ACADEMIC DEVELOPMENT CENTRE

2021/22 YEAR IN REVIEW

POST-PRODUCTION

VIDEO PRODUCTION

AUDIO PRODUCTION

CREATIVE BRIEFING

COLLABORATION

STRATEGIC PLANNING

EDUCATIONAL TECHNOLOGY SUPPORT

ELEARNING SUPPORT

TEAM BUILDING

PEDAGOGICAL & SCHOLARSHIP SUPPORT
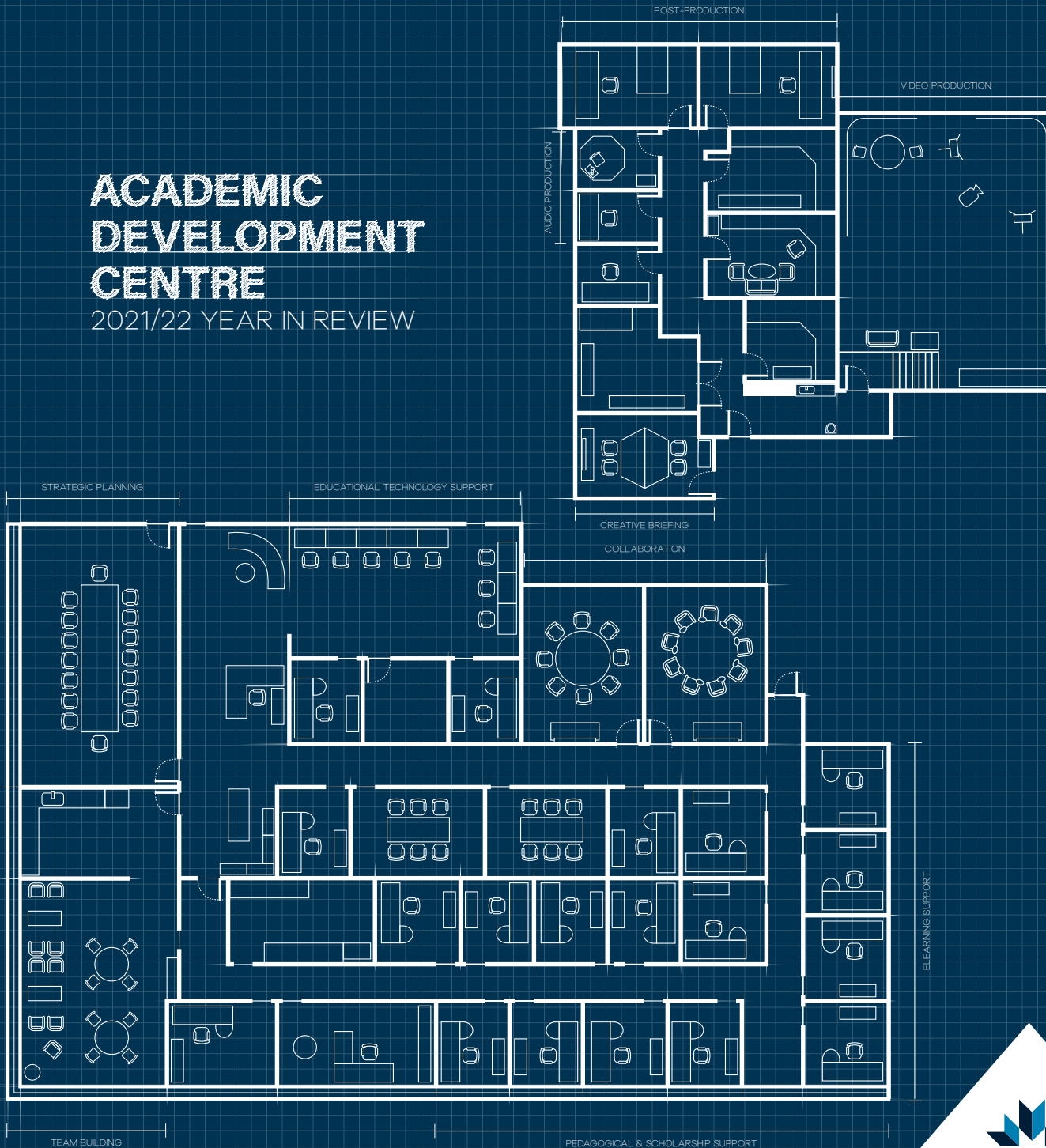
MOUNT ROYAL
UNIVERSITY
1910

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, ADC

Professor,
Bissett School of Business

Thank you, to the Mount Royal University community, for your engagement with the Academic Development Centre (ADC) and for the opportunity to serve you in support of the University's mission.

This year, we had numerous operational and strategic successes. One of the more material ways the ADC engaged with and served the university was in our shared leadership of the Learning Management System (LMS) Renewal Project. On behalf of Academic Affairs, and with our partners in Information Technology Services (ITS), we led the evaluation, decision, acquisition, and implementation of Mount Royal University's new LMS – D2L Brightspace (D2L).   The new cloud-based system results in enhanced security, easier maintenance, greater storage capacity, and more ways to customize and scale up to meet evolving needs. Moving forward, we will have less, and likely no, downtime to the LMS.

The campus is enthused about student learning opportunities in D2L in our traditional and virtual classrooms. Excitedly, we have also partnered with Ally – a tool which enhances access and inclusion through system features that support universal design for learning.

As we returned to campus this year, we seized many opportunities to work collaboratively across many university departments. Many faculty invested in course redesign, encouraged by the capabilities of the new LMS and the community of teaching excellence we have here at MRU. As we returned to in-person events in May, we hosted the Celebrate! Teaching and Learning event (in collaboration with the Teaching and Learning Committee from General Faculties Council), and we are planning for the return of an in-person teaching and learning symposium in Banff, hosted by the Mokakiiks Centre for Scholarship of Teaching and Learning (SoTL).

With all the changes in recent years and the disruption of the global pandemic of Covid-19, the ADC also took the opportunity to reflect and recalibrate as we returned to campus. In the winter of 2022, we worked as a team to update our strategic plan. I am excited to share our four broad strategic commitments:

■ The ADC supports MRU faculty in their pursuit of high-quality teaching and learning.

■ The ADC teams and services are aligned to support the MRU Academic Plan.

■ The ADC fosters an environment for innovation. We appropriately balance creativity and innovation with reasonable risks.

■ The ADC provides leadership in cultivating community across MRU and purposefully engages external educational networks.

I am ever grateful to the talented team here in the Academic Development Centre, who consistently put the MRU community first in support of the University's mission to provide meaningful and engaging learning opportunities that create individual transformation and societal benefit.

In gratitude,

Academic Development Centre

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<EXIT

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 themselves 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 engagement in faculty roles.
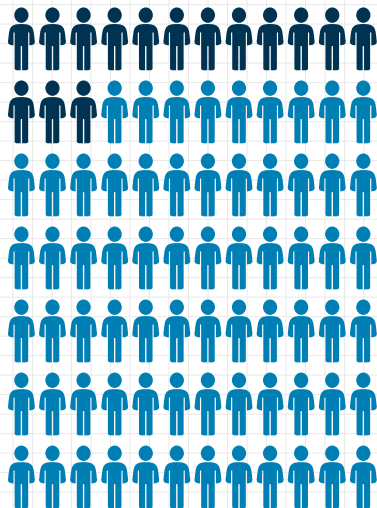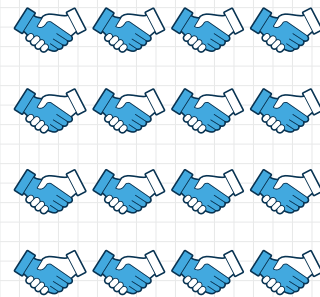
15 faculty participated in the New Faculty Orientation

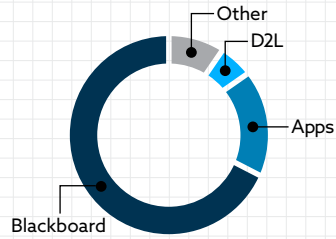**69** contract faculty participated in the Contract Faculty Support Program

16 mentorship pairs were formed

DROP-IN TECHNOLOGY SUPPORT

5,473

points of assistance

Other
D2L
Apps
Blackboard

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 **5,473** points of assistance to MRU faculty and instructional staff.

68% of contacts were related to Blackboard (Bb), Mount Royal's learning management system.

SANDBOX ON-DEMAND

Faculty could also access technology training online through our Sandbox On-Demand portal which features video tutorials covering a variety of technologies used at MRU. The site received **4,531** page views. To visit the new Sandbox On-Demand head to **mru.ca/sandbox**.

Videos can also be viewed directly on the Sandbox On-Demand YouTube channel. The channel had **54.3k** views totalling **1.3k** hours of watch time. To subscribe to the Sandbox YouTube channel visit **youtube.com/c/adcsandbox.**

4,531

views on the Sandbox On-Demand website

54.3k

views on the Sandbox On-Demand YouTube Channel

PROFESSIONAL DEVELOPMENT

The ADC provides MRU faculty with various professional learning opportunities, including stand-alone workshops, short courses over several sessions, and yearlong 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 **844** session registrations for workshops and programs offered by the ADC, accounting for **1,535** hours of participation in teaching and learning professional development.

REGISTER

844
session registrations
(faculty, staff, administration)

1,535
hours of participation

Full-Time Faculty

35%
of full-time faculty participated in at least one workshop

139
unique registrants

544
total registrants

Contract Faculty

15%
of contract faculty participated in at least one workshop

79
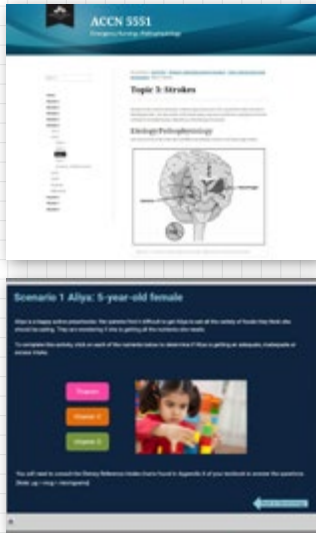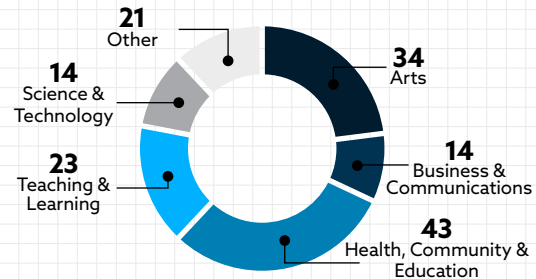unique registrants

208
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 **149** consultations to faculty from academic units across the institution.

21 Other
14 Science & Technology
23 Teaching & Learning
34 Arts
14 Business & Communications
43 Health, Community & Education

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 course name	Mode
ACCN 5551 Emergency Nursing & Pathophysiology	Online
HPED 2507 Nutrition & Health	Online
HLTH 3101 Professional Communication in Nursing	Blended

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:

- School of Nursing & Midwifery anti-racism audit
- Bachelor of Nursing program refresh
- Innovation &Entrepreneurship program redesign
- Decolonization and Indigenization of several MRU courses in Health, Community & Education, Business & Communications, and Science & Technology
- The Escape Project (external curriculum development on decolonizing youth programs)

CELEBRATE! TEACHING & LEARNING AT MRU

Our MRU campus community came together over two days and 22 sessions to celebrate teaching and learning through the lens of MRU's values: **Authenticity, Belonging**, **Boldness**, **Inquisitiveness**, and **Transformation**.

Sessions were presented and attended by faculty, staff, students, and leaders. This extraordinary event was offered both in-person and virtually on May 4 & 5, 2022.

The event was host to the presentation of the Distinguished Faculty Awards and the announcement of Pamini Thangarajah as a 3M Teaching Fellow. We were also pleased to welcome Lauren Waldman, aka the *Learning Pirate,* as this year's keynote.

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 2021/22 academic year, the AMG completed **52** projects with **865** videos, 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 had over **256,739** views this last academic year, reaching institutions, businesses, and individuals around the globe.

52
projects

865
video, VR, photo or audio components

256K
views on the
MRU: Focus on Teaching & Learning YouTube Channel

95
countries watched at least one video

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 consultations and feedback related to planning, assessment, instructional design, etc.;
- Hands-on assistance with the creation of digital learning objects, online materials, and other media;
- Optimizing tools and applications in the LMS or Google;
- Training and in-class assistance with using or testing specific technology or new teaching methods; and
- Consultation regarding evaluation of impact.

In the 2021/22 academic year, TLE grants were awarded to the following faculty:

- **AnneMarie Dorland**, MKTG 4850
  Digital micro-course and digital badging
- **Jodi Nickel**, EDUC 2371/2103
  Literacy support resources
- **Christina Tortorelli, Peter Choate, Lisa Semple**, SLWK 3315, NURS 1112
  Simulation scenarios for diversity in helping interdisciplinary professions
- **Brent Oliver,** Gender and Sexual Diversity Community of Practice
- **Lynn Moorman**, GEOG 1101
  3D Modeling, photogrammetry, virtual reality and video creation for interactive digital field school

LEARNING MANAGEMENT SYSTEM (LMS)

Following a rigorous competitive bidding process that engaged faculty, students, professional staff, and administrators, and in partnership with Information Technology Services (ITS), we implemented a new learning management system (LMS) in Brightspace D2L (D2L). The institutional change from Blackboard (Bb) to D2L impacted most every member of the Mount Royal University community. We are grateful for the community's engagement from the bidding, testing, and selection phases right through to the successful implementation from winter to spring/summer in 2022. This was truly a team and university wide effort as through several working groups and committees we were able to receive feedback and direction from hundreds on hundreds of community members to ensure the inclusion of as much stakeholder feedback as possible to make the right decisions for our users, teachers, and learners.

350
participants in the LMS test drive

122
feedback responses submitted

SOFT LAUNCH

In spring 2022, we worked with a group of early adopters in credit and non-credit courses to soft launch D2L. These faculty represented multiple areas across campus and offered in-person and online courses, which provided us a breadth of information and feedback to continue the implementation and customization of our new LMS. Their experiences, and those of their students in using the new system, helpfully informed some of the customization choices we made for campus. Working with this smaller group of faculty delivered further valuable insights for training needs in the fall.

Fall 2019
Needs survey sent to MRU Community

June 2021
Follow-up Needs Pulse survey sent

January 2022
Shortlist of 3 vendors selected

February 2022
MRU Community invited to view demos and test drive each LMS

March 2022
D2L Brightspace chosen as new LMS

GO-LIVE, TRAINING, AND SUPPORT

All credit courses and over 95% of Continuing Education courses will be delivered using D2L in fall 2022. In addition to the reliable and secure delivery of learner content through laptops or PCs, the Mount Royal community can also engage with a mobile app to increase their access. We learned through the pandemic that many students were using their mobile devices to access content, so securing an LMS with a best-in-class mobile app was important to us.

Several hundred faculty have already engaged with the system and attended foundational training in D2L as of June 2022. The full decommissioning of Blackboard (Bb) will take place by June 1, 2023.
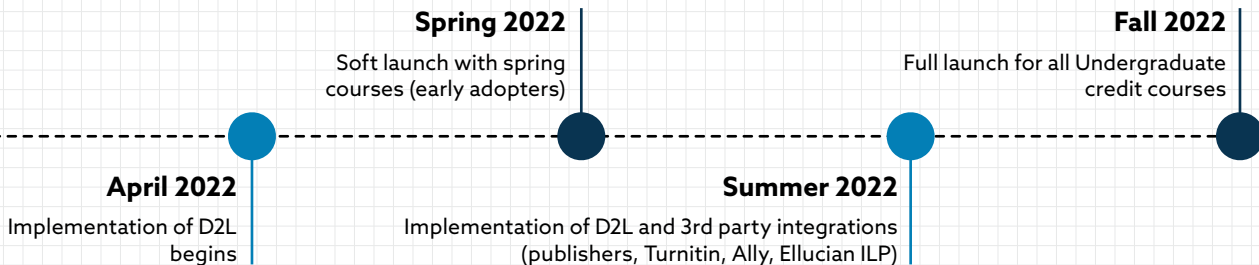
4,186
pageviews on the LMS Project website

3,317
pageviews on the D2L Training site

209
registrants attended D2L lead traning

Spring 2022
Soft launch with spring courses (early adopters)

Fall 2022
Full launch for all Undergraduate credit courses

April 2022
Implementation of D2L begins

Summer 2022
Implementation of D2L and 3rd party integrations (publishers, Turnitin, Ally, Ellucian ILP)

MOKAKIIKS CENTRE FOR SoTL

Interim Director, 2021-22: Dr. Collette Lemieux
Canada Research Chair in SoTL: Dr. Cherie Woolmer
Post-doctoral Fellow: Chris Ostrowdun

The Centre for Scholarship of Teaching and Learning, when renamed in 2020, was honoured to be gifted a Blackfoot name, Mokakiiks. This name, gifted by Miiksika'am, Elder Clarence Wolfleg, means a lodge for wisdom. He explained that we should 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 Mokakiiks 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 GRANTS PROGRAM

The following four grant opportunities were offered in a fall and spring call, resulting in the funding of **12** SoTL grants, totalling more than **$60K** of research funding. This was a significant increase over the previous year.

* Please note that only principal investigators are listed below, full details available from the Mokakiiks Centre.

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.

2021/22 Awardee:

- **Mark Lafave**, The MRU Writers' Guild: Evaluating and Developing Faculty Literacy Skills through a Community of Practice

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.

2021/22 Awardees:

- **Michelle Briegel**, Student Consultant and Child and Youth Care Faculty Collaboration of Professional Practice Pedagogy in a First-year Child and Youth Care Program
- **Josh Hill**, Indigenizing Teacher Education: Engaging in Indigenous Ways of Being to Create the Conditions for Student Teachers and Their In-service Teacher Mentors to Include Indigenous Perspectives in Their Practicum Classrooms
- **Monica Pauls**, Strengthening the Bridge: Are We Really Connecting Theory to Practice?
- **Karen Ho**, Implementing Diverse Continuous Reflective Strategies in a Large General Chemistry II Lab
- **David Sabiston**, Identifying Multiple Choice Assessment Strategies in Principles of Economics Courses

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.

2021/22 Awardees:

- **Liza Choi**, Expansion of the English-As-An-Additional Language (EAL) Student Support Program to the Faculties of Health, Community & Education and the Bissett School of Business
- **Josh Hill**, Supporting Teacher Candidate Wellness
- **Katharine McGowan**, Horses in the Classroom – Building Empathic Leaders at MRU
- **Erika Smith**, Social Media in Undergraduate Learning: A Scoping Review Study

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.

2021/22 Awardees:

- **Chidera Uzoka** (Khosro Salmani, supervisor), The Divisive Nature of Remote Learning Among University Students
- **Lori Tran** (Cherie Woolmer, supervisor), Understanding the Impact of COVID 19 on Equitable Learning Environments

SOTL DEVELOPMENT PROGRAMMING

Since 2018, we have admitted a cohort of scholars to the three-year SoTL Development program each fall. In 2021/22, we had **22 scholars** participating across 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 Peer Mentors

SoTL Fellows continue work on their projects using a facilitated peer mentoring model. Programming focus is on support for completion, dissemination and translation of the Fellows' SoTL work.

22
scholars participated in
SoTL development

10
departments

6
Faculties

SOTL WINTER SPEAKER SERIES

IMPACT AND TRANSFORMATION IN SOTL

In the Winter term, we held a three-part speaker series to discuss the impact of SoTL on institutions, faculty, and students. Dr. Brad Wuetherick (Associate Provost, Academic Programs, Teaching and Learning, UBC Okanagan) opened the series by discussing "Impact and Transformation through SoTL" by asking attendees to consider non-traditional metrics for thinking about impact. For the next presentation, Lori Tran, Bria Scharff, Dawson LaDuke, and Nahuel Paladino, presented on the impact of being student researchers on SoTL projects. Finally, Dr. Jim Fischer, Michelle Briegel, Dr. Chris Ostrowdun, and Dr. Collette Lemieux presented on the transformative nature of SoTL on their experience as educators.

VIRTUAL FORUM

Given the ongoing Covid-19 pandemic, we hosted a virtual SoTL Forum from November 11—12, 2021. The theme was *Catalyzing Conversations: Energizing SoTL*. Katarina Mårtennson delivered the keynote address entitled "Significant networks and academic microcultures as catalysts for SoTL." We came together to build, sustain, and energize our SoTL community. The forum provided space to engage, explore, and energize SoTL projects in various stages of completion ranging from initial ideas of inquiry to reports on findings.

The Forum hosted over **25 pitch rooms** where participants shared their research in progress with the objective of establishing connections with like-minded scholars, receiving feedback, and sparking new ideas for both presenters and attendees. Additionally, the Forum hosted over **15 thematic discussions** that explored, critiqued, and discussed key lines of inquiry emerging within SoTL to catalyze conversations on important and emerging themes such as student as partners, SoTL and Covid, and decolonization practices.
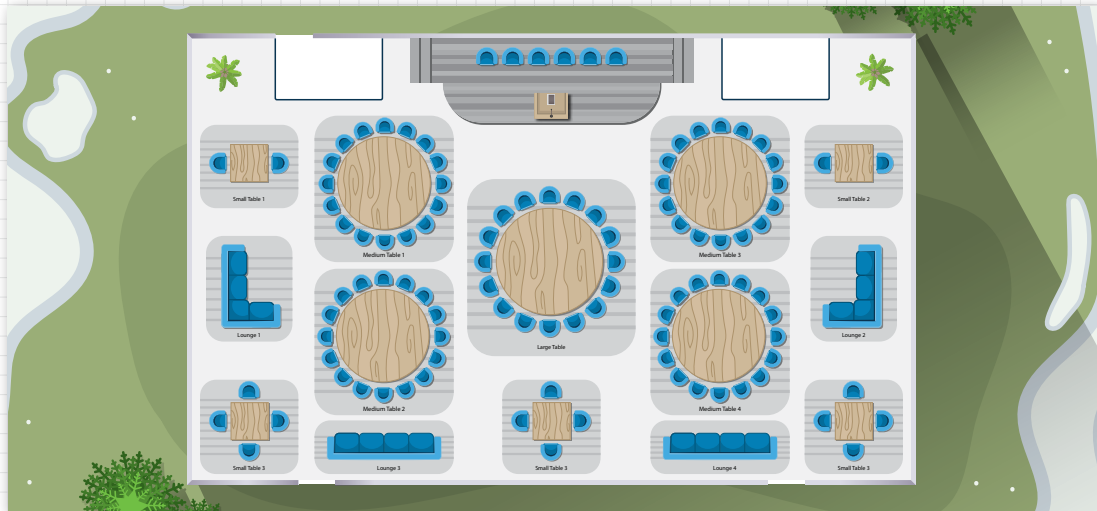
UNDERGRADUATE JOB BOARD

This new initiative arose from presentations done at the SoTL forum and the experiences of students described at the Winter speaker series. Specifically, students discussed the importance of ensuring more students learn about student research opportunities so that a broader, more diverse group of students could benefit from the experience. From this, we created a job board where faculty could advertise research positions to a broader audience. Additionally, we created an Instagram page (@MC_SoTL) to promote the job postings to students and placed posters around campus. The initiative is still growing but we are hoping the work continues to promote EDI initiatives on campus.

IMAGINING SoTL: SELECTIONS FROM THE BANFF SYMPOSIUM

The Mokakiiks Centre for SoTL published the second issue, Volume 2(1), of our fully online, open access journal publication: *Imagining SoTL: Selections from the Banff Symposium*, which stems from the annual Symposium for Scholarship of Teaching and Learning. Our second issue was published in May 2022 with six peer-reviewed articles representing a selection of original research contributions and commentaries.

To read the full issue, please visit **mru.ca/imagining**.

SCHOLARSHIP CONTRIBUTIONS

JOURNAL ARTICLES

Lindsay, B. L., Bernier, E., **Boman, J.**, & Boyce, M. A. (2022). Understanding the connection between student wellbeing and teaching and learning at a Canadian research university: A qualitative student perspective. *Pedagogy in Health Promotion*. https://doi.org/10.1177/23733799221089578

Lock, J., Johnson, C., Hill, S. L., **Ostrowski, C.**, & **Da Rosa Dos Santos, L.** (2021). From assistants to partners: A framework for graduate students as partners in SoTL research. *Teaching and Learning Inquiry, 9*(2). https://journalhosting.ucalgary.ca/index.php/TLI/article/view/61725

Maurer, T. W., Powell, N. L., Sisson, C., Snelling, C., Stalheim, O. R., Turner, I. J., & **Woolmer, C.** (2021). Sharing SoTL findings with students: An intentional knowledge mobilization strategy. *Teaching & Learning Inquiry, 9*(1), 333–349.

Marquis, E., Carrasco, E., de Bie, A., Prasad, S., Wadhwani, S., & **Woolmer, C.** (2022). Toward redressing inequities through partnership: A critical assessment of an equity-focused partnership initiative. *International Journal for Students as Partners, 1*(6). https://mulpress.mcmaster.ca/ijsap/article/view/4895

INVITED TALKS

Clark, M. J., & **Phillipson, A. D.** (2022). Stampede: A colonial history of sports in the Mount Royal archives. MRU Collections & Conversation Series.

GRANTS

The MRU Writers' Guild: Evaluating and Developing Faculty Literacy Skills through a Community of Practice, Funded by Institute for Scholarship of Teaching and Learning (January 1, 2022 — December 31, 2023) $10,000.00 Primary Investigator Mark Lafave; Co-Investigators: Marty Clark, **Michelle Yeo** & **Andrea Phillipson.**

CONFERENCE PRESENTATIONS

Clark, M. J., Houston, P. B., & **Phillipson, A.** (2022). *Archives in action: Thoughtfully incorporating archival collections in course (re)design*. MRFA Spring Retreat. [Conference Presentation Role: Co-Author]

Feist, H., Merrells, T., Morris, J., **Phillipson, A.**, Szabo, J., & Young, R. (2022). *Engaging with universal design for learning (UDL)*. Celebrate! Teaching & Learning at MRU. [Conference Presentation Role: Co-Author]

Kennedy, A., Upadhyaya, D., & **Phillipson, A.** (2021). *Decolonial changemaker project: Anti-racist curriculum audit*. Symposium on Scholarship of Teaching and Learning. [Conference Presentation Role: Co-Author]

Cave, A. H., Rios, L, **Da Rosa Dos Santos, L.**, **Veinotte, A.**, & Warthe, D. G. W. (2022). *Post- pandemic teaching and learning at MRU: Charting the course together* [plenary panel]. MRFA Retreat 2022.

Suh, J. S., & **Woolmer, C.** (2022). *Stepping stones: Investigating the experiences of SoTL-focused postdocs in Canadian teaching and learning centres*. Society for Teaching and Learning in Higher Education. [Conference Presentation Role: Co-Author with Student]

Woolmer, C., & **Yeo, M. R.** (2022). *Revisiting the dual role in SoTL: Encounters with a monster*. EuroSoTL. [Conference Presentation Role: Co-Author]

Acai, A., Frake-Mistak, M., Hamilton, M., Maher, P., Verwoord, R., & **Woolmer, C.** (2022). *The human touch from afar: Building professional relationships through a digital divide*. The Human Touch: Engagement and Creativity through SoTL. [Conference Presentation Role: Co-Author]

Suh, J. S., & **Woolmer, C.** (2021). *Examining the role of SoTL-focused postdocs in building SoTL capacity within Canada*. ISSOTL. [Conference Presentation Role: Co-Author with Student]

Guitman, R., Fedoruk, L., & **Woolmer, C.** (2021). *Ethics and the scholarship of teaching and learning*. ISSOTL. [Conference Presentation Role: Co-Author with Student]

Marquis, E., Carrasco, E., de Bie, A., Prasad, S., Wadhwani, S., & **Woolmer, C.** (2021). *Positionality and Partnership: How do identity and experience influence student-staff partnership's capacity to contribute to equity and justice?* ISSOTL. [Conference Presentation Role: Co-Author with Student]

Carroll, H., Chittle, L., de Bie Das, A., Foster, C., McSweeney-Flaherty, J., Maher, P. T., McBride, B., McCollum, B., Barrette-Ng, I., Ostrowdun, C., Scholz, K., Tran, L., **Woolmer, C**., & Wuetherick, B. (2021, November). *Supporting equity in online learning during Covid-19*. ISSOTL. [Conference Presentation Role: Co-Author]

Acai, A., Frake-Mistak, M., Hamilton, M., Maher, P., Verwoord, R., & **Woolmer, C.** (2021). *Finding fellowship in the ISSOTL fellows program: A Canadian perspective*. ISSOTL. [Conference Presentation Role: Co-Author]

ACADEMIC MEDIA GROUP

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Ian Borg
Team Lead, Producer/Director

LEARNING TECHNOLOGIES TEAM

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Chair (SoTL)

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