



**Centre for Pedagogical Innovation
ANNUAL REPORT 2017/18**

DIRECTOR'S REFLECTIONS

The Centre continues to assume a leadership role in enhancing and supporting teaching and learning across the institution.

We seem to move at lightning speed between hosting events, delivering programming, and partnering with equally dedicated colleagues on new initiatives that contribute to student retention and student success. We do this with a relatively small staff (seven FTEs) who offer a myriad of skills and expertise arising from years of dedication to the University. I am immensely grateful to this group for their consummate professionalism, work ethic and creativity.

To touch on a few highlights from 2017-18:

- Our regular programming remains solid in its outreach to graduate students, TAs, sessional instructors and faculty who attend the 55 to 60 events we host annually. In addition to six offerings of our signature three-day Instructional Skills Workshop program at Brock, we also organized a national four-day professional development institute for ISW facilitators in Paris, Ontario.
- Our awards program continues to grow with the adjudication of three new Chancellor Chairs as of July 2018, and the addition of a new national 3M award recipient.
- As of September, the CPI website will feature results of the recent Teaching Culture Survey, a new SSHRC funded project exploring instructor, staff and student perceptions of the importance of teaching within the institutional culture. The preliminary analysis suggests that, while there is work to be done to increase the value of teaching, many see Brock as an institution committed to student success.
- We were pleased to make a major contribution to Senate's Teaching and Learning Policy's exploration of course evaluation at Brock. A background paper is posted on the CPI website under the Research section. Senate has endorsed a recommendation to form a committee to begin more in-depth work in September.



- The Centre provided leadership and project management of a significant eCampus Ontario grant for the revision of the Adult Education (ADED) program. This work involved numerous hours for multiple members of the Centre, and involved various community partners, including Niagara College. This new program will launch in Sept 2018.

As you read this report, you'll learn more about our ongoing core activities and strategic initiatives. We look forward to continuing our work, alongside staff, faculty and students at Brock and beyond, to enrich post-secondary teaching and learning.

**Jill Grose, PhD
Director,
Centre for Pedagogical Innovation**

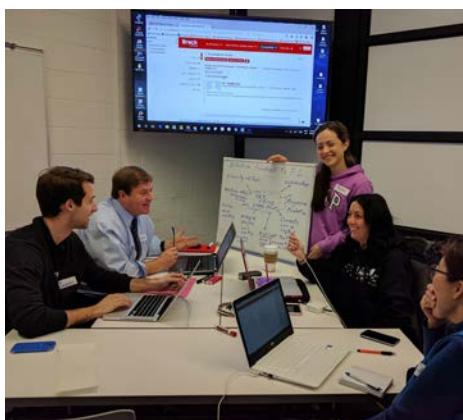


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MAKING AN IMPACT ON TEACHING AND LEARNING

Strengthening Quality Teaching Culture

An institutional Quality Teaching Culture survey was rolled out in March 2018 asking Brock faculty, staff and students to talk about their experiences with institutional teaching culture.

The survey is part of the Institutional Teaching Culture Project that involves post-secondary institutions across Canada. The goal of the project is to investigate how teaching is supported, assessed and recognized by post-secondary institutions.

The survey asked for input on six categories: prioritization and support of teaching, assessment of teaching, approaches to teaching, infrastructure for teaching, engagement around teaching, and recognition of teaching. The feedback is an important step toward knowing how to strengthen institutional supports for teaching. An overview of the survey results is posted on the CPI website.



936 members of the Brock community participated in an institutional survey examining perceptions of the teaching culture at Brock.

Meaningful Experiential Education

Experiential Education is gaining exciting momentum in innovative ways and across all Faculties on campus.

Behind Brock's success in providing students with a meaningful connection of theory and practice, says Sandy Howe, Associate Director, Experiential Education, is the support and expertise of CPI in establishing a foundational pedagogical base.

"Quite simply, we couldn't have achieved what we have to this point without CPI," she says. "The landscape around experiential education has changed and become much more prominent on our campus and across the country over time, the last three years in particular. CPI has been a group of experts we can always rely on; people who will pour energy and effort into working collaboratively with us. They truly are the specialists and professionals on our campus when it comes to strong pedagogy and we simply build upon that with a focus on experiential learning."

CPI's partnership extends further and further as Brock continues to expand experiential learning with the dedicated team of Experiential Education Coordinators based in each academic Faculty.

CPI is working closely with the EE Coordinators to broaden their educational development skills as they work with faculty and community partners on new curricular initiatives and projects. CPI's Curriculum Specialist position, funded through the Career Ready Fund, adds dedicated resources to a role focused primarily on experiential education pedagogy, best practices and quality learning outcomes.

CPI is creating greater awareness of experiential learning and its best practices through annual events, such as the Spring Perspective showcase on Teaching and Learning, and as part of Teaching and Learning Course Innovation Grants that assist faculty in developing experiential courses.



"CPI has been a group of experts we can always rely on; people who will pour energy and effort into working collaboratively with us."
— Sandy Howe, Associate Director, Experiential Education

Championing Open Educational Resources



"The collaboration with CPI is absolutely essential for our work on Open Educational Resources."
— Mark Robertson, University Librarian

A partnership between CPI and the Brock University Library has resulted in a renewed focus on the creation and adoption of Open Education Resources (OER) on the Brock campus.

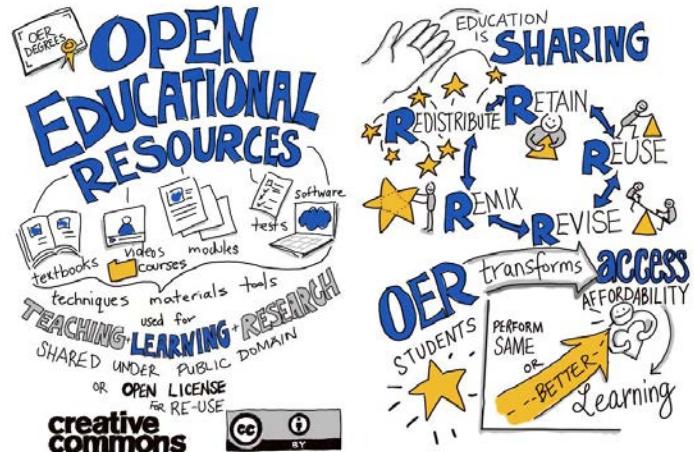
"The collaboration with CPI is absolutely essential for our work on Open Educational Resources," says Mark Robertson, University Librarian. "OER is an area of shared priority and complementary expertise. We could not imagine moving forward in this area without the close partnership of our colleagues in CPI."

The OER movement is equally about accessibility and affordability of education for students, as it is about the quality of the teaching and learning experience, and the ability of instructors to customize course materials.

OER is defined as any educational resource that is openly available for use by educators and students, without an accompanying need to pay royalties or licence fees. These resources include curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts and any other materials that have been designed for use in teaching and learning.

In December 2017, 100 faculty, staff and students attended presentations from two of Canada's leading OER advocates Rajiv Jhangiani, University Teaching Fellow in Open Studies and Psychology Professor at Kwantlen Polytechnic University in Vancouver, B.C., and David Porter, CEO of eCampusOntario. The event also featured a student panel discussion about OER and short presentations from Brock faculty members about their experiences and insights in creating, adopting and adapting open educational resources.

CPI and the Library have continued OER discussions with stakeholders from across the campus. That has led to the recent establishment of an OER working committee responsible for writing an OER strategic plan to be adopted into institutional policy and practice.



Instructional Skills Workshops and network transforms teaching



Since 2002, 608 faculty/instructors/TAs have participated in CPI's three-day ISW program.



Year by year, more and more Brock faculty and graduate students are transforming their teaching ideas and practice through participation in Instructional Skills Workshops (ISW).

ISWs were first offered at Brock in 2002 and quickly became a CPI signature program that is having a phenomenal educational impact that extends from Brock classrooms to institutions across Canada and around the world.

CPI offers the program four to six times a year and brings together small groups of new and experienced Brock instructors for three days of intensive training and professional development. Brock is one of the few institutions to make ISW programming a priority for graduate students to advance their professional development. As well, CPI is recognized globally for its ISW work with educators in China and its involvement with the international ISW network. CPI director Jill Grose is co-chair of

the ISW International Advisory Committee and CPI Educational Developer Lianne Fisher is an international ISW facilitator.

Participants give the program top marks for providing an experiential learning opportunity to reflect and examine teaching practices in a supportive, peer environment. They go back to classrooms energized and ready to integrate new ideas and approaches that enhance learning for students. They share and recommend the ISW experience with colleagues at home and away.

"It's truly a measure of the program's success to speak with other educators and teaching centre administrators, as far away as Russia and China, who have introduced ISW in their institutions after hearing about it from Brock faculty, students and graduates," Jill Grose says.

Teaching Assistants contribute passion and dedication



Hundreds of Teaching Assistants, each year, devote themselves to an ongoing program of professional development and teaching starting with the annual TA day in September. CPI offers bi-weekly workshops throughout the year that attract a dedicated group of Teaching Assistants who come together to talk about issues ranging from marking to student motivation, academic integrity and managing multiple roles and responsibilities.

There are four levels of programming — the basic TA Certificate in Teaching and Learning in Higher Ed; the Advanced Certificate in Teaching and Learning in Higher Ed; the Graduate TA practicum, and the Instructional Skills Workshop (ISW).

All CPI programs are open to both new and experienced TAs, says Christina Quintiliani, a doctoral student in Educational Studies who facilitates workshops for CPI.

"No matter how long someone has been instructing in a seminar environment, there are always new skills to be learned and ideas and teaching strategies to explore," she says.

Lianne Fisher, CPI's Educational Developer, says TAs are a phenomenal resource for students.

"They are very passionate and motivated to participate in professional development to ensure their teaching skills and knowledge of best practices support and mentor students," says Lianne.

Since the inception of the TA programming in 1997-98, CPI has issued:

- 1,554 Basic and Advanced TA certificates;**
- 57 Graduate TA Practicum Certificates;**
- 61 TA Awards**

Graduate students shape their teaching careers



"For me, the most valuable reason for taking this course was to develop a better understanding of pedagogy and a chance to really think about the learning experience. The environment of the course is tremendously supportive and allows time to reflect on one's role in academia."

— Jill Planche

Jill Planche doesn't hesitate in recommending the CPI-taught credit course, The Theory and Practice of University Teaching (GRST 5P01), to other graduate students who are interested in elevating their pedagogical philosophy and practice to a higher level.

Jill is a doctoral candidate in Interdisciplinary Humanities and a Brock TA. She has also been an online instructor for an Interactive Arts and Science course and a substitute instructor in the English department and Communications, Popular Culture and Film department.

"For me, the most valuable reason for taking this course was to develop a better understanding of pedagogy and a chance to really think about the learning experience. The environment of the course is tremendously supportive and allows time to reflect on one's role in academia."

GRST 5P01 was established six years ago in partnership with the Faculty of Graduate Studies. Students craft their teaching skills through an active learning setting that emphasizes experiential approaches to course planning, instructional methods, evaluation and assessment, and reflective practice.

In completing the course, students create a professional teaching dossier, reviewed by the CPI instructors and peers in the course. Jill describes the dossier as an all-important framework to build a successful teaching career and has used her dossier several times when applying for sessional instructor positions.

"Not only is a teaching dossier essential for the academic hiring process, but it allows you to critically assess on your approach to students, learning and teaching, as well as your experience and education in the field," she says.

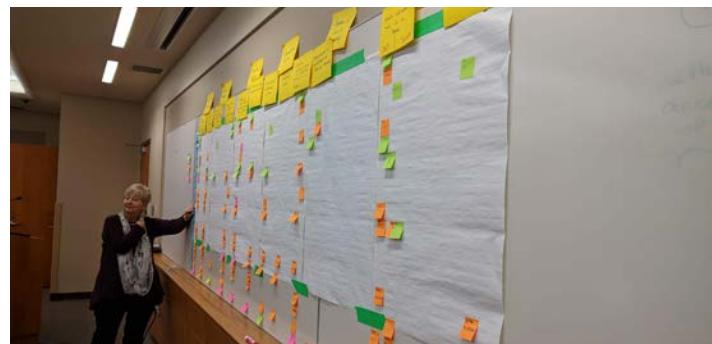
Curriculum Design maps outcomes and methods

CPI supports academic programs in the complex planning and mapping of course curriculum both for new programs and those undertaken as part of the Institutional Quality Assurance Process.

One of the foremost goals in designing a curriculum is to ensure learning outcomes are met for both the course and program, as well as the university's degree level expectations.

At the same time, teachers are looking to re-imagine ways to engage and inspire student learning through integrating course experiences with broader opportunities such as co-curriculum activities, experiential learning, and community engagement.

CPI has a strong record in facilitating curriculum design workshops and consultation sessions that result in mapping curriculum that successfully aligns learning outcomes with instructional activities and assessments. The objective of these curriculum discussions is to explore pedagogical options that potentially reinvigorate the program, and which ultimately improve student learning.



Expertise and support expands eLearning

CPI oversees the University's strategic direction to expand and support eLearning through online and blended learning initiatives.

Building on its expertise in technology-enabled learning, CPI provides consultation services in best practices in online and blended delivery, including instructional design, learning outcome development, and accessibility considerations.

The philosophy in online education is the same as the face-to-face environment — good curriculum design, including clear learning outcomes aligned to course activities and assessments, can create a meaningful and engaging learning experience for students.

From online course concept to implementation, faculty describe their collaborations with CPI as an invaluable partnership that is enhancing the learning and teaching experience for themselves and their students.



eXplorance Blue provides flexible, comprehensive course evaluation



Brock academic programs and instructors are increasingly turning to the online eXplorance Blue system to provide comprehensive course evaluations.

Though CPI introduced the system only three years ago, nearly one-third of all Brock University courses offered in the 2017-18 academic year were evaluated online with Blue, and 22 departments use Blue as their principal course evaluation instrument. Since the pilot term in the Fall of 2015, a total of 2,607 courses have been evaluated online with this system.

Marc Breschuk, CPI's Educational Technologist, says the online format lends a great deal of flexibility to the evaluation of teaching and reinforces best practices of the evaluation process.

"The window for online evaluation can be made significantly wider than that of traditional in-class course evaluation," he explains. "This provides more opportunity for students to consider their responses to evaluation and even to complete the departmental form in more than one sitting."

The system offers the option to customize questions for each individual course evaluation. This provides an opportunity to seek feedback about something unique to the course's delivery. The collection and compilation of data by the Blue system significantly cuts down on a department's administrative workload, and instructors are able to digitally retrieve their results from a secure location at any point after the deadline for the submission of final grades has passed.

"Student input is critical to the continued development of Brock's teaching environment. Blue is becoming a go-to tool that meets the goals to ensure course evaluations have a meaningful impact on student success."

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Isaak-Sakai: Brock's LMS connects students and instructors



While the Centre for Pedagogical Innovation provides leadership for many technologies which support teaching and learning, the most significant by far is Isaak-Sakai, Brock University's learning management system. Since its adoption in 2007, the Sakai-based, open-source platform has continued to grow in usage year-over-year to become one of the most used systems on the Brock campus among students and instructors. Around 75% of all courses on campus, with representation in every faculty, use Isaak-Sakai to deliver some component of their educational experience.

Thanks to Isaak-Sakai's open-source model, refinements can often be made to address the campus' unique needs within the system. For example, with assistance from central ITS and external support contracts, in the Spring 2017 term a major system modification empowered course instructors to create course spaces on demand. This removed the administrative wait time and processes that were previously in place to approve these requests. This modification also allowed instructors to customize the titling of course spaces to more closely represent the purposes of courses, and to more granularly choose which sections of students (ie. seminars, tutorials, and/or main lecture sections) ought to have shared access to the same space.

The Centre for Pedagogical Innovation's connection to Isaak-Sakai and open-source has also allowed it to contribute back to the global community of Sakai users, institutions, and developers, and to realize rewards for all learners within the Brock community as a result. As an example, Brock University provided leadership when Matt Clare assumed responsibilities as Chair of the Open

Apereo Accessibility Working Group. This working group created the Sakai rA11y Plan, an initiative which was able to fundraise over US\$61,000 for review of Sakai's compliance with the WCAG and AODA standards of accessibility. Once compliance was addressed, this funding was used for the resolution of deficiencies within the current and future versions of Sakai.

Apart from being an excellent place to share course content with students, Isaak-Sakai functions as a nexus for higher-order learning experiences such as student collaboration, peer evaluation, formative evaluation of courses, and integration with other course-related services within and beyond the Brock digital ecosystem. This includes integrations with Ares, the James A. Gibson Library's system for electronic course reserves, or a platform for streaming video that is private to Brock University, or a great many trusted external vendors/platforms. These integrations dramatically extend the range of teaching tools available to Brock instructors while respecting both campus security and privacy responsibilities.

Ed Tech at the forefront of innovative teaching and learning



Digital tool development

History Professors Danny Samson and Michael Driedger and the instructional design team in Brock's Centre for Pedagogical Innovation (CPI) have virtually bridged a learning distance that connects today's digital-age history students with a richer context of the past through readings of original source texts written more than 200 years ago. CPI's Mike Brousseau, Matt Clare and Giulia Forsythe were the behind-the-scenes architects in a collaborative project to plan and design technical tools and instructional modules for the fully online undergraduate history course 2F90 Money and Power in the Atlantic World, co-taught by Samson and Driedger. The project involved building software for a customized transcription tool to be used in digitizing course content of original source texts about the slave trade from late 18th and early 19th century. The tool was integrated into the overall goals of an instructional module that included getting students to read a wider range of material in a manner that compels them to think about the production of those texts.

Digital pedagogy institute

CPI was a supporting partner of the Digital Pedagogy Institute, held at Brock University in August 2017. Educators from across North America visited campus to learn more about weaving technology into teaching. The two-day conference included presentations, workshops and digital tool training that focused on innovative uses of digital technology to enhance and transform undergraduate and graduate teaching in the humanities and social sciences.

Topics explored during the conference included best practices, case studies, the state of digital pedagogy in higher education

and digital pedagogy collaborations between faculty, educational developers, librarians and students. The annual conference is a partnership between Brock University, the University of Guelph, the University of Toronto Scarborough and the University of Waterloo and Brock's organizing committee included the Centre for Digital Humanities, the Centre for Pedagogical Innovation and the James A. Gibson Library. Brock will again be hosting in 2018.

Teaching and research showcase

CPI, in partnership with ITS, organized the annual Teaching and Research Technology Showcase featuring a look at the advanced resources and tools being supported and used at Brock. Held the morning of December 9th, the showcase highlighted ways in which innovative technology is being applied, and, in particular, how it's shaping the intersection of discovery, scholarship and learning.

Faculty, staff and students from all disciplines attended the morning to explore Brock's teaching and research tools and to attend digital poster presentations on:

- Library Makerspace 3D printer and Virtual Reality
- Centre for Digital Humanities VR
- Teaching Online with Sakai
- Online formative feedback with Blue Pulse
- Online course evaluations with eXplorance Blue
- Clickers in the classroom
- Office 365 for collaborative documents and surveys
- CyberSecurity
- Desktop Virtualization
- High Powered Computing with Sharcnet

Celebrating excellence in teaching and learning

3M Award Recipient



"I am indebted to the Centre for Pedagogical Innovation and their many workshops and presentations, as well as the teaching best practices shared by colleagues. For me, it's really a recognition of the high quality of teaching at Brock University."

— David Hutchison, 3M National Teaching Fellowship

David Hutchison, the University's 2017-18 Distinguished Teaching Award winner, is the third Brock Faculty member in three years to be awarded a 3M National Teaching Fellowship.

David is a cross-appointed Professor in the Department of Teacher Education and the Centre for Digital Humanities.

He is among 10 academics from across Canada who are the 2018 recipients of what is widely seen as the country's most prestigious award for teaching excellence. Over more than three decades, Brock is top 5 among all Ontario universities for 3M award winners.

Since the award's inception by 3M and the Society for Teaching and Learning in Higher Education in 1986, Brock has had 12 faculty members make the list.

CPI routinely supports these nominations by assisting with documentation, providing feedback on dossier themes, and editing final nominations.

Teaching dossiers, used extensively at Brock to document teaching practices, are a form of scholarship that detail the innovative strategies and assessments that colleagues across campus are using to inspire student excellence. They are integral to the annual awards program that recognizes and celebrates outstanding teachers, such as recent award winners:

- **Jessica Clark**, assistant professor in Brock's History Department - Brock University Award for Excellence in Teaching for Early Career Faculty

"Brock students are a daily source of inspiration. They're curious, engaged and eager to take a deep dive into materials."

- **Nadine Brundrett**, part-time instructor in Brock's Classics Department - Clarke Thomson Award for Excellence in Sessional Teaching

"The opportunity to connect in the classroom and beyond always stimulates my own enthusiasm for learning and discovery. I have always sought to create an engaging and challenging learning environment by utilizing innovative ideas and strategies whenever possible."

- **Simon Black**, assistant professor in the Department of Labour Studies - Don Ursino Award for Excellence in the Teaching of Large Classes

"I am a proponent of active learning, an approach to instruction in which students engage with the material they study through reading, writing, talking, listening and reflecting."

Teaching Award Recipients 2017



Leading the scholarship of teaching and learning



CPI collaborates with Paula Gardner, Chancellor's Chair for Teaching Excellence on hosting a Community of Practice for exploring mindfulness in teaching and learning.

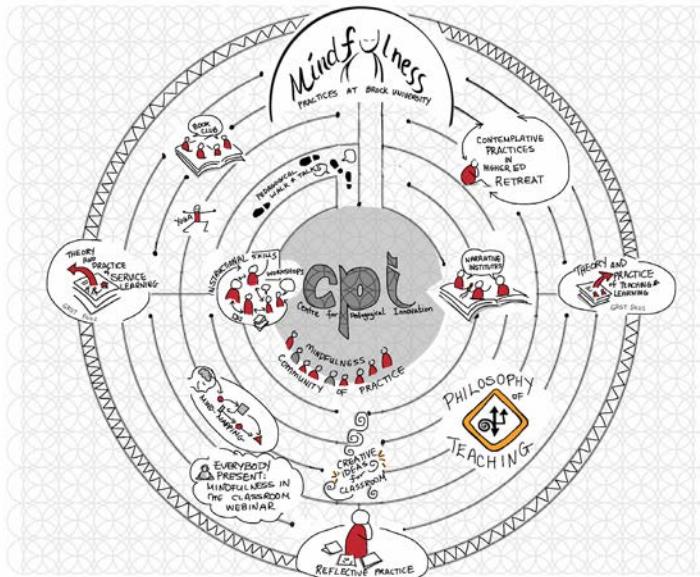
CPI is dedicated to supporting the scholarship of teaching and learning (SoTL) to encourage faculty to study and evaluate their own teaching practices.

Since 2005, CPI has provided SoTL funding through the Chancellor's Chairs for Teaching Excellence award program. The awards provide financial assistance, over three years, to faculty as they pursue a research project that is inspired by their own teaching experience and scholarship interests.

Recipients come from all disciplines and topics are far ranging. For example, the newest round of Chancellor Chair awards is funding innovative projects that include research into 3D pedagogy, interprofessional collaborative education and graduate degree level outcomes.

The awards have been instrumental in creating a vibrant SoTL culture at Brock that encourages faculty to look closely and critically at student learning in order to provide new insights that will benefit educators in diverse fields.

Each spring, CPI invites Brock faculty to share their scholarship during a SoTL event. The presentations, including updates about ongoing Chancellor Chair projects, reflect the overall openness to exchange knowledge and experience as a community of educators committed to advancing teaching and learning.



OUR PEOPLE — THE CPI TEAM

On a daily basis, CPI's talented and committed team embrace the overarching mandate to lead and facilitate a supportive community of educators in exploring and celebrating effective teaching and learning practices and innovative pedagogies. The CPI reports to **Anna Lathrop, Vice Provost Teaching, Learning and Student Success.**

Jill Grose, Director, provides oversight for the activities of the Centre and outreach to the university community to promote excellence in teaching and learning.

Giulia Forsythe, Special Projects Facilitator, is committed to transforming lives through high quality teaching, learning, and research, marked by values of equity, justice, and accessibility.

Wanda Gilmore, Resource Coordinator, works collaboratively with groups across campus to connect people to resources that enhance teaching and learning at Brock.

Lianne Fisher, Educational Developer, helps instructors, TAs and faculty members acquire teaching skills and strategies in developing their own style as teachers.

Matt Clare, Manager eLearning, thrives in a project and support role that lets him work alongside faculty and staff to make technology an enabling element in teaching and learning.

Mike Brousseau, Acting Manager eLearning, brings a pragmatic approach to the mixing of teaching, learning and educational technology that focuses on instructors and students' needs first.

Marc Breschuk, Educational Technologist, guides teachers and educators in exploring and demystifying instructional technology resources.

Jennifer Kopczinski, Curriculum Specialist, works with Faculties to develop innovative experiential course activities that align with program learning outcomes and degree level expectations.

Additional Supports:

Madelyn Law, Faculty Associate Experiential Education, provides leadership for the development of experiential learning that allows students to contribute to their communities while shaping career aspirations.

Adam Anderson, Educational Technologies Support Assistant, supports instructors with the use of the University's Learning Management System.

Christian Faught, Media Technician, provides assistance with video and multimedia production.



WHAT WE DO - AT A GLANCE

Faculty Workshop Series

#	DATE	WORKSHOPS	WORKSHOP TYPE	ATTENDED
1	Aug. 10 -17	Course Design/Redesign	F	9
2	Aug. 22 -17	Course Design/Redesign	F	7
3	Aug. 22 -17	Getting Started with Sakai	Isaak/Sakai	11
4	Aug. 22 -17	New Faculty/Instructor Day	F	8
5	Aug. 24 -17	Sakai updates: from 10 to 11	Isaak/Sakai	4
6	Aug. 29-30-31 -17	Instructional Skills Workshop 3 days	Faculty	4
7	Aug. 29 -17	Sakai updates: from version 10 to 11	Isaak/Sakai	8
8	Sep. 01 -17	Getting Started with Sakai	Isaak/Sakai	3
9	Sep. 05 -17	Getting started with Sakai	Isaak/Sakai	3
10	Sep. 07 -17	Sakai updates: from version 10 to 11	Isaak/Sakai	1
11	Oct. 11-12-13 -17	Instructional Skills Workshop 3 days	F	2
12	Oct. 20 -17	Pedagogical Walk & Talk	Teaching Community	8
13	Nov. 24 -17	Pedagogical Walk & Talk - November	Teaching Community	2
14	Dec. 06 -17	Tribute to Teaching -17	Teaching Community	45
15	Dec. 07 -17	OER Teaching & Learning Event	Teaching Community	107
16	Jan. 04 -18	Sakai for Beginners	Isaak/Sakai	7
17	Jan. 09 -18	Sakai for Beginners	Isaak/Sakai	6
18	Jan. 12 -18	T&L Book Club – Colonized Classrooms	Teaching Community	5
19	Jan. 15 -18	OER at Brock Follow-up Discussion	Teaching Community	15
20	Jan. 15 -18	Sakai for Beginners	Isaak/Sakai Workshop	5
21	Feb. 21-22-23 -18	Instructional Skills Workshop 3 days	F	2
22	Mar. 06 -18	SoTL in Higher Education	Teaching Community	33
23	Mar. 20 -18	Making Sense of OER Resources - Workshop 1	F	10
24	Apr. 17 -18	Making Sense of Open Educational Resources - Workshop 2	F	4

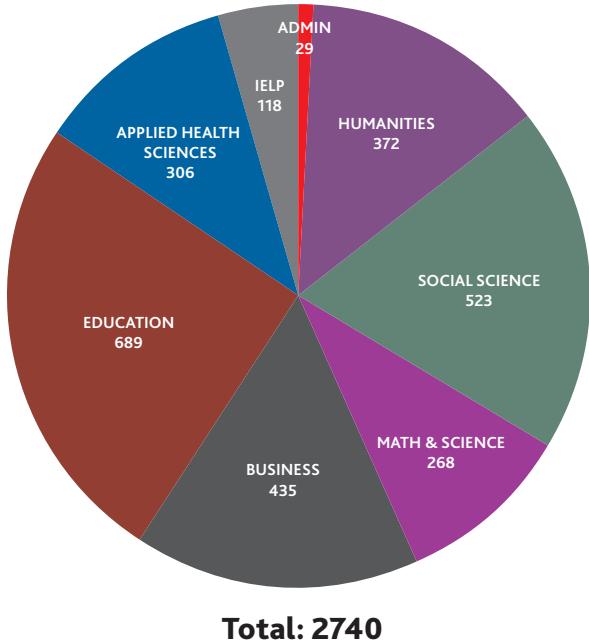
Total Participants from May 1 -2017 - April 30 -2018 309

Tech-enabled learning

ISAAK-SAKAI Courses By Faculty

There were 2607 active courses in Isaak-Sakai in 2017-18. In 2017 CPI implemented a new course request system, which makes better use of groups and can allow an instructor to control their roster more efficiently. Most faculty courses stayed approximately the same, seeing small increases in Math & Science, Humanities, Business, and Applied Health Sciences. Of note, many departments have been using Sakai for administrative purposes: sharing files, polling, quizzing, and tracking engagement.

There were 216 fully online course offerings and 47 blended.



Video Services involved in eLearning

A number of services that are critical to the delivery of eLearning courses are contracted from third parties through the CPI. Two critical services are authenticated asynchronous video (eg. private YouTube) and video captioning.

Video Streaming

The Centre for Pedagogical Innovation contracts Sharestream, a video service to host private video and to facilitate student submission of video that can only be accessed by the instruction team. ShareStream not only offers an integration with Brock University's LMS, Isaak-Sakai, but also directly with tools such as the Assignments tool. The CPI regularly reviews the video services provided by our third party vendors and works with ITS to investigate alternatives on an ongoing basis.

Captions Transcripts

Courses developed using CPI's eLearning Services are captioned.

eCampus Ontario

eCampusOntario, a not-for-profit corporation, is funded by the Government of Ontario to be a centre of excellence in online and technology-enabled learning for all publicly-funded colleges and universities in Ontario.

In Spring of 2017, eCampusOntario distributed a request for proposals in three broad areas: Open Textbook adoption and adaptation; Open Textbook creation (Indigenous & French language); and Research and Innovation. Brock applied for and successfully received funding for two textbook adoption proposals and one research and innovation proposal, as follows.

OER Textbook Adoption and Adaptation

Dr. Santo D'Agostino, Physics - \$14,532.07

Dr. Frank Fueten, Earth Sciences - \$8,109.00

Research & Innovation Grant

Dr. Daniel Samson, History Digital Transcription tool - \$20,000

In 2017-2018, CPI's partnership with Adult Education's eCampusOntario-funded program in Post-Secondary Studies came to a conclusion, with a total funding of \$330,000; CPI contributed project management, instructional design, subject matter expertise, and video production.

Teaching Assistant Programming

TA Workshop Series

#	DATE	TA WORKSHOPS 2017-18	ATTENDED
1	Aug. 23-25-17	Instructional Skills Workshop (3 day)	14
2	Sep. 01 -17	HLSC Lab Demonstrator Orientation	18
3	Sep. 01-17	HLSC TA Orientation	31
4	Sep. 05-17	Teaching Philosophy TA Training*	7
5	Sep. 09-17	TA Day Active Learning Plenary	137
5	Sep. 09-17	Design for Learning	20
6	Sep. 09-17	Getting to Know Sakai Brock's Learning Management System	41
7	Sep. 09-17	Ice-Breakers and Energizers: Strategies to Enhance Motivation	15
8	Sep. 09-17	Managing Multiple Roles and Responsibilities	28
9	Sep. 09-17	Marking Madness: Tips & Tricks for Effective Grading	72
10	Sep. 09-17	Maximizing Digital Accessibility	5
12	Sep. 09-17	What to Do During the First Class	51
13	Sep. 23-17	Diversity and the Classroom	29
14	Sep. 23-17	Instructional Strategies 101	27
15	Oct. 03-17	COSC TA/Marker Training Fall-17	9
16	Oct. 07-17	Plagiarism: Case Studies and Helpful Hints for TAs/ Academic Integrity *	18
17	Oct. 11-17	Instructional Skills Workshop (3 days)	3
18	Oct. 21-17	Facilitating Seminar Discussions	27
19	Oct. 21-17	Using Social Media for Teaching	22
20	Nov. 04-17	Helping Your Students Prepare for Exams	17
21	Nov. 04-17	Writing a Statement of Teaching Philosophy	17
22	Nov. 18-17	Experience Plus Know Yourself. Be Proud. Talk About Your Accomplishments	16
23	Nov. 18-17	Marking Madness: Tips & Tricks for Effective Grading	18
24	Dec. 07-17	Open Educational Resource T & L – TA credit	1
25	Jan. 13-18	Statement of Teaching Philosophy	16
26	Jan. 13-18	Teaching Dossier	15
27	Jan. 27-18	Being an Online TA*	19
28	Feb. 10-18	Ice-Breakers and Energizers: Strategies to Enhance Motivation	11
29	Feb. 10-18	Mindfully Making Our Way in the Classroom	14
30	Feb. 21-18	Instructional Skills Workshop (3 Days)	7
31	Mar. 03-18	Ethical Dilemmas	20
32	Mar. 03-18	Working with International Students	24
33	Mar. 17-18	Course Closures	18
34	Mar. 17-18	TAs Teaching about Teaching	16

*Double Workshop

Total TA Participants from May 1, 2017 - April 30 803

TA Certification Program

The TA Certification Program allows TAs to attend workshops on a variety of teaching and learning issues from September through March (see list). Two workshops are offered on multiple Saturdays per month.

Attendance at 8 CPI workshops offered throughout the year earns a Basic Certificate. Completion of the Basic Certificate, participation in a further 8 workshops and submission of a statement of teaching philosophy earns an Advanced Certificate. The GTA program is a self-directed program of more advanced professional development for TAs who have completed the Basic and Advanced certificate programs.

A total of 34 Basic Certificates, 15 Advanced Certificates and 4 Graduate TA Certificates were awarded at the TA reception Wednesday April 11th, 2018 at Alphie's. Forty-six TAs earned a total of 53 certificates. The reception was hosted by the CPI and the Office of the Vice President Academic.

Breakdown by Faculty of TA Certificate recipients is as follows:

TA CERTIFICATES BY FACULTY	13-14	14-15	15-16	16-17	17-18	YEAR	# OF SESSIONS	# OF SEATS/ PARTICIPANTS
Business	3	1	1	0	0	2013-14	55	883
Education	4	1	7	7	15	2014-15	42	855
Humanities	4	5	10	8	10	2015-16	46	984
Applied Health Sciences	5	12	7	7	5	2016-17	39	1030
Mathematics and Science	8	17	15	14	4	2017-18	34	803
Social Sciences	22	22	30	30	14			
Other (Experience Plus! and Library)	0	1	0	0	5			
Total Recipients	46	59	70	66	53			



LOOKING AHEAD



Issak-Sakai

In 2018-19 Sakai, the University's LMS, will move to a cloud hosted solution. As a result of extensive discussions at our Educational Technologies Steering Committee, a partnership between CPI and ITS, it has been decided that third party cloud-based support for the technical oversight of Sakai will allow a more robust platform for ongoing maintenance and delivery. CPI will continue to provide pedagogical consultation and instructor support and will benefit from access to data analytics pertaining to its use by students and instructors.

High Impact Practices

The Centre will begin to roll out an educational campaign related to instructors' use of High Impact Practices (HIPs) in courses and programs. As part of an extensive consultation process, we will establish definitions for Brock University's use of HIPs both to contribute to metrics used in our strategic mandate agreement (SMA) and to assist the university community with its understanding of these practices, many of which are already well ensconced (such as the use of a first-year seminar). This work will contribute to the curriculum mapping and other partnership activities we currently support.

CPI is growing!

The Centre has always enjoyed a small but hugely dedicated and talented team. In requesting additional resources, it was decided that CPI should undertake an organizational review in collaboration with Human Resources. Following a national environmental scan of teaching centres, it was confirmed our Centre should employ 12 individuals (FTE) to be in alignment with comparable entities. To date, we received approval for two additional hires, one of which was rescinded to reach mitigation targets for the 2018-2019 budget year. However, we were also fortunate to receive government funding for a Curriculum Specialist, Experiential Education, for a two-year contract. In looking forward to 2018-2019, we are excited about the results of our reorganization which will see an expanded leadership team for both Educational Technologies and Educational Development. This will set us up to grow capacity in both these areas as we move forward in supporting teaching excellence at Brock.

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