Academic Development Centre

You're presenting to everyone
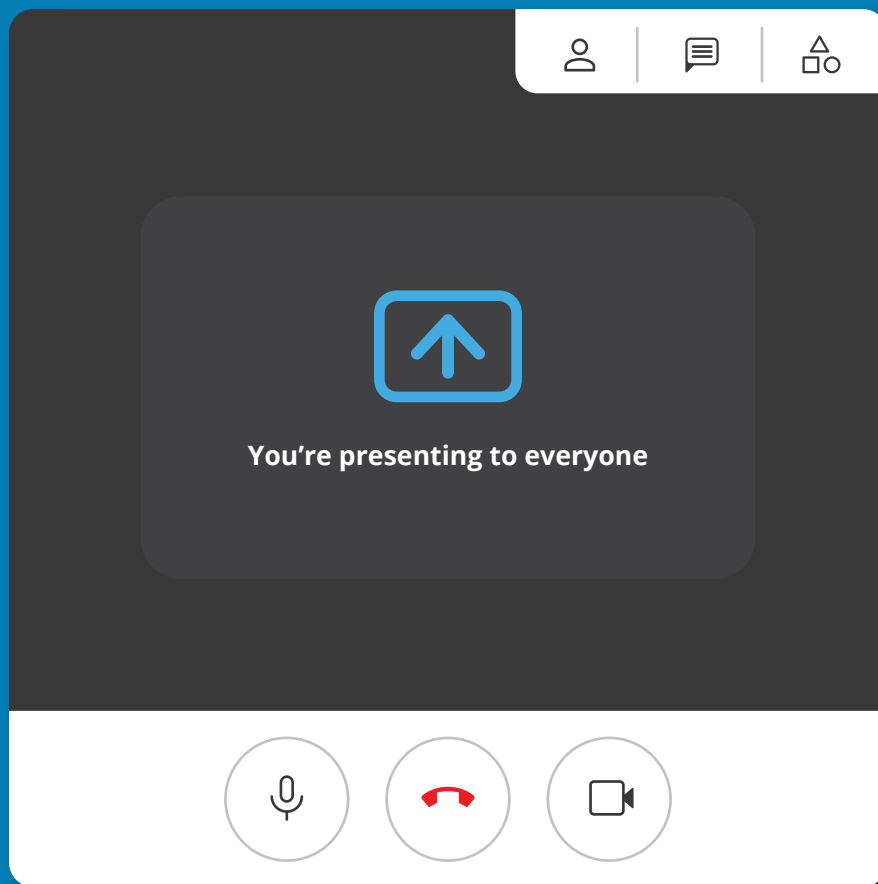
Year in Review
2019/20

Message from the Vice-Provost & Associate VP, Academic

Never has the role of academic development been more critical to the future of Mount Royal University. Never have we faced the level of turmoil and uncertainty that we face today. Moving forward requires courageous and visionary leaders. I am delighted to introduce Dr. Christian Cook as one of those leaders in her new role as Director of the ADC. Christian brings a wealth of academic and business acumen to the position. She inherits the outstanding contributions from the previous directors, Theresa Matus and Miriam Carey, and assumes leadership of a talented and dedicated team. I am highly confident in Christian's abilities to collaboratively chart a course for the ADC that continues to advance excellence in experiential undergraduate instruction, informed by research, at MRU.

Michael S. Quinn, PhD
Vice-Provost and
Associate Vice-President
(Academic)

Christian Cook, MBA, PhD, ICD.D
Academic Director of the
Academic Development Centre

Associate Professor,
Bissett School of Business

Message from the Academic Director

As our team paused to collect the information you'll find in this document, we also had the chance to slow up (if even briefly) and reflect on our incredible last year.

While we certainly acknowledge the many challenges we continue to face due to the global pandemic of COVID-19, we also feel optimism and even cause for celebration. We continue to regain our ground, adapt to our new and evolving normal, and work collaboratively with our many valued partners across the University to deliver an exceptional undergraduate educational experience for our students.

Excellence and leadership in educational technology, which could have been seen as a competitive advantage just months ago, became table stakes overnight as close to 2,000 face-to-face courses transitioned to remote delivery at the end of the winter 2020 term. MRU faculty responded to student demand and delivered more spring courses in 2020 than any other year in our history. Though challenged by remote delivery, experiential learning and community service learning continued to thrive, benefiting community partners and grounding students in meaningful engagement with them. The governance body of MRU, with our board and senior administration, created multiple mechanisms to support students while maintaining the academic rigour required to continue building on our renowned reputation as a scholarly informed, teaching-intensive university.

This year, as we engaged across campus, we witnessed the dedication, flexibility, resiliency, tenacity, and creativity of students, staff, and faculty. And we have marvelled at the patience and gratitude we have received from our colleagues throughout this unusual time. Admittedly, it is odd to work at a university without the students' physical, palpable energy that usually surrounds us, though proudly, we have found innovative ways to stay connected and support each other. The faculty we support, and the students who are ultimately served by our work, have been constant sources of inspiration for us all.

In addition to our targeted response to support the remote delivery of instruction, we continue to advance academic development more broadly through several initiatives. We have made some exciting changes in how we communicate with and seek feedback from our community, and elevated how we create and curate accessible online resources. In the coming year, working with and across the campus community, we will source and plan to implement a new learning management system.

I am grateful for the team I have the joy of working with every day, and I look forward to the many possibilities we collectively have for the ADC. I thank our university leadership for this opportunity and their support through this transition.

It is an honour and a privilege to work within this team and to serve Mount Royal University in this way.

Catalyzing excellence and innovation in teaching, learning, and the use of educational technology

25

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

40

contract faculty participated
in the **Contract Faculty
Support Program**

20

mentorship pairs were
formed (7 continuing and
13 new)

Faculty Orientation and Support

Faculty orientation is an integral part of the ongoing socialization experience to integrate new faculty into the MRU teaching and learning context. As a teaching-intensive university, it is important faculty understand our students and their expectations. To that end, the ADC has led 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.

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 5,844 points of assistance to MRU faculty and instructional staff.

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

Bb Workshops On-Demand

Faculty can also access Bb training online through our Bb Workshops On-Demand portal which currently features nine online workshops. The site hosted 1,874 sessions this year along with 12,265 page views. To access online Bb training, visit our website at: mtroyal.ca/adc and click on the blue button, Bb Workshops On-Demand.
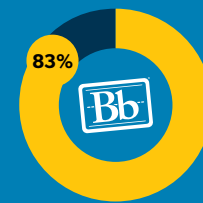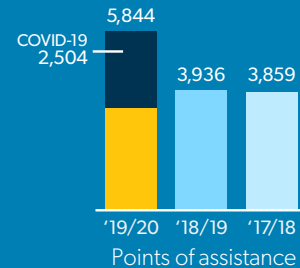
Sandbox@mtroyal.ca

The ADC Sandbox has transitioned to a shared email and phone inbox in order to better serve MRU faculty. While Andrew Reil continues to be the face and heart of the ADC Sandbox, this new approach will enable the ADC to more sustainably accommodate:

» Periods of peak demand for Sandbox support (e.g., return to classes, final exams and grades)

» Requests for support that fall outside of regular office hours (e.g., evening and weekend support during final exam periods)
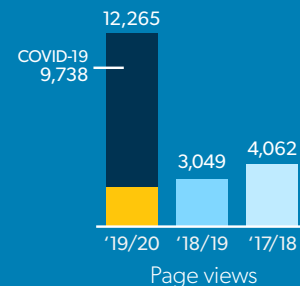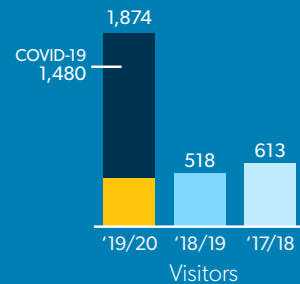
For technical support, please send an email to: **sandbox@mtroyal.ca** or call: **403.440.7002.**

Sandbox Support

Points of assistance

Year	Value
'19/20	5,844 (COVID-19 2,504)
'18/19	3,936
'17/18	3,859

83%

% related to Blackboard

Blackboard On-Demand

Visitors

Year	Value
'19/20	1,874 (COVID-19 1,480)
'18/19	518
'17/18	613

Page views

Year	Value
'19/20	12,265 (COVID-19 9,738)
'18/19	3,049
'17/18	4,062

Needs Analysis for Our Learning Management System (LMS)

We have been using Blackboard as a self-hosted LMS since 1998. To support a plan for a better user experience and to support personalized learning approaches, an online user survey was conducted with current students and faculty in late 2019. The survey was intended to help us understand the strengths and weaknesses of the current LMS, as well as the system features and functionalities that are of the highest importance to users.

Students and faculty cited many positive impacts of using an LMS including:

» Centralized repository provides easy access to course content

» Enables easy tracking of progress, grades, and feedback

» Helps users to stay organized

» Provides mechanism for communication, collaboration, and interaction between users

Nevertheless, several key gaps were identified by both user groups, which need to be addressed in any LMS solution going forward:

» Students and faculty seek mobile integration and improved access across devices, along with better user experience design

» Students expressed a desire to see more consistent use and implementation of the LMS across courses and instructors

» Faculty expressed the need for more sophisticated features (e.g., attendance tools, embedded multi-media, integrated calendar, in-line grading and commenting, etc.) and improved workflow for course design and set-up.

We have made a recommendation to engage in a request for proposals (RFP) process to replace and retire the current, legacy, Blackboard Classic LMS with a modern cloud product, in the next three to five years.
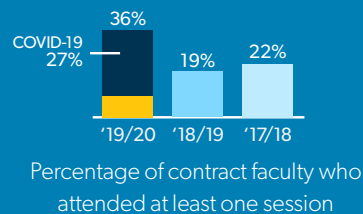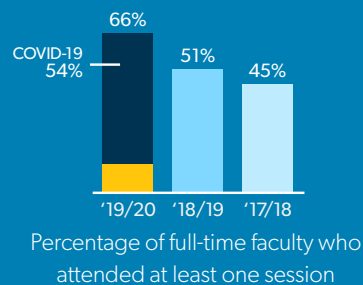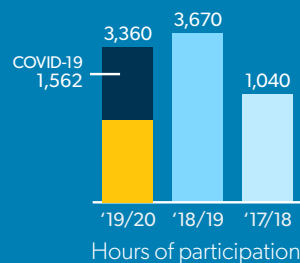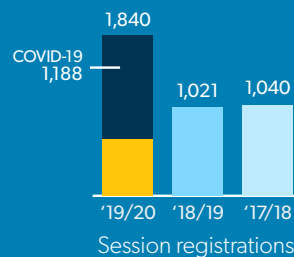
Professional Development

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 1,840 session registrations for workshops and programs offered by the ADC, accounting for 3,360 hours of participation in teaching and learning professional development.

» 66% of full-time faculty participated in at least one workshop offered by the ADC

» 36% of contract faculty participated in at least one workshop offered by the ADC

» 65% of registrations were in PD offerings related to COVID-19 support

COVID-19 1,188
1,840
1,021
1,040
'19/20 '18/19 '17/18

Session registrations

COVID-19 1,562
3,360
3,670
1,040
'19/20 '18/19 '17/18

Hours of participation

COVID-19 54%
66%
51%
45%
'19/20 '18/19 '17/18

Percentage of full-time faculty who attended at least one session

COVID-19 27%
36%
19%
22%
'19/20 '18/19 '17/18

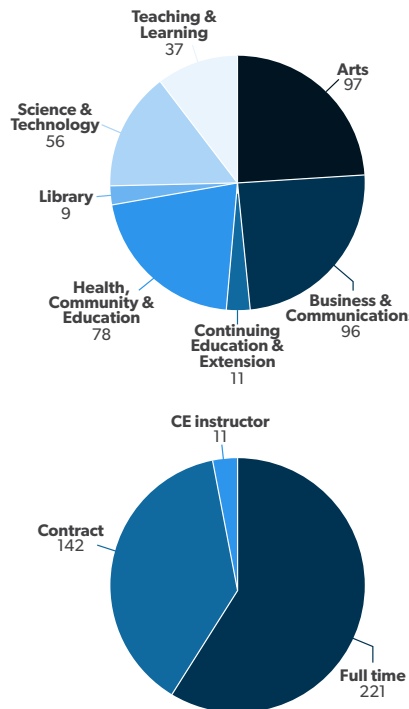Percentage of contract faculty who attended at least one session

COVID-19 Response

Supporting the institutional response to the COVID-19 pandemic has been our most significant accomplishment and contribution in the 2019/20 academic year.

All PD Related to COVID Support

As MRU faculty made a rapid transition to teaching their courses remotely, ADC faculty and professional staff also made rapid transitions to offering PD opportunities especially targeted to supporting remote instruction. Participation in these COVID-related offerings came from all faculties across the university and exceeded the typical volume of participation in ADC programming that we might see over the course of an entire academic year.

Teaching & Learning 37 — Arts 97 — Science & Technology 56 — Library 9 — Health, Community & Education 78 — Continuing Education & Extension 11 — Business & Communication 96

CE instructor 11 — Contract 142 — Full time 221

Faculty who attended at least one PD offering related to COVID-19 response & support

> " With the possible exception of learning to drive in a new city with a newborn in the backseat, I have never been more afraid of anything than I am of teaching online, despite having taught in a classroom for more than 20 years. Still, every time I attend a tutorial or read the ADC materials, I feel a little less terrified and a little less alone.

Erika Watters,
Department of English, Languages, and Cultures

> " Thanks so much for all your help this semester – I really felt quite proud of my [online] course, and I owe most of that success to the workshops and ideas given to me by ADC.

Grant Paterson,
School of Communication Studies

New Web Resources Created

Developed by the ADC Instructional Design team with feedback and contributions from across the department.

» **Keep Teaching site**

- Developed rapidly, over the course of several days, to assist faculty in the urgent transition to remote teaching in the middle of the winter term

- **6,939 page views** from March launch through June 30

» **Preparing for Online Delivery (POD) Site**

- A more robust resource, developed over several weeks, intended to assist faculty with planning, creating, and facilitating an online course for spring term and beyond.

- **17,555 page views** from April launch through June 30

> " I just finished my first virtual class this afternoon. It went really well. I utilized so many of the strategies and ideas from the workshops and the class I took in the spring. I really felt that I had an idea about best practices and how to implement them to be effective in a virtual learning experience. I included a google form at the end of class today to ask for feedback and suggestions about the class (a suggestion from one of the sessions) and the feedback was really positive. I have watched a number of your videos provided on the POD site and they have been helpful. So I just wanted to say a huge thank you.

Joy Chadwick,
Department of Education

Virtual Workshops to Support Remote Delivery

As MRU faculty at large shifted rapidly to remote and online delivery, so too did the ADC in delivery workshops.

Planning for Online Delivery (POD), 3-part Series

While the POD website resource was tremendously helpful, faculty were requesting synchronous, virtual workshops to assist in their preparation for transitioning to remote instruction.

Members of the learning technologies group and the faculty team collaborated to create a three-part, virtual workshop series to augment and underscore the key concepts from the POD website resource.

21 POD workshops were delivered over one month (Monday, April 20 to Thursday, May 21). The series had 234 unique participants and 603 registrations in total. Following the spring rush, a recorded version of each part of the series was developed and posted on both the POD website and the ADC YouTube channel.

POD Attendance

	Sessions	Participants
Part 1: Planning Your Course for Online Delivery	7	211
Part 2: Setting Up Your Course in Blackboard	7	185
Part 3: Teaching Your Course Online	7	207
Total	21	603

Fulltime Faculty	116
Contract Faculty	106
Other	12

Additional Workshops and Offerings

In addition to the POD series of workshops ADC offered multiple virtual workshops, including the following, in order to support faculty in the shift to remote delivery of instruction.

|	Sessions	Participants
Lessons Learned in Virtual Teaching	1	166
3 Key Types of Online Interaction in Remote Teaching and Learning	2	153
Presenting for the Camera	4	116
Finding and Using Open Textbooks and OERs	2	54
Alternative Learning Activities: Thinking Outside the Traditional Assessment Box	1	28
Re-Visioning Learning Spaces in the Re-Contextualized Learning Environment	1	26
Course (Re)Design in Uncertain Times	4	15

Sandbox Support

An indispensable resource for many faculty in a typical year, the Sandbox was crucial in the rapid and ongoing transition to remote teaching. There was a 240% increase in support requests over the March to June timeframe.
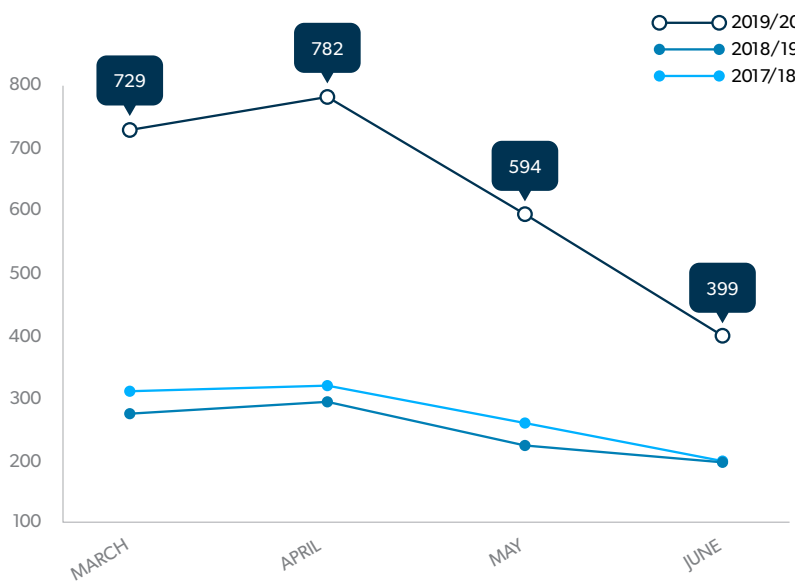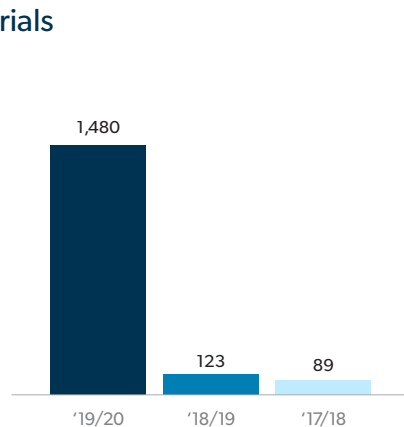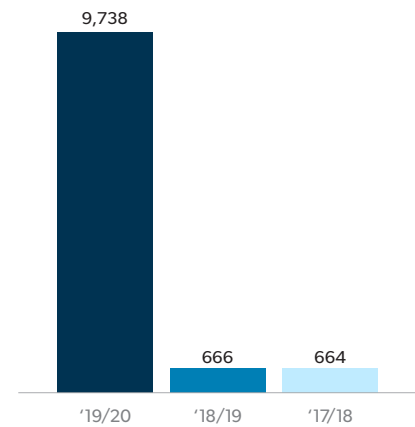

Points of assistance by month
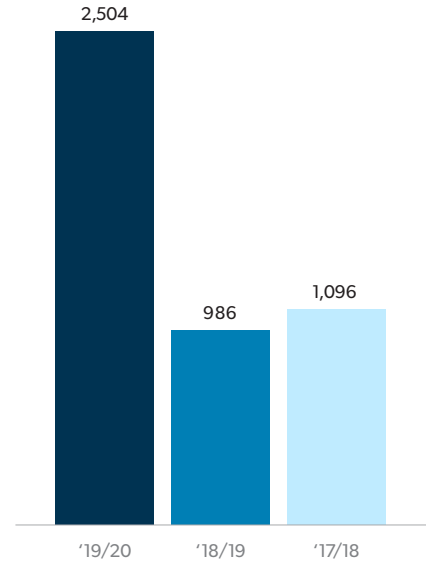
Points of assistance by year
(March through June)

Bb on Demand Video Tutorials

An even more dramatic 1400% increase occurred in access to this ADC just-in-time technology training resource.

Unique sessions
(March through June)

Page views
(March through June)

Video Production to Support Remote Delivery of Instruction

With the rapid transition to remote delivery, many instructors reached out to the ADC's Academic Media Group (AMG), seeking creative ways to maintain experiential learning opportunities for their students.

Associate Professor, Ian Sherrington, was concerned that students in his Health and Physical Education (HPED) 1070 Foundations of Outdoor Leadership course would miss out on a critical learning experience – planning and executing a day trip in the Canadian Rockies. Using 360 camera and drone technology, the AMG helped Sherrington bring this outdoor day trip experience to his students, regardless of where they were.

The final production included opportunities to navigate and interact with items in the gear room associated with planning and exploring decision points at the trailhead and throughout the tour. Students are able to drill down for further information in the form of video, stills, voiceover narration, or text, giving the students "the visceral experience" according to Sherrington.

Students responded enthusiastically to this interactive learning tool. Ecotourism and Outdoor Leadership (ETOL) student Carolyn Dethmers described it as "amazing" and "incredible." She found the isolation of the pandemic really "slows down productivity and motivation," and in sharp contrast, the virtual tour was "such a nice brain break to cruise around the [virtual] gear room and trail."

Sherrington applauds the work of the team: "They have an amazing way of connecting the technical expertise and the learning experience. "

Media Supporting Virtual Program Reviews Instruction

An important part of the quality assurance process at any university, including MRU, is the periodic review of our programs and processes by external academics and our provincial authorities. These reviews are extensive and typically culminate in an on-site visit from external experts. In the wake of the pandemic, and with the travel and campus access restrictions imposed, just as teaching transitioned to the remote environment, so did these reviews. The AMG team was responsive to this need and created 360 virtual tours for the overall campus as well as specific learning spaces. Even once we are able to invite guests and reviewers to our campus, we will continue to use these resources to introduce and orient potential future students, collaborators, and others.

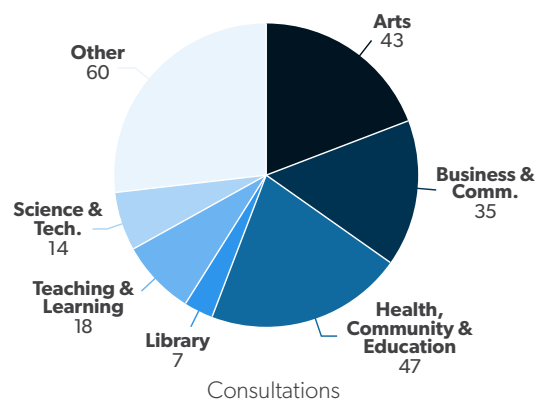Visit the virtual tour at https://bit.ly/38U32QV
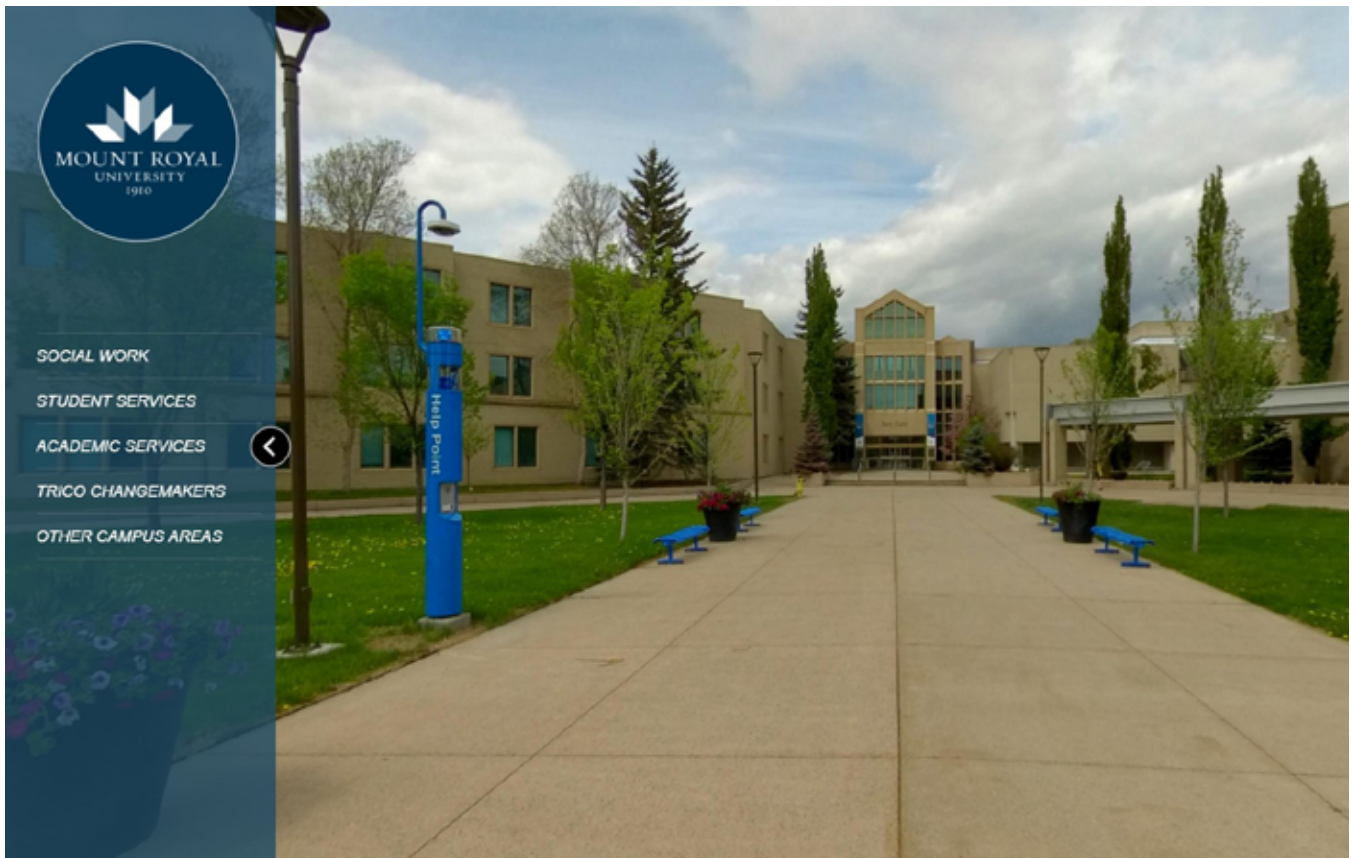
ADC Expertise in Action

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 224 consultations to faculty from academic units across the institution.

Arts
43

Other
60

Business &
Comm.
35

Science &
Tech.
14

Teaching &
Learning
18

Library
7

Health,
Community &
Education
47

Consultations

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:

New eLearning Courseware Projects	Mode
ACCN 5553: Emergency Nursing Part A: Management of the Acutely Ill and Injured	Online
ACCN 5555: Emergency Nursing Part B: Management of the Acutely Ill and Injured	Online
ANTH 1103: Introduction to Cultural Anthropology	Online
INTS 1240: Fundamentals of Professional Communication	Blended

| eLearning Maintenance and Sustainability Projects	Mode
COMM 2501: Media History and Contemporary Issues	Online/Blended
FILM 1143: Introduction to the Study of Film	Online
HLTH 3211: Health Alterations and Therapeutics II	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 2019/20 academic year, the AMG completed 32 projects with 262 video, VR, photo or audio components to support teaching and learning. These and other media projects by MRU faculty are showcased on the MRU: Focus on Teaching & Learning YouTube Channel which saw tremendous growth in subscribers and views this year.

YouTube Channel

	Views		Subscribers	
	'19/20	'18/19	'19/20	'18/19
	98,789	17,933	600	94
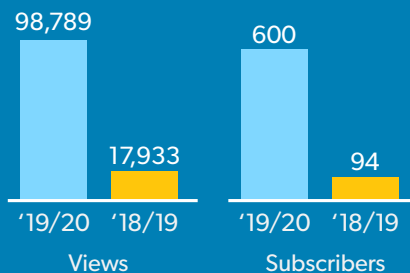
Cross-Campus Collaborations

Over the past two years the Learning Technologies Group in ADC has been collaborating with Academic Advising Services (AAS) to support them in the creation of online student advising resources. This collaboration has resulted in the creation of:

» Two Google sites

» FIve self-help video tutorials, several of which are interactive

» A self-evaluation form to ensure that the important concepts were being learned

This year's work focused on the creation and launch of a video entitled Hello University which serves as a general overview of important terms and definitions that new students may be unfamiliar with. AAS developed the content and script and the ADC took care of filming and editing to ensure a production quality in keeping with standards for the MRU website.

Emilie Ahrens, project lead from AAS, comments "Little did we know how timely these resources would be as all of our interactions moved online with the pandemic!"

Curriculum Redesign Support

The ADC Faculty team supports Mount Royal faculty in redesigning curriculum in order to help improve student learning and success. Potential course redesign activities may include: 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:

» BIOL 1202: Introduction to Cell Biology

» EDUC 1231: Professional Dimensions I

» EDUC 1233: Professional Dimensions II

» HPED 1020: Leadership and Communication

» HPED 2050: Professional Practice

Teaching and Learning Enhancement Grants

The ADC supports recipients of the annual Provost's Teaching and Learning Enhancement (TLE) Grants. These grants encourage faculty innovation and exploration related to pedagogical issues, focusing on benefits and impacts for undergraduate learning. An ADC liaison – a faculty member or professional staff member – is assigned to each grant recipient in order to provide the following types of additional support and expertise to the project:

» Ongoing consultation and feedback related to planning, assessment, instructional design, etc.

» Hands-on assistance with the creation of digital learning objects, online materials, or other media

» Optimizing tools and applications in Blackboard or Google

» Training and in-class assistance with using or testing specific technology or new teaching methods

» Consultation regarding evaluation of impact

In the 2019/20 academic year, TLE grants were awarded to the following faculty:

» Carrie Scherzer, Psychology

» Felix Nwaishi, Earth and Environmental Sciences

» Gwen O'Sullivan and Tim Taylor, Earth and Environmental Sciences

» Kenna Olsen, English, Languages, and Cultures

» Pamini Thangarajah, Mathematics and Computing

Virtual Tours of Boreal Forest Ecosystems for Experiential Learning in Terrestrial Ecology (ECOL 1111)

" This project's goal was to produce an open education resource that can be used by students studying terrestrial ecology to gain an experiential and deeper learning of ecology concepts and principles discussed in class. The Academic Media Group (AMG) used a combination of tools such as 360 cameras and drones to create contents that were integrated to produce an amazing learning resource. The level of service provided by the AMG was exceptionally professional and excellent.

The virtual tours saved the day when we transitioned from in-person to online delivery during the winter semester. I was able to create an interactive activity, which helped students to understand how most of the concepts discussed in class can be translated to addressing real world problems in very important ecosystems such as the boreal forest.

Apart from the use of this content for classroom teaching at MRU, my collaborators at the University of Waterloo, who are conducting long-term ecological monitoring on the sites used for this project, are also planning to use this content in the training of new research students who will be working on these sites.

Felix Nwaishi,
Department of Earth and Environmental Sciences

Scholarship Contributions Informing Teaching and Learning

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.

Select Scholarly Highlights:

Boman, J., & **Yeo, M.** (2020). Exploring and learning from failure in facilitation. *International Journal for Academic Development,* 25(1), 19-30. https://doi.org/10.1080/1360144X.2019.1700120

Bovill, C., & **Woolmer, C.** (2019). How conceptualisations of curriculum in higher education influence student-staff co-creation in and of the curriculum. *Higher Education* 78, 407–422. https://doi.org/10.1007/s10734-018-0349-8

Easton, L., Lexier, R., Lindstrom, G. & **Yeo, M.** (2019). Uncovering the complicit: The decoding interview as a decolonising practice. In Quinn, L. (Ed.). Reimagining curriculum: Spaces for disruption. Stellenbosch, South Africa: African Sun Media. pp. 149-170.

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*. https://doi.org/10.1080/07294360.2020.1806789

Santos, L.R. (2020). Conditions for the development of online teaching capacity: A case study. *Proceedings of the International Consortium for Educational Development 2020 Conference*. ETH Learning and Teaching Journal, 2(2), 167-171. https://learningteaching.ethz.ch/index.php/lt-eth/article/view/125/127

Smith, E. E. (2020, March 23). *5 ways to keep human connections when moving learning online due to coronavirus*. The Conversation. https://theconversation.com/5-ways-to-keep-human-connections-when-moving-learning-online-due-to-coronavirus-134351

Smith, E. E., Kahlke, R., & Judd, T. (2020). Not just digital natives: Integrating technologies in professional education contexts. *Australasian Journal of Educational Technology*, 36(3). https://doi.org/10.14742/ajet.5689

Woolmer, C. (2019). You say, They say, I say: The weaving of positions, identities, and narratives in partnership work. *Teaching and Learning Together in Higher Education*. 27, 1–7. https://repository.brynmawr.edu/tlthe/vol1/iss27/6/

ADC Teams

Academic Media Group (AMG)

» Caleb Zarn, Producer/Director

» Ian Borg, Producer/Director & Team Lead

Learning Technologies Group

» Andrew Reil, MS, Educational Technologist

» Bree Smith, Media Trainer & Communications Lead

» Fay Green, MEd, Instructional Design Consultant

» John Cheeseman, MEd, Educational Technologist

» Khethwen Woo, BFA, Graphic Designer/Web Developer

» Pattie Mascaro, MA, Instructional Design Consultant

Faculty Development Team

» Andrea Phillipson, PhD, Faculty Development Consultant

» Erika Smith, PhD, Faculty Development Consultant

» Jennifer Boman, PhD, Faculty Team Consultant

» Joanna Szabo, PhD, Faculty Development Consultant
(Seconded from the School of Nursing and Midwifery, Jan. to Dec. 2020)

» Luciano da Rosa dos Santos, PhD, Faculty Development Consultant

Mokakiiks Centre for Scholarship of Teaching and Learning

» Michelle Yeo, PhD, Faculty Development Consultant, and Director, Mokakiiks Centre for Scholarship of Teaching and Learning

» Cherie Woolmer, PhD, Canada Research Chair in the Scholarship of Teaching and Learning (CRC, SoTL), and Assistant Professor

Administrative Team

» Amanda Veinotte, BAC, Manager, Learning Technologies

» Christian Cook, PhD, Academic Director

» Mary-Ann Ciupak, Administrative Assistant

» Nancy Funke, BFA, Administrative Assistant

MOUNT ROYAL UNIVERSITY
Academic Development Centre

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