and Convocation.

TLC offers ongoing workshops for faculty and staff with myClass (Blackboard Learn) and educational technology used at our university. We research new learning technologies that can be used in our environment to foster better learning and to ensure 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. This year the e-Room Technologists moved to Information Technology (IT) to further improve the important connections between the two departments.



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. myClass provides the learning tools that are essential for student success, such as dropboxes, a gradebook and many ways to complete assignments and interact with instructors and classmates. Whether in a hybrid or online class, students will benefit from the tools found in myClass.



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 blending 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 11,000 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 best practices for incorporating ePortfolio into courses and/or programs. [ePortfolio Guide](#)



COLLABORATE ULTRA

Blackboard Collaborate Ultra is Blackboard Learn's synchronous collaboration tool. It allows instructors to build stronger online learning communities by offering a more personalized learning experience through real-time, face-to-face communication. It's a great tool to connect with students, remote guest speakers or for admin purposes.



TURNITIN.COM

Turnitin is an online tool that students and their instructors can use to check for plagiarism. Students can upload papers before the due dates and make the necessary changes. It reinforces proper citation, paraphrasing and writing skills. Video links for more Turnitin information: [Turnitin](#)



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 learning management system. It provides an opportunity to network and introduce new faculty to the staff and supports available to assist them.

flexible choices



TEACHING TECHNOLOGIES

TLC offers hands-on workshops to support learning of teaching technologies like Blackboard, UFV's learning management system, as well as integrated programs like Collaborate, eportfolio, 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.



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 your 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 and expanding 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 out our upcoming events page.

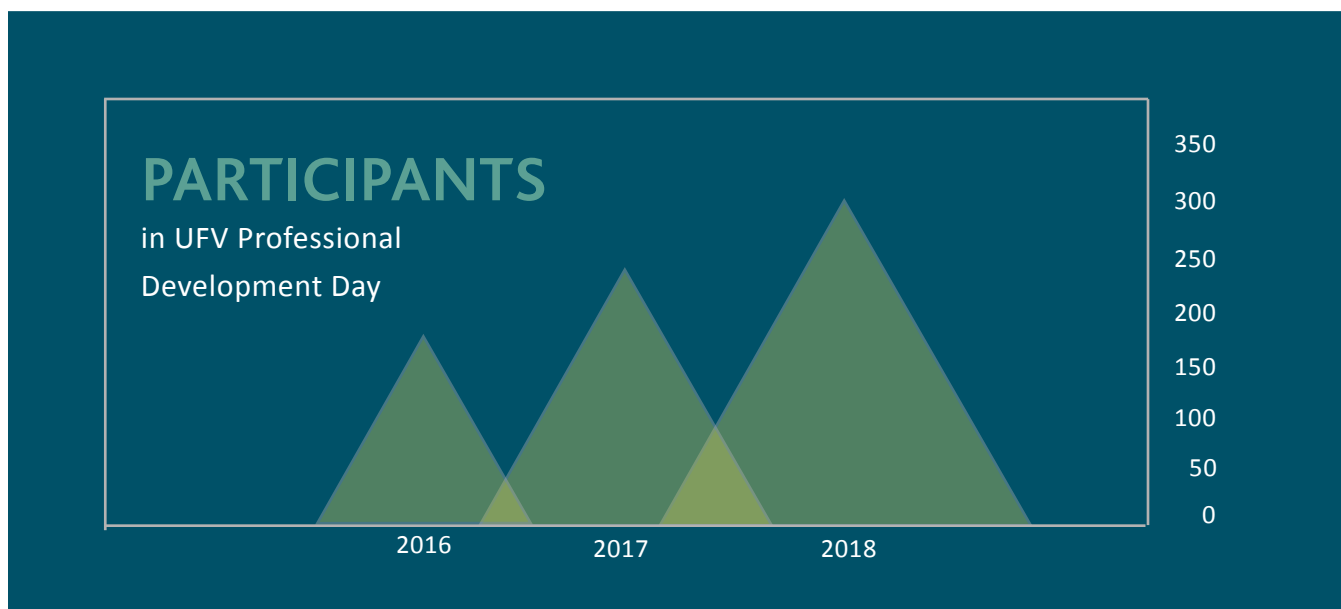


ufvpdday2018

PDDAY2018 committee getting ready for another exciting day. Thank you for to all who are involved in making this day a great success!.

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 AND 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.



tlc 2018 by the numbers

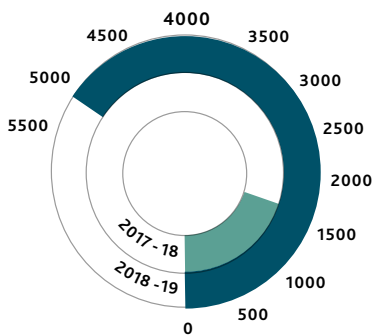
ORDER UP A TEACHING AND LEARNING EVENT!

With schedules dictated by course load, office hours, marking, and meetings instructors often found it difficult to attend TLC's fixed-scheduled workshops to get assistance with their in-class, hybrid, or fully online courses. Because of this we have added our workshops-on-demand program, Bytes Bistro, where anyone can order an online, in-person or departmental meeting training session. With flexible scheduling and locations we have expanded our support to more faculty and staff.

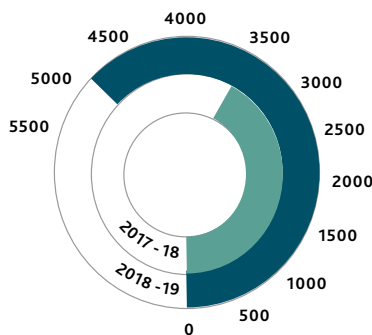
11,904

KALTURA MEDIA ASSETS TO DATE
Video, Audio and images

TECHNOLOGY SERVICES	
FACULTY ASSISTANCE	784
CONSULTATIONS	310
URGENT ROOM CALLOUTS	420



COLLABORATE ULTRA
SESSIONS CREATED



KALTURA
SESSIONS CREATED

BYTES BISTRO
TEACHING AND LEARNING

freshly baked edu-tools
KNOWLEDGE UPGRADES...DO MORE IN LESS TIME!

UFV Teaching and Learning...smell the aroma of learning...the results are golden. Freshly baked ideas for your teaching...live up your courses.
Order: ufv.ca/tlc/bytes-bistro/ | online@ufv.ca | 604.854.4545

TLC MENU
SUMMER 2018

APPETIZERS

- myClass Assignments
- Gradebook Lite
- Test & Quizzes in myClass
- 5 steps to Universal Design
- Refresh your myClass Learning

MAIN COURSE

- Introduction to Collaborate
- Improve student writing
- myClass Full Gradebook
- Adding Video with myClass
- myClass Learn - Introduction
- myClass ePortfolio

DESSERTS

- Apps that promote learning
- Using Google Docs
- Making online content
- Making your myClass
- Spice it up with myClass
- Make formative assessment

TLC SPECIAL

- myClass ePortfolio
- Touch screen
- Virtual Reality
- Effective student

"BY INVITATION"
Educational Technology offers tech bytes to your presentations to your edge. Large group

"CASUAL DINING"
We can quickly whip up a 30 minute "mind snack", just for you! For starters, choose from Blackboard, Turnitin, or Collaborate. Order online, call, or drop in and ETS will be pleased to serve you.

"VIRTUAL DELIVERY"
We can create custom online conferencing sessions from your home, or of from the menu items and

LEARNING COACHING
Designed with custom knowledge, adopt some essential teaching, enhance engagement, and promote collaborative learning.

LEARNING COACHING
Edu-tools for learning

classroom improvements

UFV'S NEW HIGH TECH CLASSROOM - D225

Abbotsford's D225 classroom is setting the pace for accessible distance learning by allowing remote students to actively participate in hybrid classes with their on-campus classmates. This unique learning environment has multiple screens, audio, and video that provide a rich learning experience making it possible for students to feel as if they are part of the learning community. Whether restricted by mobility or distance, D225 provides students from around the world access to our programs.



first year faculty program

FIRST YEAR FACULTY DEVELOPMENT PROGRAM

*"I loved this course!
It was wonderful
to meet the course
instructors and other
new faculty. In some
cases, I was familiar
with the content but it
was always instructive
to engage in discussion
and hear other points
of view. Overall,
a great opportunity
and experience."*

First Year Participant

Teaching and Learning launched a pilot of its First Year Faculty Development Program, a two-course program that introduced new faculty members to the teaching environment at UFV. While most of the new faculty we hire have previous teaching experience, the program laid the foundation for further engaged learning and support, and provided the opportunity to create lasting connections with colleagues from across the school. In the pilot, 13 faculty members from the College of Arts, Professional Studies, and Science met each week either online or in class to share their successes and struggles and to support each other as they moved through their first year of full-time teaching.

The program brought in accomplished faculty from UFV and partners from the community, and using active learning pedagogies, immersed our faculty/students into learning experiences that included experimenting with new technologies, discussions on teaching strategies and issues, resource sharing, and other collaborations. Overall, the results were quite positive and with a few minor changes, the program will continue again in the fall of 2019.



New Faculty PD Program - Graduates and facilitators: (left to right) (top) Everett Igobwa, Maureen Wideman, RoseAnne Timbrell, Danijel Ristic, Rita Itake, Jeffrey Orr, Anna Cook, Chris Campbell, MaiAnh Doan, (bottom) Fiona Hunt, Michelle Johnson, (on laptop) Vanessa Radzimski, and Jillene Marlowe.

initiatives



Spotlight on Learning: Exploring the New Curriculum: *The one day event brought together university faculty and high school teachers, academic advisors and guidance counsellors, for a day of dialogue about the new provincial curriculum..*

SPOTLIGHT ON LEARNING: Exploring the New Curriculum

The one day event brought together 150 university faculty and high school teachers, academic advisors and guidance counsellors, in a day of dialogue about the new provincial curriculum. The purpose of the day is to build knowledge around the new curriculum by developing relationships between teachers and faculty. It was an opportunity to exchange ideas about what is being learned and how. The day focused on student learning to ensure a smooth transition from high school to postsecondary.

INTERNATIONALIZING THE CURRICULUM

Four new internationalizing goals were approved in June, 2017. The increase in the number of international students at UFV is diversifying our faculty, departments and systems as we work towards student success. The Teaching and Learning Centre developed and presented a number of workshops on multi-lingual learners and intercultural awareness. As well, the TLC is continuing to develop resources for students and faculty.

initiatives

CHANGES TO THE K-12 CURRICULUM

With the changes coming to the British Columbia's K-12 curriculum, UFV has began preparing for students entering UFV having learned in the new system. The change from a content-based curriculum to concept-based is a fundamental shift in the way students learn and will greatly add to the diversity UFV faculty will encounter in the classroom. Teaching and Learning is participating on a provincial committee for K-12 as well as chairing a UFV K-12 committee. UFV has reached out to local school districts to partner in learning events for faculty and teachers.

PROGRAM REVIEW

Teaching and Learning is now participating in the program review process, assisting review committees with their outcome mapping and other aspects of their curriculum. Last year, we are involved with seven program reviews. This work will assist in the improvement of our programs and to better learning experiences for our students.

ACTIVE LEARNING

With the development of active learning classrooms, the TLC developed a series of resources, including individual consultations and workshops to improve expertise in active learning and assessment practices. Research supports the use of active learning techniques which, when conducted appropriately, play a key role in improving student learning outcomes. More programming is planned for the upcoming year.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

Teaching and Learning continues to support the expansion of faculty participating in SoTL projects, a priority of the TLC and important to UFV. Last year, the Office of the Provost held its third call for projects under the Fund for Innovative Teaching grants. TLC was a representative on the evaluation committee. SoTL often includes undergraduates assisting in the projects- a high impact practice- and leads to deep learning for students. SoTL provides the data required to assist in moving teaching practices forward and therefore, assists in student success. The TLC has participated in a number of SoTL projects this past year.

faculty focus



CHRIS CAMPBELL
Professional Studies

A FEW WORDS ABOUT TEACHING

I am the new assistant professor in the Faculty of Professional Studies. I currently working out how to best use an innovative hybrid delivery model at UFV- with in-person and online students attending synchronously – to maximize access to a suite of quality Adult Education and Second Language Education offerings. This unique model is complements of the vision of the Centre for Teaching and Learning and the Faculty of Professional Studies – come and observe a class in D225!

I am an engineer and a chemistry and English as a second language educator by training who has lived and worked in Japan, the US, the UK, and the Arabian Gulf. My educational research spans engineering, technology, trades, and second language education, and takes a particular focus on culturally and linguistically diverse learners in intercultural these K-20 contexts. Both practically-oriented and theoretically-informed, I strives to make a difference in the life and career pathways of students at UFV. I regularly glance up to that beautiful Latin phrase pinned to my notice board: Non scholae sed vitæ discimus – We learn not for school, but for life.



CLAIRE HAY
Geography and the Environment

Hi...I'm Claire Hay, a 17 year veteran of the Department of Geography and the Environment here at UFV. I teach courses in introductory physical geography, geomorphology, landscape adjustment to climate change, and regional geography of Scotland. I am also responsible for managing and teaching portfolio courses for the BA and BGS. I see my classroom role as a facilitator rather than instructor and describe my teaching philosophy as 'interactive, collaborative and personalized'. I see learning as a construction of knowledge that is unique to each student. When students interact with ideas and each other in an collaborative process, learning happens organically. My role is to provide the opportunities, theoretical framework and activities to let learning happen. Where possible, I personalize assessment so students can demonstrate learning in a way that makes sense to them. And why do I do things this way?

It's simple...student success!



UFV's 2018 Faculty Excellence Award winners (from left to right) Cherie Enns, Kathy Keiver, and Amber Johnston.

UFV FACULTY EXCELLENCE AWARDS



UFV's 2018 Teaching Excellence Award winner, Cherie Enns.

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: 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.

The recipient for 2018 is Cherie Enns, an associate professor in UFV's Geography and the Environment department with a focus on global sustainable development, Enns is widely considered at the forefront of pedagogical innovation and leadership.



UFV Chandigarh, India

SUPPORTING UFV CHANDIGARH

Teaching and Learning also supports our faculty in India through online, in-person and flipped training. Last year, we conducted a Facilitating Learning Online program for our Chandigarh colleagues. As well, we hosted several UFV India faculty in a week-long faculty development program at the Abbotsford Campus. Two of those faculty members remained to teach in Canada over the summer.

TEACHING AND LEARNING



Everett Igbowa and Maureen Wideman

In 2018, we welcomed Everett Igbowa as our new Faculty Development Consultant for the Teaching and Learning Centre. Everett is passionate about the design and redesign of face-to-face pedagogy, online learning, hybrid courses and MOOCs. He has a strong background in faculty development and mentoring, curriculum development, instructional design, decolonizing and internationalization of higher education.

Everett is certified in Quality Matters: Rubric (APPQMR), an international quality assurance standard for online and hybrid learning course development. Everett is also certified to deliver the Instructional Skills certificate and Facilitator Development Workshop (FDW). His most recent tenure was Educational Developer, Faculty of Science, University of Alberta, and previous to that was a Faculty Development Instructor at Yukon College.

He is a music educator, ethnomusicologist, musicologist, composer, post-colonial theorist and African studies scholar who plays several musical instruments. Some of his hobbies include squash, golf, scrabble, table tennis, local and international travel.



Successful FDW Certificate Recipients, and facilitator David Tickner (far left)



Michelle Johnson receives her Masters

The ePortfolio Guide Handbook is a resource for faculty who endeavour to improve their teaching by implementing the High Impact Practice of ePortfolios into their courses or programs. The Handbook, created by Claire Hay, Mary Gene Saudelli, Michelle Johnson, and Judy Jones, will continue to evolve as new information and insights pertaining to ePortfolio are added. Contained within the downloadable PDF document are practical lesson plans, assignments, rubrics, samples, and workshop slides that are relevant to ePortfolio practice here at UFV. [ePortfolio Guide](#)

Educational Developer, Michelle Johnson supports all faculty development initiatives related to the implementation of ePortfolios including workshops and one-on-one consultation for faculty teaching ePortfolio courses.

Michelle has also conducted secondary research related to the development of resources to support pre-arrival international students and is near completion of a number of video resources and a social media campaign planned to launch by the end of May, 2019.

indigenizing the curriculum

TEACHING AND LEARNING SPECIALIST (INDIGENIZATION)



Lorna Andrews is the Teaching and Learning Specialist (Indigenization). She is of Nla'kapmux Nation descent and married into the Stó:lō Nation. She has worked within Stó:lō and Indigenous communities for over twenty years focusing on employment, training, and post-secondary education. She is a proud UFV Alumni with a Bachelor of Arts in Adult Education and takes pride in serving as the Director of the Indigenous Student Centre at UFV over the last 5 ½ years.

She is excited to have the opportunity to work with faculty, staff, students, and the communities of UFV. She believes that through her role, she can assist and support faculty and staff by building relationships while supporting indigenization and reconciliation efforts in the world of academia from an Indigenous perspective. She believes that while supporting Indigenous students is rewarding and important, supporting UFV staff and faculty through this role will build on Indigenous student support and UFV as a whole.

Lorna's position, is responsible for the planning, implementing and evaluating of programs and services to support the professional teaching development of faculty members and staff in integrating Indigenous knowledge and ways of knowing, into courses and programs, systems and processes. This includes the knowledge and ways of knowing particular to the Stó:lō people, on whose territory UFV is located. An integral part of the work will be to ensure that faculty members and staff are preparing students to respond to the Truth and Reconciliation Commission's 94 Calls to Action. Responsibilities include the development, delivery, and evaluation of professional development programming on Indigenous knowledge, ways of knowing, pedagogies, decolonizing, and reconciliation at the individual, unit, department and faculty levels.

Artwork (left column): TLC is pleased to have acquired this painting by artist, Carrielynn Victor.

Carrielynn describes her artwork as "This piece shares a message of togetherness. The birds show us, sometimes, even when we are flying in different directions we can still be in synchronicity. This shows in flocks of birds, and it also can be recognized in our work as people."

academic success centre

Teaching and Learnings' Associate Vice President, Maureen Wideman awards recipients *Distinguished Student Awards*



Congratulations
Muriah Cardin



Congratulations
Quintin Stamler

The Academic Success Centre (ASC) continued to develop and expand services to support UFV's students' academic work and to collaborate on existing and new programming across the institution. Peer-to-peer tutoring remains the main support service that draws students to the ASC.

“ I love the quiet room. It's small and not close to any big areas and it's easy to concentrate! ”

PROGRAMS AND SERVICES

The ASC built on work done in previous semesters by continuing collaborations with Athletics, Indigenous Students' Centre, and Baker House and by creating new ones with the Theatre Department and the Metis Community Support Worker cohort. UFV students obtained support for their academic work through our face-to-face booked and drop-in appointment system and increasingly made use of our online options through Blackboard Collaborate and WriteAway (a provincial network of tutors at post-secondary institutions). Our Tracked Tutoring (TT) service gained exposure, especially with faculty teaching UNIV101 and CMS104 (TT allows instructors to build tutoring into their course grade; students who access tutoring through the TT system tend to make more frequent use of all ASC services.) The ASC “Quiet Room” was well-used for online sessions, private academic integrity workshops, and a safe place for anxious students. The open area outside of the ASC Abbotsford location, called the Learning Lounge, continues to be a popular space for students to meet, study, and socialize; ASC tutors work in that public space, too, to bring a higher level of visibility to our services.

PEER TUTORS AND SCHEDULING

In Fall 2018, the ASC tried scheduling a smaller number of tutors but found that the demands for tutoring exceeded predictions, so the number of tutors hired in Winter 2019 increased accordingly. Over those two semesters, we filled 42 student positions to offer tutoring services six days a week, evenings, and online. Our number of reserved appointments in the Fall semester increased by 35% over the previous year; in the Winter semester bookings almost doubled from 2017-2018 numbers. Summer numbers more than doubled, but scheduling of student staff did not increase simply because our summer tutors have more flexibility to work more hours.

Tutors are recruited and hired from a wide range of disciplines. They are given intensive pre-service training as well as an extensive in-service training, including some online components. Our tutors report a very high level of satisfaction with their work and the support they're given; very few of them leave the ASC before graduating.



ASC EVENTS

Long Night Against Procrastination (LNAP) For our fifth #LNAP event (Winter 2019), registration increased yet again, with 250 students participating in Abbotsford and 88 at CEP. This event offers students incentives to stay on campus to connect with support services and resources as the final, most stressful, month of the semester approaches. In addition to the mainstays of LNAP – the ASC and the Library – many other areas contributed staff, prizes, tech support, funding, and resources to help make the event a success. New in W19 was the popular Virtual Reality Room sponsored by ETS; returning features such as the Steps to Success, the Stage of Success, the De-Stress Room, therapy dogs, maker space, tutoring, extended shuttle bus schedule, free food/drink, and free printing continued to attract students. W19 had a larger number of students participating as part of their assigned or optional coursework, a trend that we hope to develop further in future LNAP events. The LNAP Planning Team was honoured to be awarded UFV’s Exceptional Teamwork Award in May.

Academic Integrity Matters

The ASC’s AIM Campaign continues to provide academic integrity support to students. We offer workshops and resources that all students have access to, and we are a key part of the process of educating students who are in breach of Policy 70 (Academic Misconduct). The ASC’s peer-support program trains Academic Integrity Mentors who connect with students one-to-one and who participate in orientation events to deliver support specific to new and international students.

*“ It’s a very safe learning environment,
and I don’t feel judged for needing help”*



supported learning groups



This year the Supported Learning Groups (SLG) program presented at the 10th International Supplemental Instruction Conference. The leader panel talked about “How can SLG Programs help”. leaders achieve their full potential”

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.

“ I liked how engaging the sessions are and the SLG leader helps me understand the material better.”

KPE 170 student

SUPPORTED LEARNING GROUPS LEADER

“SLG improved my confidence in public speaking, organizing groups of people, fielding questions, interacting with professors, my competency in the subject improved. It gave me an opportunity to participate in conferences, hiring process which further resulted in my personal development.” SLG leader.

our team



Maureen Wideman



Everett Igobwa



Lorna Andrews



Michelle Johnson



Ruby Ord



Soowook Kim



Robin Pittman



Ken Harmel



Monica Mendoza



Leah Lyon

TEACHING & LEARNING CENTRE

MAUREEN WIDEMAN - Associate Vice President, TLC
EVERETT IGOBWA - Faculty Development Consultant
LORNA ANDREWS - Teaching and Learning Specialist (Indigenization)
MICHELLE JOHNSON - Educational Developer
RUBY ORD - Assistant to the AVP, TLC
SOOWOOK KIM - Learning Designer
ROBIN PITTMAN - Media Technologist
KEN HARMEL - Learning Designer
MONICA MENDOZA - Learning Designer
LEAH LYON - Events Assistant



Sandra Smith



Gayle Ramsden



Rachel Fearey



Erica Jennings



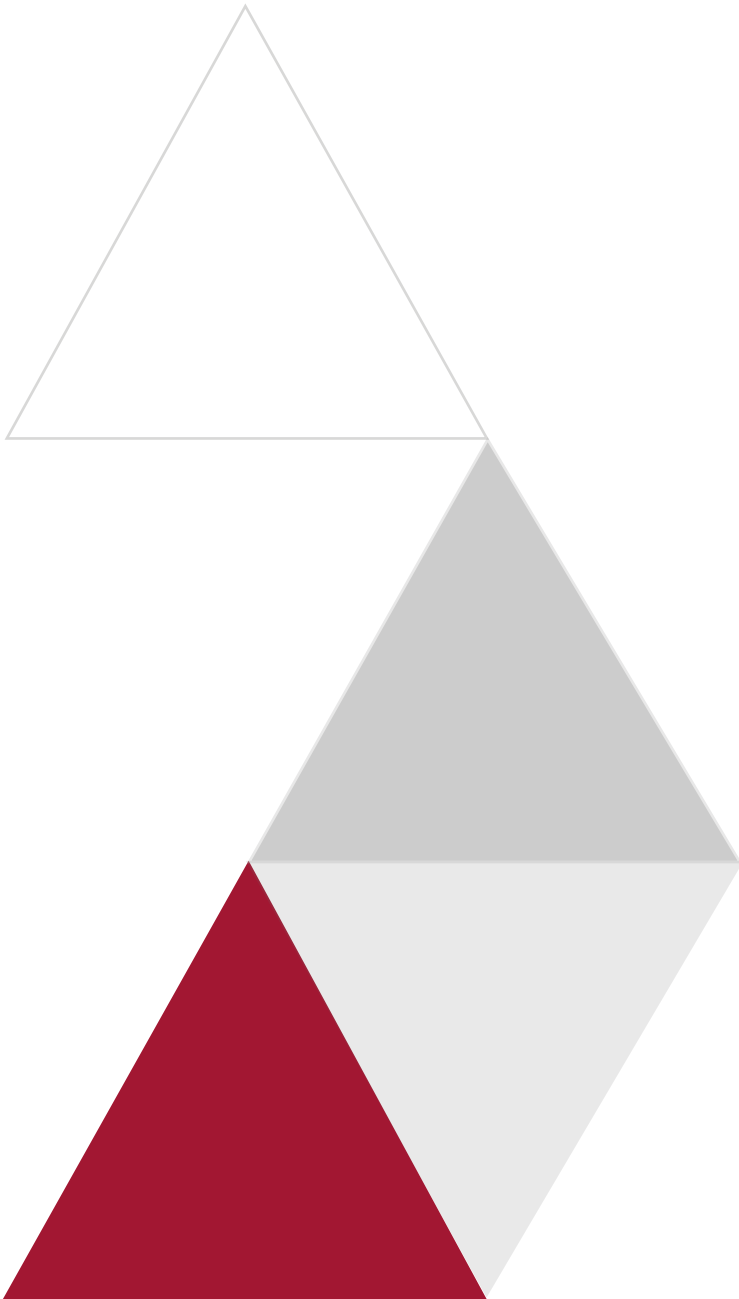
Navneet Sidhu

ACADEMIC SUCCESS CENTRE

SANDRA SMITH - Coordinator
GAYLE RAMSDEN - Learning Strategist
RACHEL FEAREY - Departmental Assistant
ERICA JENNINGS- Departmental Assistant - *contract*

SUPPORTED LEARNING GROUPS

NAVNEET SIDHU- Coordinator, SLG



TEACHING & LEARNING CENTRE

University of the Fraser Valley
G104, 33844 King Road,
Abbotsford, BC V2S 7M8

www.ufv.ca/tlc/
tlcevents@ufv.ca
tlc: 604.504.7441