

ACADEMIC
DEVELOPMENT
CENTRE

2018/19



IN MEMORIAM
ALLAN GRUBER
Academic Media Group Team Lead

September 17, 1957 - March 3, 2019





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

MESSAGE FROM THE ACADEMIC DIRECTOR

This year, it is with great sadness that I note the loss of our dear colleague and friend, Allan Gruber, who died suddenly on March 3, 2019. A member of our Academic Media Group and employee of Mount Royal University for over twenty years, we will miss Allan greatly and we remember him most fondly.

The Academic Development Centre is dedicated to catalyzing excellence and innovation in teaching, learning, and the use of educational technology. Our three teams of educational technologists, faculty members, and media production professionals work with faculty across the university to provide the very best in teaching and curriculum support, professional development, and service to our stakeholders both here at MRU and in the larger educational development community.

As part of a self-initiated Centre review process, this year the ADC undertook and completed a self-study report which was delivered to our two external reviewers at the end of April 2019. Their on-site visit was held at the end of May for two days, and we received their report late in August. We have an Advancement Plan Team currently working on distilling what we learned from the self-study and our external reviewer's report into a public-facing document which we hope to produce by the end of this calendar year. In the interim, this Year-in-Review document follows the same format as in previous years and reports largely on quantifiable activities undertaken by the various members and teams of the ADC.

Is it also notable that the START program, which provided technology support to students, was closed this year. With that closure, we lost another colleague, Olga Belan, whose position was eliminated. On the positive side of that decision, the ADC continues to assist with student technology supports in a wide variety of ways while we assess actual student needs. The lab space has been rebranded as the Academic Media Lab and the media production rooms within are fully bookable online, with access keys available for sign out at the Library Service Desk. Designed to

be primarily self-service, the Academic Media Lab is supported both by online tutorials and in-person support on request.

While there may be challenges ahead, we look forward to embracing them together as a team and with our large and supportive community of colleagues across this university. Thank you to everyone in the ADC for another wonderful year, and many thanks also to our colleagues who engage with us in our many initiatives, support us in our activities, and offer us the opportunity to contribute to the achievement of our university's mission in the unique ways in which we do.


MIRIAM CAREY



THE ACADEMIC DEVELOPMENT CENTRE'S INAUGURAL CENTRE REVIEW PROCESS

The ADC initiated a self-study process in early 2018 which picked up speed in the fall term of that year. Given nine questions by our Provost and Vice-Provost to respond to, we gathered data, completed an extensive faculty survey (and compared it with our last faculty survey of 2014), and researched trends in educational development so as to respond clearly and factually to the questions set before us. We completed the final version of the self-study report at the end of April 2019. Our two external reviewers, Dr. Erika Kustra (University of Windsor) and Dr. Nancy Turner (University of Saskatchewan) visited our campus at the end of May, and we received their report in late August.

“The ADC was viewed as a very positive and incredibly valuable central support unit by the faculty and other service units involved in the review visit. The ADC was described as a cutting edge, expert, collaborative and open unit. They were valued for their diversity of programming and their responsiveness to faculty interests and needs. They were valued as partners with other units because of the priority they placed on working together to achieve common ends and the ease of collaboration experienced by colleagues.”

ERIKA KUSTRA AND NANCY TURNER,
External Review Report, pp.2-3



FACULTY ORIENTATION AND SUPPORT

The ADC offers two faculty orientation programs: the New Faculty Support Program (NFSP) for new full-time faculty, both tenure track and limited term, and the Contract Faculty Support Program offered at the beginning of the fall and winter semesters.

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. Tenurable faculty members continue to be supported by the NFSP Professional Learning Community, the Mentorship Program and numerous other programs and services during their pre-tenure period.

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



24

faculty participated in the **NEW FACULTY SUPPORT PROGRAM**



34

contract faculty participated in the **CONTRACT FACULTY SUPPORT PROGRAM**



24

faculty participated in the **NFSP PROFESSIONAL LEARNING COMMUNITY** for new faculty



13

mentorship pairs were formed



PROFESSIONAL DEVELOPMENT

The ADC provides MRU faculty with a variety of professional learning opportunities including stand-alone workshops, short courses which run over several sessions, and year-long engagements such as Faculty Learning Communities. 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 1,021 session registrations for workshops and programs offered by the ADC, accounting for 3,670 hours of participation in teaching and learning professional development.

REGISTER



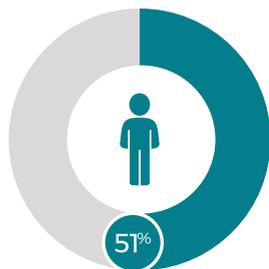
1,021

session registrations



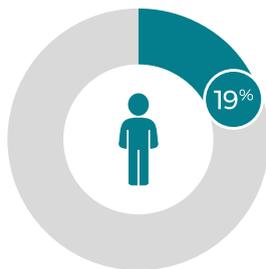
3,670

hours of participation



51%

of **FULL-TIME FACULTY** participated in at least one ADC PD offering



19%

of **CONTRACT FACULTY** participated in at least one ADC PD offering



A Few Highlights

Transformative Learning FLC

Faculty members in this year-long FLC presented their learnings at the MRFA Retreat in Spring 2019.

Teaching Students about Fake News: Curriculum Strategies for Navigating Bias and False Content Online

Collaborative workshop designed and delivered with the Library.

Faculty examined ways to foster students' critical assessment of digital information in a variety of online venues, including social media platforms.

Providing Effective Feedback to Guide Student Writing

Collaborative workshop designed and delivered with Student Learning Services.

Participants noted their desire for a series about writing pedagogy, so this one-off workshop will become a series in 2019/20.

Decolonizing the Classroom Forum Theatre Event

Workshop facilitated by Forum Theatre expert (and MRU alumna) Michele Decottognies that emerged from collaboration with the Office of Academic Indigenization and the Centre for Equity and Meaningful Inclusion.

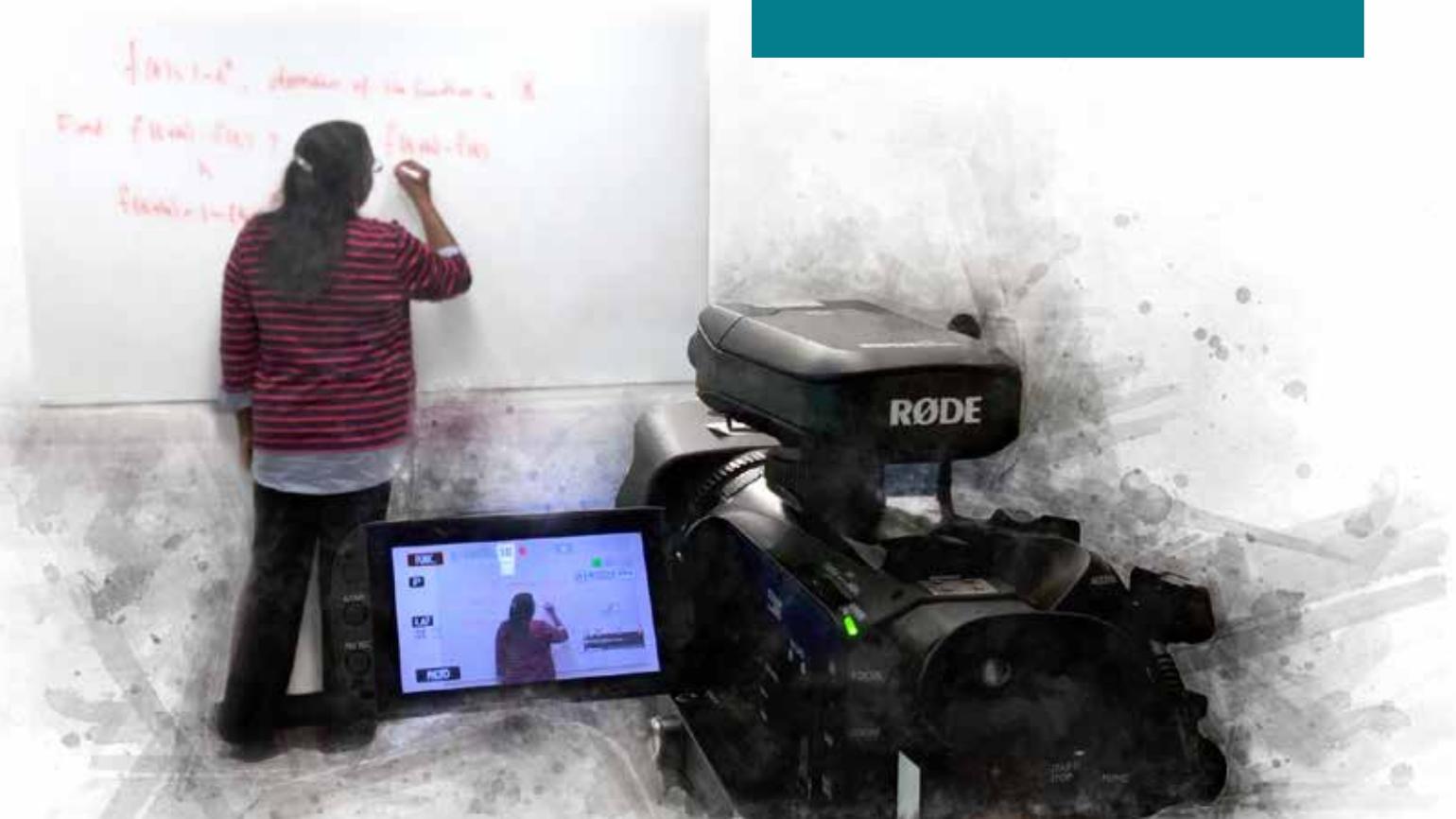
Designed to equip faculty with tangible skills for encouraging classroom inclusion.

SCRIPT TO SCREEN

A new initiative this year, Script to Screen was a four-day, hands-on workshop intensive guiding faculty through the creation of a two- to three-minute teaching video. Through a variety of instructional and open lab sessions, the nine participants were able to plan and script their idea, record media using various cameras, screen capture tools, and audio equipment, and then put it all together using standard editing software. The workshop intensive was well received by participants.

“I never dreamed that I would actually have been able to produce a useful and meaningful video in the space of a few short days! This workshop breaks down all the processes and accelerates you through them so that you are actually able to produce a finished product by the end. Amazing!”

SANDRA BRAUN
Business and Communications Studies



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 3,936 points of assistance to MRU faculty and instructional staff.

Faculty can also access Bb training online through our Bb Workshops On-Demand portal which currently features nine online workshops. The site hosted 518 sessions this year along with 3,049 page views. To access online Bb training, visit our website at: mtroyal.ca/adc and click on the blue button, Bb Workshops On-Demand.



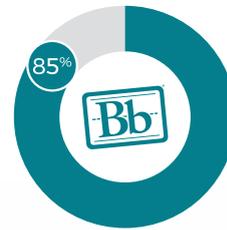
3,936

points of assistance



518

sessions hosted on **BB WORKSHOPS ON-DEMAND**



85%

of contacts were related to **BLACKBOARD**



3,049

page views on **BB WORKSHOPS ON-DEMAND**



SUPPORT AND SERVICE

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 complimentary 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 consultation to 198 faculty from academic units representing all but two departments

Technology Enhanced Services and Spaces

The ADC facilitated a record number of web and video conferences this year. In addition, our unique, technology-enabled spaces, including the Active Learning Classroom (ALC) hit a record of over 1,000 bookings this year.



198

consultations with
faculty



1,000+

bookings for ADC
**TECHNOLOGY-ENABLED
SPACES**



Academic Media Group

Our team of professional producer/directors provides expertise in the production of high-quality multimedia products to support the Mount Royal teaching and learning community. As is typical, the Academic Media Group was fully subscribed throughout the academic year with the production of more than 150 projects ranging from videos and photos to podcasts and consultations. One of our documentary films, UNCOMFORTABLE: Experiential Learning in a Foreign Land, won two major awards: Best Director and Best Cinematographer in the Red Dirt Film Festival, and was nominated for various awards in other film festivals.



150+

video, audio, and
photography projects



A highlight this year for the Academic Media Group (AMG) was a production documenting the work of Sonja Jakubec and the Garden2Plate program.



“In the Garden2Plate food literacy project, preschool-aged children, their caregivers, community members, faculty, and students all come together to learn and grow. AMG worked with us to document this growth and to bring this interdisciplinary, community-based research to life. As a teaching/learning resource, this production contains foundational and highly integrated examples relevant to a broad canvas of disciplines including child health, community health nursing, nutrition, early learning, education, and research literacy. Growing and sharing are key principles and discoveries of Garden2Plate and thanks to the work of AMG we can grow and share more in our teaching and learning at all levels.”

SONYA JAKUBEC
School of Nursing and Midwifery

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
HIST 2238: Topics in Ancient/European History	Blended
ANTH 1106: Introduction to Linguistic Anthropology	Online
ACCN 5531: Critical Care and Emergency Nursing Assessment	Online
ACCN 5505: Critical Care Pathophysiology	Online
GNED 1203: Cultural Perspectives on Science	Digital Resources

eLearning Maintenance and Sustainability Projects	Mode
HLTH 3103: Professional Nursing in Canada	Blended
NURS 3112: Family Newborn Health	Blended
HLTH 3105: Alterations and Therapeutics	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 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 curriculum redesign of the following courses:

- HIST 1131: Canada, Origins to 1867
- EDUC 3108: Program of Studies and Curriculum Instruction in Teaching Mathematics
- NURS 3142 & 3144: Seniors' Health & Professional Practice in Seniors' Health

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 2018-19 academic year, TLE grants were awarded to the following faculty:

- **Mario Trono;**
English, Languages, and Cultures
- **Pamini Thangarajah;**
Math and Computing
- **Jacqueline Musabende and Frank Cota;**
International Business
- **Milena Radzakowska;**
Information Design
- **Tanya Stogre;**
Education
- **Leon Cygman; International Business,**
Supply Chain, & Aviation
- **Deb Bennett;**
General Education

“With the support of [undergraduate research assistants] and the Academic Development Centre (ADC), I have designed and deployed next-generation Digital Learning Resources (DLRs) for MATH 1150 Mathematical Reasoning, and Math 2150 Higher Arithmetic in LibreTexts1. In 2018, I curated and created DLRs for our sizeable foundational course, Calculus for Scientist I (MATH 1200). The LibreTexts digital resources have been viewed more than 67,000 times, since September 2017. This project has also afforded me many [collaborations] with faculty from other universities and colleges... Currently, I am working on the creation of LibreTexts MATH 2200 Calculus for Scientists II, and MATH 3200 Mathematical Methods. Also, I am working with [the] ADC on the creation of digital solutions for calculus problems with narratives... The creation of these resources would not have been possible without significant help from [the] ADC.”

PAMINI THANGARAJAH,
Department of Mathematics and Computing

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.

DR. JENNIFER BOMAN'S research interests include teaching and learning in higher education. Highlights from the past year include the publication of a peer-reviewed article on mentorship as well as the Faculty Team's article on curriculum redesign (both noted below).

DR. LUCIANO DA ROSA DOS SANTOS researches online education, learning spaces, and educational development. Luciano continues to advance research and faculty development on active learning spaces and is working on a publication from his PhD dissertation.

DR. ANDREA PHILLIPSON is new to the Faculty Team and, although on the teaching service work stream, also contributed to its joint publication on curriculum redesign (noted on the right).

DR. ERIKA SMITH'S research interests include educational technologies, undergraduate learning, and higher education. Recent highlights include concluding the work associated with her SSHRC grant and the publication of an article on teaching certificates (noted below).

DR. MICHELLE YEO researches in Scholarship of Teaching and Learning (SoTL), focusing both on faculty and student experiences. She is currently the President of the International Society for the Scholarship of Teaching and Learning (ISSoTL) and will move to the Past President position in June 2020.



Select Scholarly Highlights

Hamilton, L., **Boman, J.**, Rubin, H., & Sahota, B. (2019). Examining the impact of a university mentorship program on student outcomes. *International Journal of Mentoring and Coaching in Education*, Vol. 8 No. 1, pp. 19–36. <https://doi.org/10.1108/IJMCE-02-2018-0013>

dos Santos, L.D.R. (2018). An emerging model for the development of online teaching capacity. Paper presented at the 2018 POD Network Annual Conference, Portland, USA.

Smith, E. E., & Kanuka, H. (2018). Transdisciplinary or pedagogically distinct? Disciplinary considerations for teaching certificates in higher education. *International Journal of Teaching and Learning in Higher Education*, 30(3). Retrieved from <http://www.isetl.org/ijtlhe/abstract.cfm?mid=3051>

Yeo, M., Boman, J., Mooney, J., **Phillipson, A.**, **dos Santos, L.D.R.**, & **Smith, E. E.** (2019). Inquire, imagine, innovate: A scholarly approach to curriculum practice. *Collected Essays on Learning and Teaching*, 12, 155–165. Retrieved from <https://eric.ed.gov/?id=EJ1218657>

Yeo, M., Haggarty, L., Ayoungman, K., Wida, W. (Snow, T.), Pearl, C., Stogre, T., & Waldie, A. (2019). Unsettling faculty minds: A faculty learning community on indigenization. *New Directions in Teaching and Learning*, 157 (Spring), 27–41. DOI: 10.1002/tl.20328



Academic Media Group (AMG)

CALEB ZARN
Producer/Director

IAN BORG
AMG Team Lead

JIM BAILLIES
Producer/Director

Learning Technology 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

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Faculty Development Consultant

ERIKA SMITH, PHD
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LUCIANO DA ROSA, PHD
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MICHELLE YEO, PHD
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Manager, Learning Technologies

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MIRIAM CAREY, PHD
Professor, Academic Director (Interim)

NANCY FUNKE
Administrative Assistant





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