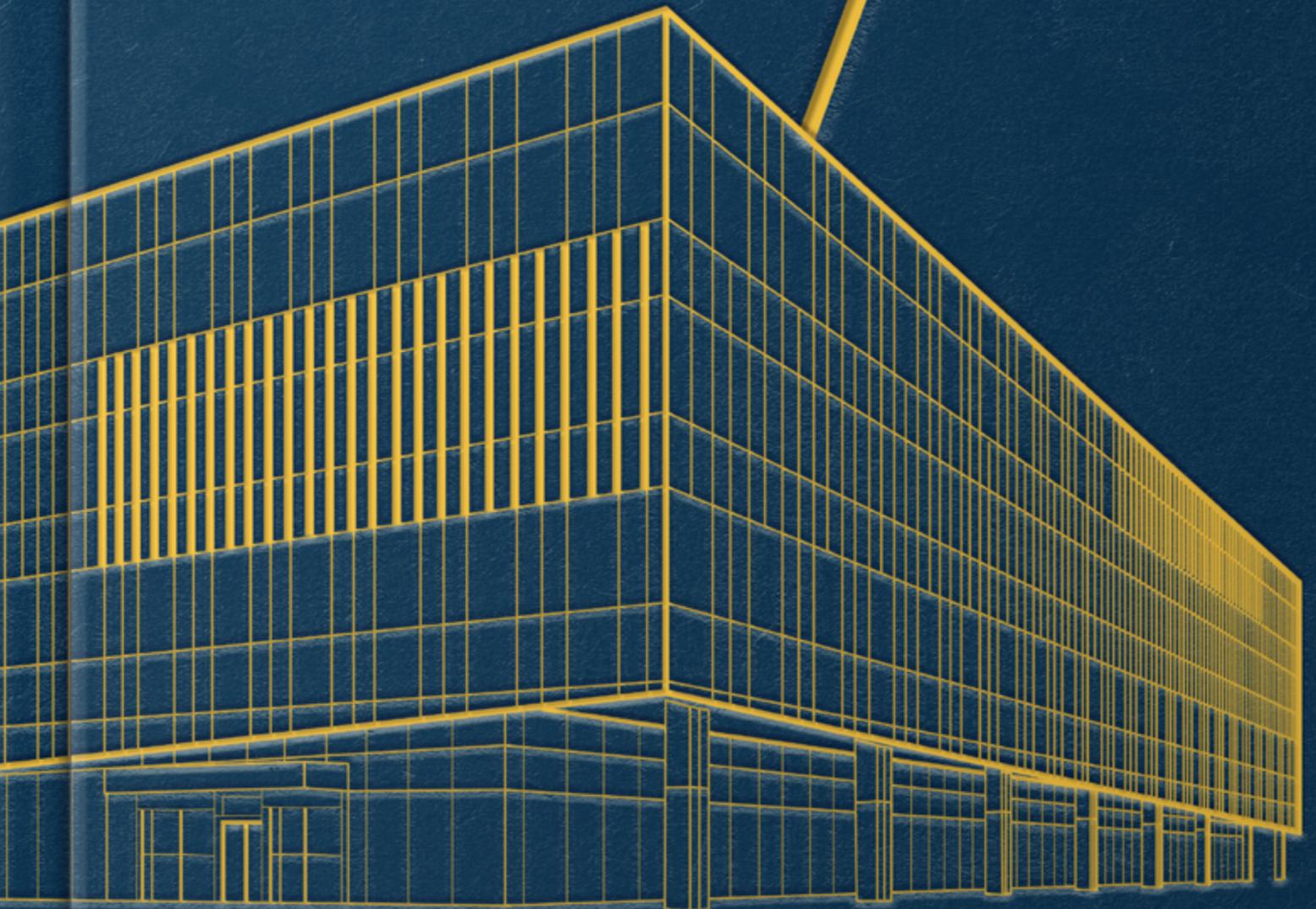


**2020**

**ACADEMIC  
DEVELOPMENT  
CENTRE**

**2021**



CATALYZING EXCELLENCE  
AND INNOVATION IN TEACHING,  
LEARNING, AND THE USE OF  
EDUCATIONAL TECHNOLOGY

# MESSAGE FROM THE ACADEMIC DIRECTOR



**Christian Cook,  
MBA, PhD, ICD.D**

Academic Director,  
Academic Development Centre

Associate Professor,  
Bissett School of Business

Greetings and gratitude from the Academic Development Centre (ADC).

We thank our community for the opportunity to have served Mount Royal University through another incredible year. Yet again, this academic year was not entirely as expected. As we moved through another period of uncertainty, we remained grounded in our collective purpose: to support faculty to deliver the most exceptional undergraduate educational experience to our students. We continue to marvel at the way Mount Royal faculty and professional staff show up for each other, our community, and of course, our students.

Our experts in the ADC work collaboratively across several in-house teams – in faculty development, academic media, educational technologies, instructional design, and the Mokakiiks Centre for Scholarship of Teaching and Learning. Our dedicated team members generously share their expertise across campus – read several stories in this Review.

As we close out 2020/2021, I offer my heartfelt thanks to every member of this second-to-none ADC team for their incredible contributions to the success of Mount Royal. We are as excited about the year ahead, where we will work with campus colleagues to identify a new campus-wide learning management system, explore the future of online learning opportunities, create a new strategic plan for the ADC, and continue to discover new educational technologies to help us all thrive in our virtual and place-based classrooms.

It truly is my honour to work with this incredible team at the Academic Development Centre and for us to collectively serve the university in this way.

A handwritten signature in black ink, appearing to read 'Christian Cook', written in a cursive style.



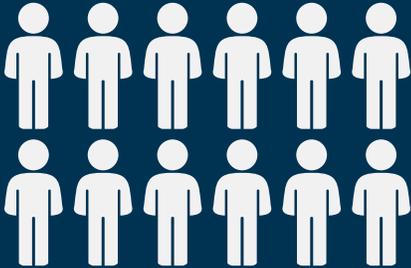
# FACULTY ORIENTATION AND SUPPORT

Faculty orientation is an integral part of the ongoing socialization experience to integrate into the MRU teaching and learning context. As a teaching-intensive university, it is important faculty understand our students and their expectations. The ADC leads the orientation efforts for new full-time (each fall) and contract (each fall and winter) faculty.

These programs are designed to orient new MRU faculty members to best practices in teaching and learning and to provide opportunities for socialization, community building, and professional learning. Faculty members are introduced to the Academic Development Centre and connected to resources to support teaching excellence. Additionally, tenurable faculty are specifically supported through their pre-tenure period through faculty development and the opportunity to participate in a mentorship program offered through the ADC.

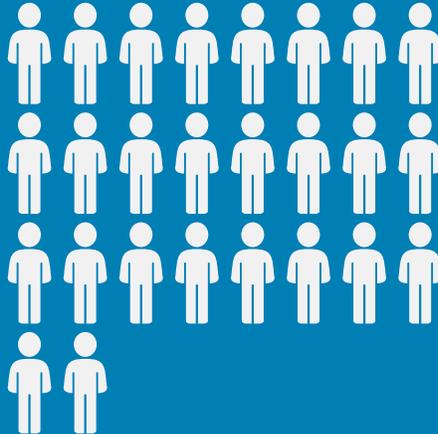
During orientation, all faculty are also introduced to support systems for them and their students (e.g., Accessibility Services, Student Learning Services, Wellness Services, the Office of Student Support, the Library and Learning Centre, and the Student Association of MRU - SAMRU).

The goal of these programs is to contribute toward effective and scholarly teaching and overall success and satisfaction in faculty roles.



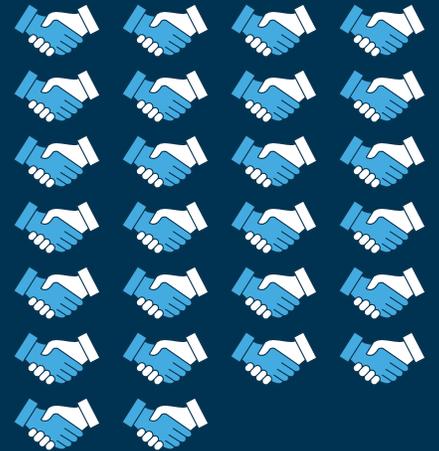
**12**

faculty participated in the New Faculty Support Program and Professional Learning Community



**26**

contract faculty participated in the Contract Faculty Support Program



**26**

mentorship pairs were formed

# DROP-IN TECHNOLOGY SUPPORT

## Sandbox

The Sandbox drop-in computer lab helps to increase the effective use of technologies for teaching and learning at Mount Royal. This year, the Sandbox provided **7,331** points of assistance to MRU faculty and instructional staff.

**83%** of contacts were related to Blackboard (Bb), Mount Royal's learning management system (LMS).

## Blackboard Workshops On-Demand

Faculty could also access Bb training online through our Bb Workshops On-Demand portal which featured nine online workshops. The site hosted **3,428** sessions this year along with **16,329** page views.

Blackboard Workshops On-Demand has been replaced by **Sandbox On-Demand** with a larger catalog of tutorials, not only on Blackboard, but other commonly used technology. To visit the new Sandbox On-Demand head to [mru.ca/adc](http://mru.ca/adc) and click the Sandbox link in the menu.

The Sandbox YouTube channel was also made public this year. The channel had **54,000** views totalling in **1,500** hours of watch time. To subscribe to the Sandbox YouTube channel visit [youtube.com/c/adcsandbox](https://youtube.com/c/adcsandbox)



**7,331**

points of assistance



**83%**

contacts related to Blackboard



**16,329**

views on the Bb Workshops On-Demand website



**54,000**

views on the Sandbox YouTube channel

## Two Andrews Are Better Than One



To help support the thousands of calls coming into the Sandbox each year, we were pleased to welcome Andrew Goodman to the Learning Technologies Group. Together with Andrew Reil, they continue to provide excellent technology support to MRU's faculty, staff and students.

For technical support, please send an email to: [sandbox@mtroyal.ca](mailto:sandbox@mtroyal.ca) or call: **403.440.7002**.

# PROFESSIONAL DEVELOPMENT

The ADC provides MRU faculty with various professional learning opportunities, including stand-alone workshops, short courses over several sessions, and year-long engagements such as Faculty Learning Communities (FLC). These professional development opportunities address topics related to pedagogy, curriculum, the assessment of learning, scholarship, and technology integration in a post-secondary context.

MRU teaching and learning community members completed **1,750** session registrations for workshops and programs offered by the ADC, accounting for **2,331** hours of participation in teaching and learning professional development.



## Full-time Faculty



**57%**

participated in at least one workshop

REGISTER



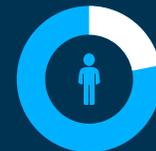
**219**

unique registrants

**386**

total registrants

## Contract Faculty



**22%**

participated in at least one workshop

REGISTER



**110**

unique registrants

**498**

total registrants

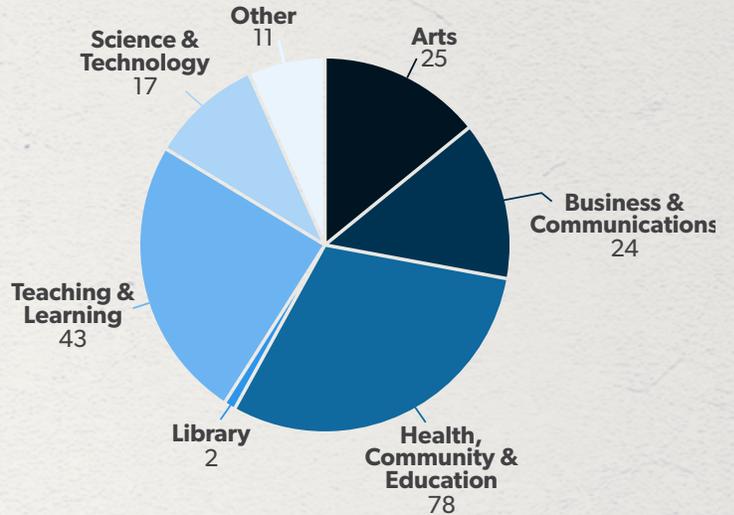
# ADC EXPERTISE IN ACTION

ADC offers a number of supports and services as a means of assisting faculty in their roles. Whether through consultation or more hands-on forms of assistance, we work collaboratively with faculty, providing complementary expertise in order to assist them to achieve specific goals.

## Consultation Services

Consultation services are at the heart of ADC's work with MRU colleagues, allowing us to be intentionally responsive to myriad requests for support related to the professional learning and professional development needs of faculty and instructional staff.

The ADC Faculty team and professional staff provided **175** consultations to faculty from academic units across the institution.

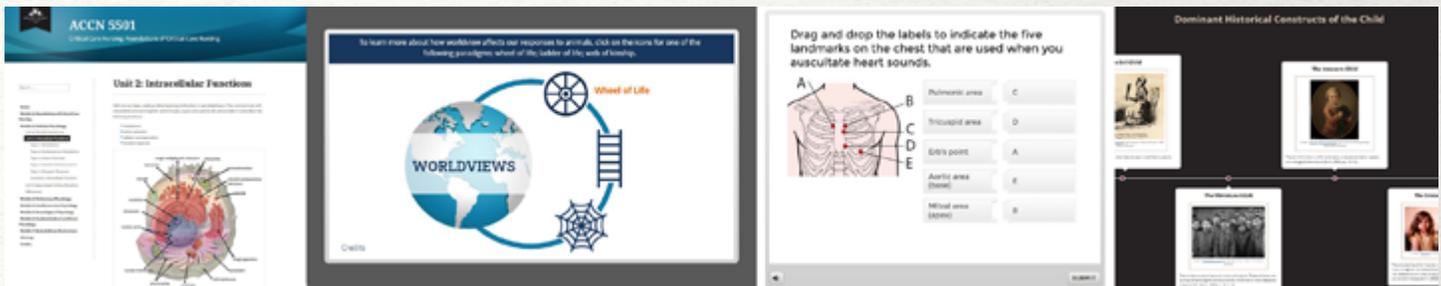


## eLearning Project Development

The ADC Instructional Design (ID) team supports Mount Royal faculty in the development and maintenance of fully online and blended courses, including the "flipped classroom" approach. Faculty members work collaboratively as subject matter experts with an instructional design consultant, graphic designer, and other ADC professional staff and faculty as required.

This year, the ID team supported the development and maintenance of the following eLearning courseware projects:

eLearning Courseware Projects	Mode
ACCN 5501: Foundations of Critical Care Nursing	Online
CHST 4204: Contemporary Issues in Child Studies	Online
ENGL 2273: Animals in Popular Fiction and Film	Online
HLTH 3107: Professional Nursing Health Assessment	Blended



## Academic Media Productions to Support Learning

The ADC Academic Media Group (AMG) works with faculty to design engaging media that supports teaching and learning using a variety of production tools to build curriculum, instructional, or experiential content. In the 2020/21 academic year, the AMG completed a record **53** projects with **702** video, VR, photo or audio components to support teaching and learning. These and other media projects by MRU faculty are showcased on the the [MRU: Focus on Teaching & Learning YouTube Channel](#) which had over **187,000** views this last academic year, reaching institutions, businesses, and individuals around the globe.



**53**

projects



**702**

video, VR, photo or audio  
components



**187K+**

views on the MRU: Focus on  
Teaching & Learning  
YouTube Channel



## Curriculum Redesign Support

The ADC supports Mount Royal faculty in redesigning curriculum in order to help improve student learning and success. Potential course redesign activities may include the following: needs assessment to explore current and future aspects of the course; review of course learning activities and approaches to assessment of learning; and curricular mapping to examine the alignment of outcomes, learning activities, and assessments at a course or program level.

This year the ADC Faculty team supported the following curriculum redesign projects:

» Introductory Computer Programming:

- COMP 1631
- COMP 1633
- COMP 1501
- COMP 1502
- COMP 1615
- COMP 2001

» General Chemistry Lab Redesign:

- CHEM 1201
- CHEM 1202

## Cross-Campus Collaborations

### Bringing Mount Royal University to External Reviewers

The cyclical program review completed by programs every seven years is one measure of quality assurance at Mount Royal University. Included in a program review is a site visit by external academic experts who tour the campus and meet with students, staff, faculty and service areas from across the university. Mount Royal is very proud of our specialized teaching and learning resources and faculty are happy to showcase our spaces. In May of 2020, realizing that face-to-face site reviews would not be possible for the seven scheduled program reviews and one new program approval, the Academic Media Group was contacted to explore possibilities. At the time that the first tour was filmed, the campus was locked down, the film crew were sometimes the only people on campus and spaces looked little like what we expect. The challenge was to provide a tour for each review that engaged the viewer and gave them a sense of the Mount Royal community. In January of 2021, the list of virtual tours grew with two more program reviews scheduled for site visits in the Fall of 2021 and a comprehensive institutional review with an unknown site review date.

The Academic Media Group, led by Ian Borg, met the challenge. They have created a library of spaces they have filmed and a collection of program specific tours. From studio space in Interior Design to the Health Simulation Centre, the Bella Concert Hall, the Riddell Library Learning Centre and the many gathering places for students and faculty, Mount Royal has been filmed. There is no narration on the tours, instead faculty were given the option of providing virtual guided tours to explain how pedagogy and learning spaces align. The feedback from external reviewers and faculty has been outstanding and it is unlikely that the program reviews or new program approval would have been possible without the support of the Academic Media Group. The virtual tours have also been used by programs for visuals on program webpages and are likely to be used for the Open House events in 2021.

Many thanks the Academic Media Group for their creativity, innovation and flexibility.

“The feedback from external reviewers and faculty has been outstanding and it is unlikely that the program reviews or new program approval would have been possible without the support of the Academic Media Group.”

**Dr. Gaye Warthe**

Associate Dean, Teaching and Learning



*INSTITUTIONAL AREAS*

*UNDER RENOVATIONS*

*PLANNED RENOVATIONS*

*NEW SPACES SINCE 2013*



[← BACK](#)

**OUTDOOR AREAS**

- > *West Gate*
- > *East Gate*
- > *Tennis Courts*
- > *Soccer Field*
- > *Fountain Pond*
- > *T-Wing Courtyard*





## Creating Engaging Synchronous Psychology Lectures

When it came time for Carrie Scherzer, a faculty member in Psychology, to plan for the Fall 2020 semester, she knew she did not want to record narrated PowerPoints as she had during Spring 2020. She felt there was a better way to engage with students. And that part of what could be missing from the online lecture was the opportunity to deeply engage with her students.

Carrie reached out to the Academic Media Group (AMG) in the ADC to inquire if there was anything they could do to help create a lecture experience near what students were used to before the pandemic. During a brainstorming meeting, Carrie and the AMG decided to set up space in our media studio to deliver and record lectures. Post recording, AMG staff edit the content before distributing the lectures through the “MRU: Focus on Teaching & Learning” YouTube Channel. The lectures have reflection questions (only found in the recorded lectures and dispersed throughout), which serve as opportunities for assessment and discussion during synchronous sessions with students.

The ability to deliver course content this way has allowed Carrie to present information in a way that is engaging to learners, and the feedback from them has been overwhelmingly positive:

“You truly went above and beyond to teach us online. It was extremely helpful the way you delivered the course content, abnormal psychology is something I usually struggle with, but I felt I was able to learn and retain the information much better with the way you taught; this approach with recording the lectures (I can’t imagine how long that took) and meeting each week was so helpful. I want you to know all the work you put into teaching this course this semester was much appreciated!”

Carrie sees the long term value in presenting her lectures this way. Having a high quality, engaging recording that can be used by students who may need to miss a class is helpful, as is the opportunity for students to have the content to review again if desired. While working in this remote teaching environment, students may watch the lecture when it best suits their schedule and accommodates their many competing priorities. Importantly, this approach also supports accessibility as students can pause, rewind, or use captions as they review the lecture.

Based on the tremendous student feedback from Fall 2020, Carrie is in the process of recording lectures for her Winter 2021 classes with the AMG.



## Accessibility Services

A year of unexpected changes and “pivoted” curriculum delivery has prompted an opportunity to consider, and reconsider, accessible and inclusive approaches to teaching and learning. As faculty continually express a desire to reach all of their students, an ongoing collaboration between ADC and Accessibility Services brings together experts in curricular design and accessible practices, creating a rich variety of faculty development opportunities.

The ADC/Accessibility collaborators encourage and empower faculty to create inclusive, accessible, and engaging educational experiences for their students. But we also must consider how to engage faculty who come to this work with varied experience and prior knowledge. We’ve created diverse entry points for discussions about accessibility and Universal Design for Learning (UDL), ranging from a set of panel discussions and workshops in 2018/19, UDL Communities of Practice and webinars in 2019/20, and new offerings in 2020/21 that turn the lens more specifically to our online environment.

In this challenging academic year, Juliana Walker and a team of Access Advisors in Accessibility Services have been working with ADC’s Andrea Phillipson to provide up-to-date advice and resources for meeting students’ accommodation needs for remote learning. Students and faculty can now access the support they need regarding accommodation via the Accessibility Services Portal.

And despite the additional pressure of remote teaching, faculty interest in Universal Design for Learning has remained robust. A Fall 2020 UDL series hosted by Joanna Szabo (ADC) and Janalee Morris (Accessibility Services) brought UDL principles to life for small- and large-scale changes that enhance remote classroom experiences. Faculty were keen to learn about implementing multiple means of representation (the affective “why” of learning), engagement (the recognition “what” of learning), and action and expression (the strategic “how” of learning). ADC and Accessibility Services are excited to continue their partnership throughout the Winter 2021 term, as Janalee and Andrea take a deeper dive into some of the trickier aspects of teaching with a UDL perspective.

“The ADC/Accessibility collaborators encourage and empower faculty to create inclusive, accessible, and engaging educational experiences for their students.”

## Collaboration: A Peek Behind the Scenes

Collaborations are at the heart of the ADC's work, but they are not always widely known. A recent collaboration between ADC's Instructional Design team and Career Services (CS) highlights the exemplary work that goes on behind the scenes for the benefit of Mount Royal students.

Responsive to the sudden switch to remote delivery this past spring, Career Services sought to redesign their Professional Development/Orientation to Cooperative Education (PD/OTC) course for online delivery. Approximately 600 students per term take this required course for the co-op program. Therefore, it was important to maintain the quality of the PD/OTC curriculum in the transition to online delivery.

Two critical steps were identified for this project. The first step was to restructure the course. After reviewing existing content, the ID team designed a prototype module, including a custom PowerPoint template, which applied best practices for eLearning. Career Services then modelled the remaining 9 modules after the prototype. The second step was for the ID team to provide training about using Blackboard for eLearning. A self-paced tutorial was developed for the ten-member CS Developer team to learn to facilitate online. In the end, the hard work and commitment from both teams paid off; the course redesign was completed in just 8 weeks (versus the typical timeframe which is significantly longer for eLearning projects).

Initial feedback from students has been positive. "Students seem to be enjoying the [PD/OTC] curriculum that has been created," says Noah Arney, the project coordinator in Career Services. The CS team plans to conduct a debrief at the end of the fall term in order to assess impact. Already they have noticed that students are able to re-watch lectures, and student assignments appear to be stronger. This project has enabled the CS team to create a standardized curriculum and going forward they intend to build on this.

"Alone we can do so little; together we can do so much" by Helen Keller

The PD/OTC project underscores the impact of effective collaboration. The outcomes enrich the student experience when experts from different areas of Mount Royal join forces.

The ADC looks forward to future collaborations with our colleagues across the University.

## Providing Feedback That Gets Students' Attention

"Students don't read my feedback. I feel like I've wasted my time." We hear this grievance time and again in workshops about providing feedback on student writing. And the move into a remote teaching and learning environment certainly hasn't improved things.

Long-standing questions — How do I provide quality feedback with limited time? How do I get students to read it?— feel even more pressing now that many of us are assigning more open-book written assessments, providing feedback using digital tools, and feeling as though we just can't spend one minute longer at our computer screens.

Two years ago, Silvia Rossi [SLS], Angela Waldie [SLS], and Andrea Phillipson [ADC] teamed up to help faculty address these and other questions about teaching student writing. Although they have differing roles at MRU, they share a background working in university writing centres. In the process of supporting students, they've gained insight into their writing experiences, from decoding assignment instructions to deciphering the red marks on their graded papers. And with Angela and Andrea both currently teaching MRU students, they also understand how it feels to be on the assigning and grading side of things!

The effective feedback workshop draws on composition studies research to suggest three main shifts faculty can make in their feedback:

1. From an editing-oriented to revision-oriented approach
2. From judge to coach
3. From summative to formative feedback

The trio found that the first change alone can make a world of difference to students, getting their attention because they perceive the feedback as relevant to their future work. This need not translate to more faculty time spent grading.

Now that they've reformulated their workshop for the remote teaching and learning context, they discovered that the principles stand.

## Celebrate! Teaching & Learning at MRU

Our MRU campus community came together over three fabulous days to Celebrate! Teaching and Learning. We hosted **650+** registrants (over **200** unique attendees) to the more than two dozen sessions on offer. These were presented and attended by faculty, staff, students, and leaders. This extraordinary event was offered in a completely virtual environment from May 5–7, 2021. While we aim to host the event in person and on campus next year, we are already planning how to leverage technology to make this an even more accessible event.



**32**

sessions | presentations



**200+**

attendees

REGISTER



**650+**

registrations

# MOKAKIIS CENTRE FOR SoTL

The Mokakiis Centre for SoTL was previously the Institute for Scholarship of Teaching and Learning. In 2020, we moved under the umbrella of the Academic Development Centre. We were honoured to be gifted a Blackfoot name, Mokakiis. This name, gifted by Miiksika'am, Elder Clarence Wolfleg, means a lodge for wisdom. In the virtual naming ceremony, Elder Miiksika'am explained how to think about this lodge as not a static place for the accumulation of knowledge, but rather a gathering place of wise people, who get together to continue learning and then share their wisdom with future generations. We cannot think of a better aspiration for SoTL.

The Mokakiis Centre for SoTL is:

- » a nexus for communication and collaboration, providing resources and coordinating initiatives locally, regionally, nationally;
- » a community of scholars collaboratively advancing the existing body of knowledge about teaching and learning; and
- » a research centre facilitating and supporting investigation leading to deeper understanding of and sustained improvement in student learning.

## SoTL Development Programming

Since 2018, we have admitted a cohort of scholars to the three-year SoTL Development program each fall. In 2020-21, we had **20** scholars participating in the program from across the institution.

### Year One – DEPARTURES – A SoTL Community

This first year is an introduction to Scholarship of Teaching and Learning – set up as a faculty learning community – learning about the field of SoTL, the methodologies utilized, and ethical dimensions of the work. Participants develop a research question and apply with a research proposal to the second year.

### Year Two – LAUNCHING – MRU SoTL Fellows

Successful applicants work with facilitators and with a cohort to refine and implement a SoTL research study through all phases, based on the research question developed in Year One. Successful applicants receive a small research stipend.

### Year Three – LANDING – SoTL Mentors

SoTL Fellows are invited to work with program facilitators to mentor Year One and Two cohorts. Programming focus is on support for completion, dissemination and translation of the Fellows' SoTL work.

## Canada Research Chair in SoTL



This year we were excited to welcome one of MRU's first CRCs, Dr. Cherie Woolmer, in a unique CRC in Scholarship of Teaching and Learning.

To learn more about Cherie, please visit her profile on our website.

## SoTL Development Programming

In 2020-21, we took the opportunity to review, reframe, and rename our suite of grants to better reflect the work being done across MRU in SoTL. The following four grant opportunities were offered in a fall and spring call, resulting in the funding of **7** SoTL grants, totalling **\$44K** of research funding.

7

SoTL grants

\$44K

Total research funding

### Essential Scholarship of Teaching and Learning Grants

This grant supports scholarship of teaching and learning (SoTL) projects that investigate innovative pedagogies, student learning, or other aspects of teaching and learning in a single class or related courses. These projects may involve a single investigator or small team.

#### 2020/21 Awardees

- » Uthpala Tennakoon, "Pop-quiz with a twist: Assessing the benefits of two-stage in-class quizzes in business courses"
- » Monica Pauls, "Bridging the gap: eLearning as a way to connect theory to practice"
- » Karen Ho, "The influence of a community service learning water project on post-secondary students"
- » Mark Roberts and Katherine McGowan, "The theory and practice of undergraduate Indigenous business and management curriculum: Stage 1"

### Marshall Family Foundation SoTL Literacy Grant

Through a generous donation from the Marshall Family Foundation, this grant supports SoTL projects that investigate literacy learning and teaching practice across the spectrum of education, including early years, K-12 settings, and the post-secondary context, and/or literacy issues pertaining to specific groups of learners.

#### 2020/21 Awardees

- » Jodi Nickel and Joy Chadwick, "Assessing the impact of course-embedded literacy tutoring and tutoring resources for teacher candidates"

### Mokakiiks SoTL Collaborate Grant

The Mokakiiks Centre for Scholarship of Teaching and Learning supports and facilitates collaborative research projects on program-level, discipline-level, and interdisciplinary topics. Collaborative Inquiry Grants are designated for collaborative teaching and learning inquiry projects that go beyond a single class or context, and are intended for larger scope projects involving a team of researchers.

#### 2020-21 Awardees

- » Patti Derbyshire & Tanya Stogre, "Saakiitápaipókaayi: countering curriculum epistemicide in pre-service educators, inspiration from Siksikees'tsuhkoom (Blackfoot Lands)"
- » Nick Strzalkowski & Mandana Sobhanzadeh, "Science literacy, attitudes, and engagement of undergraduate students"

### Mokakiiks Undergraduate SoTL Dissemination Grants

This grant is designated to permit student researchers to join their faculty supervisor at a scholarship of teaching and learning (SoTL) or disciplinary education conference to present their SoTL findings. (No awardees this academic year for this grant.)

## ImaginingSoTL

The Mokakiiks Centre for SoTL is thrilled to announce our new fully online, open access journal publication: **Imagining SoTL: Selections from the Banff Symposium (IS)**, which stems from the annual Symposium for Scholarship of Teaching and Learning. All authors presented at the 2019 Banff SoTL Symposium (Engaging Students, Engaging Faculty), hailing from Alberta, Canada, and the U.S.

Blackfoot elder Leo Fox, when asked to translate the idea of SoTL as part of the Indigenization of the Riddell Library and Learning Centre, gave the word *ksimstaani*, which means 'imagining.' We named the publication after this inspiring way of thinking about SoTL as possibility and potential for transformation.

Our first issue was published in March 2021 with ten peer-reviewed articles representing a selection of original research contributions and commentaries. This first issue includes ten articles that demonstrate the breadth of scholarship inherent in SoTL: in methodology, in discipline, and in context. Disciplines represented include health sciences, STEM, justice studies, general education, social work, faculty development, education, and studies that span an institution.

To read the full issue, please visit [mru.ca/imagining](http://mru.ca/imagining).



# SCHOLARSHIP CONTRIBUTIONS

Reflecting Mount Royal University's commitment to teaching informed by scholarship and high quality intellectual inquiry, Faculty team members in the ADC make a wide range of impactful scholarly contributions by engaging in educational research and the scholarship of teaching and learning.

Attas, R., Easton, L., Lindstrom, G., Easton, L., & **Yeo, M.** (2021). Nitawahsin Nanni and disrupting journeys. *Transformative Dialogues* 14(1), 84–104.

de Bie, A., Marquis, E., Suttie, M., Watkin-McClurg, O., & **Woolmer, C.** (2020) Orientations to teaching more accessibly in postsecondary education: Mandated, right, pedagogically effective, nice, and/or profitable?. *Disability & Society*. <https://doi.org/10.1080/09687599.2020.1848803>

Lafave, L.M., **Yeo, M.**, & Lafave, M.R. (2021). Concept mapping toward competency: Teaching and assessing undergraduate evidence informed practice. *The Journal of Competency-Based Education*, 6(2) e1242. <https://doi.org/10.1002/cbe2.1242>

Marquis, E., Guitman, R., Nguyen, E. & **Woolmer, C.** (2020) 'It's a little complicated for me': faculty social location and experiences of pedagogical partnership. *Higher Education Research & Development*, 40(6), 1191–1204 <https://doi.org/10.1080/07294360.2020.1806789>

Maurer, T. W., **Woolmer, C.**, Powell, N., Sisson, Carol, Snelling, C., Stalheim, O., & Turner, I. (2021) Sharing SoTL findings with students: An intentional knowledge mobilization strategy, *Teaching and Learning Inquiry*, 9(1), 333–48. <https://doi.org/10.20343/teachlearning.9.1.22>.

Sharun, S., & **Smith, E. E.** (2020, October). Educational development partnerships and practices: Helping librarians move beyond the one-shot. *College & Research Libraries News*, 81(9), 445. <https://doi.org/10.5860/crln.81.9.445>

Waldie, A. & **Yeo, M.** (2021). Collaborative poetry making: Words, place, and decolonization. *Journal of Intercultural Studies (Special Issue—Learning at Intercultural Intersections: Toward Equity, Inclusion, and Reconciliation)*, 42(3), 332–345.

**Woolmer, C.**, & Suh, J. (2020) Understanding educational leadership through network analysis: A critical reflection on using social network analysis in a mixed methods study. In N. Fenton & W. Ross (Eds.) *Critical reflections on methods for researching teaching and learning* (pp. 52–72). Brill.

# ADC TEAMS 2021/22

## Academic Media Group

**Chuck Dickens**  
Producer/Director

**Ian Borg**  
Team Lead, Producer/Director

## Learning Technologies Group

**Andrew Goodmanson, BIS**  
Educational Technology Support Analyst

**Andrew Reil, MS**  
Educational Technologist

**Bree Smith**  
Media Trainer & Communications Lead

**John Cheeseman, MEd**  
Learning Technologies Specialist

**Khethwen Woo, BFA**  
Graphic Designer/Web Developer

**Nicolette Young, MA**  
Instructional Designer

**Pattie Mascaro, MA**  
Instructional Designer

## Administrative Team

**Amanda Veinotte, BAC**  
Manager, Learning Technologies

**Christian Cook, PhD**  
Academic Director

**Mary-Ann Ciupak**  
Administrative Assistant

**Nancy Funke, BDes**  
Administrative Assistant

## Faculty Development Team

**Andrea Phillipson, PhD**  
Faculty Development Consultant

**Eileen Clearsky, MEd**  
Assistant Professor & Faculty Development  
Consultant, Indigenization

**Erika Smith, PhD**  
Faculty Development Consultant

**Jennifer Boman, PhD**  
Faculty Development Consultant

**Luciano da Rosa, PhD**  
Faculty Development Consultant

## Mokakiiks Centre for SoTL

**Cherie Woolmer, PhD**  
Assistant Professor & Canada Research Chair (SoTL)

**Chris Ostrowdun, PhD**  
Postdoctoral Fellow

**Collette Lemieux, PhD**  
Interim Director & Assistant Professor

**Michelle Yeo, PhD**  
Director & Faculty Development Consultant



 MOUNT ROYAL UNIVERSITY  
Academic Development Centre

 MOUNT ROYAL UNIVERSITY  
Mokakiiks Centre for Scholarship  
of Teaching and Learning