

eLearning

at the Centre for Teaching and Learning
2018

implemented the ideas and overcome obstacles gave me insight that helped me to be uniformly helpful with teaching-related queries of all kinds, but especially Ontario “The SCoRe project provided me with knowledge and resources required to new faculty member, the eLearning team has reframed for me not only the role of **Resources** *Online Learner Orientation* “[The eLearning team] inspires, models, guides creative, critical thinking, learning and teaching in the humanities.” **Online Course** of online learning, thoughtful and insightful advice, quick turn-around and authentic made highly significant contributions to all stages of our eCampusOntario-funded **Badges Pilot** *Instructional Skills Workshop Online* **eLearning Lunch ‘n Learn** *Ble* new in class, but hearing about how others implemented the ideas and overcame *Learning Spaces* “I have found CTL people to be uniformly helpful with teaching-related involved.” **Teachology** *eCampus Ontario* “The SCoRe project provided me with know **Pilot** *eLearning Toolkit* “But as a new faculty member, the eLearning team has reframed education.” **Open Educational Resources** *Online Learner Orientation* “[The eLearning create new opportunities for creative, critical thinking, learning and teaching in the deep and extensive knowledge of online learning, thoughtful and insightful advice *Learning Drop In* “The CTL has made highly significant contributions to all stages in Applied Health Sciences.” **Open Badges Pilot** *Instructional Skills Workshop Online* uncomfortable doing something new in class, but hearing about how others implemented things” **SCoRe** *Western Active Learning Spaces* “I have found CTL people to be uniformly technologies or innovations are involved.” **Teachology** *eCampus Ontario* “The SCoRe is a better educator.” **VoiceThread Pilot** *eLearning Toolkit* “But as a new faculty member the view I have of my students and education.” **Open Educational Resources** *Online* so that we can work together to create new opportunities for creative, critical thinking to count on the CTL team for their deep and extensive knowledge of online learning **Teaching with Technology Day** *eLearning Drop In* “The CTL has made highly significant fully online Graduate Diploma in Applied Health Sciences.” **Open Badges Pilot** *Design Workshop* “Sometimes I felt uncomfortable doing something new in class, but the insights that helped me try new things” **SCoRe** *Western Active Learning Spaces*

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eLearning at the Centre for Teaching and Learning

The eLearning team leverages a three-stage program model focused on promoting and embedding best practices related to learning technologies across Western.

◉ ◀ Stage 1

Build faculty confidence to adopt learning technologies.

- Strengthen comfort and confidence with technology, acknowledging the role that attitudes play in a faculty members' evaluation and adoption of tools for classroom use.

◉ ◀ Stage 2

Improve technology-enhanced teaching practices.

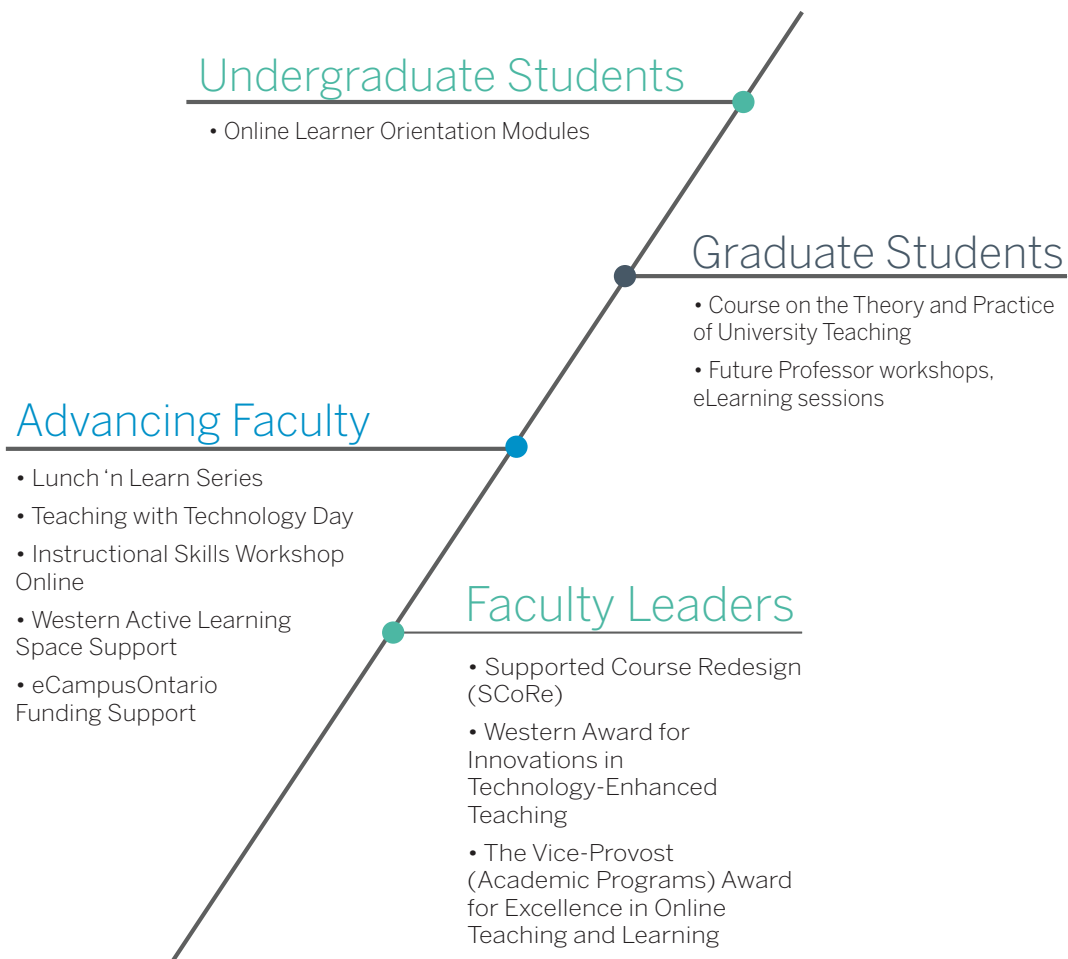
- Provide evidence-based best practices to enhance faculty's use of technology to improve student learning experiences.

◉ ◀ Stage 3

Foster a culture of educational innovation through research and leadership.

- Work with faculty to collect and disseminate evidence of the effectiveness of their technology-enhanced practices.
- Collaborate with educational technology leaders to enhance the impact of their innovations.

The eLearning team creates evidence-based programs and scholarly resources to ensure that technology-enabled learning is one of Western's institutional strengths. **We engage all members of Western's instructional community throughout their career.**





Innovating in Course Design to Transform Face-to-face Courses: Supported Course Redesign (SCoRe) Program

The Supported Course Redesign (SCoRe) program engages faculty members in the evidence-based transformation of fully face-to-face large-enrollment, foundational courses into blended offerings.



"In first year biology at Western, the SCoRe project will be one of those milestones around which history is organized. Events will be noted as happening 'before SCoRe' or 'after SCoRe'. The support for this project has allowed our team to make fundamental improvements in the local culture of teaching and learning."

Prof. Tom Haffie

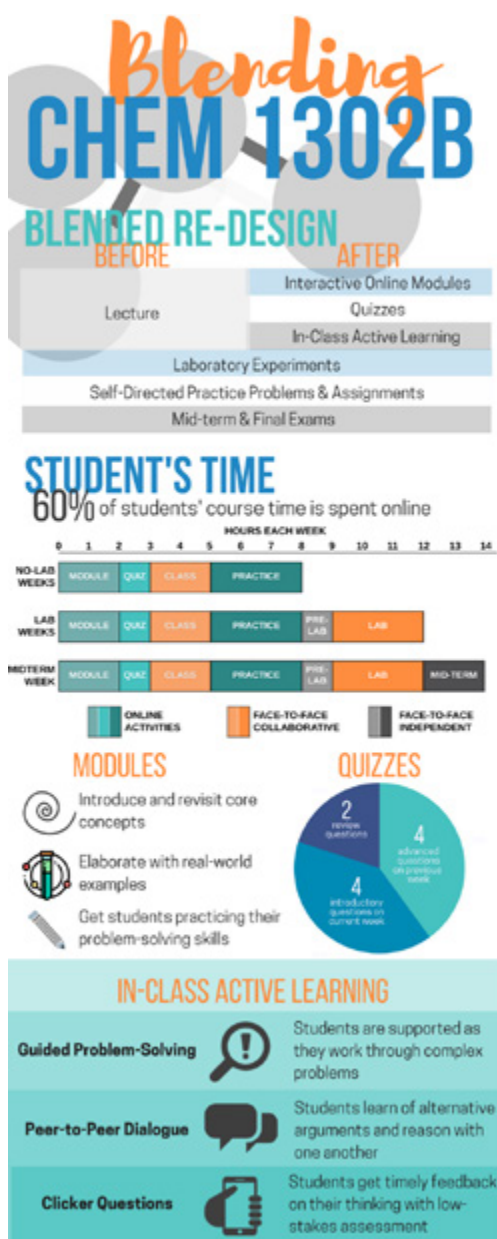
Lecturer, Department of Biology
2016-17 SCoRe Cohort
1995 3M National Teaching Fellow



Blended courses offer the best of both worlds

Blended courses offer the thoughtful integration of the face-to-face and online classrooms, where learning activities and course assessments are designed for meaningful student learning. These kinds of courses **offer the best of both worlds**—online and face-to-face—by providing students with more flexibility when learning course material while still retaining the active, social aspects of learning that can be more difficult to facilitate in the online learning environment.

The infographics below describe the design of two large courses at Western involved in the SCoRe program: Discovering Chemical Energetics and Foundations of Engineering Practice.



SCoRe builds innovative collaborations across the University

SCoRe faculty members develop their blended course in a 12-week learning community with on-campus experts drawn from the Centre for Teaching and Learning, Western Technology Services, and Western Libraries. Each faculty member receives **200 hours of in-kind support** from the members of their interdisciplinary redesign team. Faculty members also receive direct funding to create learning objects and modules.

A CYCLE OF THE SCoRe REDEVELOPMENT TIMELINE

3 cycles will be facilitated over the duration of the funded project.



Research on project a key success

A research project launched in conjunction with SCoRe and coordinated through the CTL is designed to assess the effectiveness of each course redesign on students' self-regulation, learning approaches, and engagement.



“SCoRe provided welcome space and resources for me to play creatively with others. Although curriculum development is an ongoing part of my workload, **changes of the scale of SCoRe are not possible in the absence of funding for alternative workloads and other resources.** This project has been a great booster rocket for my career in providing a broader range of opportunities to learn and network with colleagues within Western and beyond. I will be giving an invited Keynote address at a conference in the spring that will draw heavily on my experience with the SCoRe-supported redesign of first year biology.”

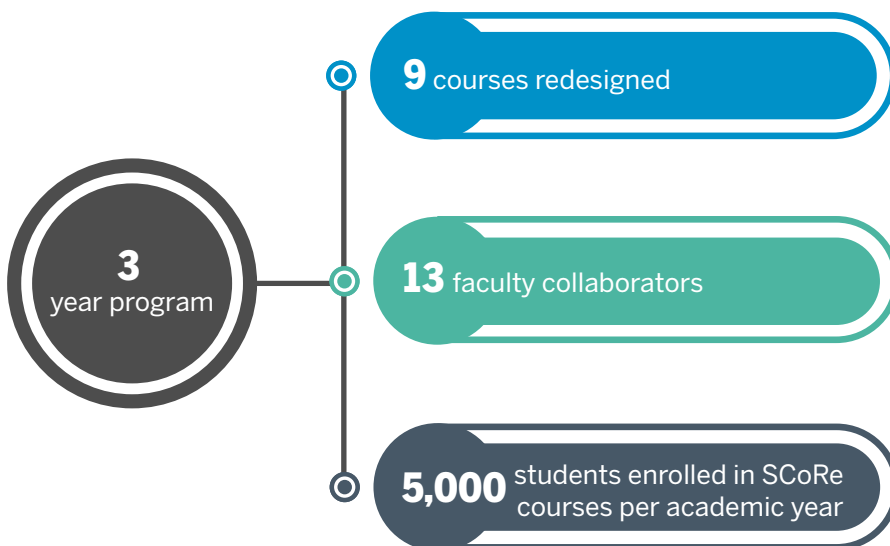
Prof. Tom Haffie

Lecturer, Department of Biology
2016-17 SCoRe Cohort
1995 3M National Teaching Fellow



Wide impact on student learning and faculty approaches to teaching

By the end of the third year of SCoRe, **nine courses** will be redeveloped and **5,000 students** will be enrolled in courses redesigned through the SCoRe program.



SCoRe COHORTS

	HS 2250A Introduction to Health Promotion	BIO 1001A&B Biology for Science I & II	CHEM 1302B Discovering Chemical Energetics	CHEM 2213 Organic Chemistry for Life Sciences	STATS 2143 Applied Statistics and Data Analysis for Engineers	ENG 1050 Introductory Design and Innovation Studio
Year	2016-2017	2016-2017	2017-2018	2017-2018	2017-2018	2017-2018
Faculty Participants	Dr. Jennifer Irwin	Prof. Tom Haffie	Dr. David Brock & Dr. Felix Lee	Dr. Mark Workentin	Dr. David Stanford & Dr. Jeff Wood	Dr. Lauren Briens, Dr. John Dickinson & Dr. Michael Bartlett
Enrollment	350	1,900	500	1,200	300	600

SCoRe Case Study: Introduction to Health Promotion redesign

The goals of creating a blended course for HS 2250, Introduction to Health Promotion were to provide students with online opportunities to enhance their understandings of the course material and accommodate students' different learning preferences through self-paced content review and self-reflection related to the course content.

Through the SCoRE process, online modules, online text-based practice quizzes, and an in class instant messaging system where the instructor is provided with real-time feedback from students were created for the course.

By adding online components, this course was refined to translate key information from the textbook into a different delivery format and to ensure that the instructor and the students were moving through course material at the same pace.

This redesign now allows students who successfully completed this blended course to demonstrate greater understanding of the course material and be better prepared to embark on future health promotion endeavors.



"The SCoRe process has been beneficial in many ways. I see the value in the technology our team chose for this redesign, and I appreciate that we chose technology options that suit the course and its objectives, rather than choosing technology for the sake of having technology (a concern I previously had about technology in my classroom)."

Working with a supportive team of experts in their various areas made the redesign a more thoughtful and thorough process because these folks provided lenses that I did not have myself. As a result, I am less intimidated by using classroom technology in my teaching than I was at the start of this process, and that is no small thing."



Prof. Jen Irwin

Associate Professor, School of Health Studies
2016-17 SCoRe Cohort



Redesign teams have used SCoRe funding to:

- ▶ Purchase lecture-capture technology;
- ▶ Pay one-time fee to integrate Labster, a 3rd-party learning tool, into Western's Learning Management System;
- ▶ Fund online modules that allow students to interact with course content; and
- ▶ Disseminate research findings reporting outcomes of blended course redesign.

SCoRe SUPPORT, PER-COURSE DESIGN

Faculty member, 1 semester, 0.5 credit buy-out	\$8,000
Technology and training	\$28,000
2 semester grad student funding	\$14,350
Department teaching & learning initiative funding	\$5,000
Total	\$55,350



CHEM 2213 SCoRe redesign team members discuss the ideal design of the blended course.

(L-R: Mark Workentin, Chemistry; Adam Pypstra, WTS; Jeff Kerkovius, Chemistry; Rebecca Yardley, Chemistry; and Christina Booker, CTL)



Leveraging Western Active Learning Spaces (WALS) for enhanced collaborative learning

WALS classrooms are collaborative, student-centred spaces that use classroom design and technology in innovative, interactive, and collaborative ways to facilitate student learning. WALS Tech classrooms have D-shaped tables, rolling chairs, and access to whiteboards all around the room. Students can easily work in teams, share work from their own laptops on screens around the room, and annotate and save their work on smart boards. WALS Flex rooms accommodate larger classes, have mobile seating and desks, and allow for collaboration on white boards around the perimeter of the room.

WALS enhances student learning experiences



"Amazing place to learn. The spatial arrangement and tech-based platforms are ideal [for] group work and team-based learning."

"WALS is a much better environment that can foster more than just traditional, didactic learning. Future lecture hall designs should learn from WALS' structure."

"Really enhanced [the] learning experience. Students would not have gained the same skills without the room."



Award winning professor leverages WALS for team-based learning

Prof. Aleksandra Zecevic, 2015 winner of the D2L Innovation Award in Teaching and Learning, an international award that celebrates innovative approaches that promote student-centred teaching and learning, chose the WALS classroom as the perfect match for her hallmark collaborative teaching approach. Students in Aleksandra's classes engage in peer teaching synchronously, modify work in real time on the screens, and participate in gamified collaborative learning.

In Aleksandra's international course, *Aging Globally: Lessons from Scandinavia*, students collaborate with Oslo Metropolitan University in Norway, at the same time, in weekly tutorials. Interdisciplinary teams of students from health sciences, computer sciences, occupational therapy, and physical therapy work together on a case study. The teams are assigned questions that they explore in both Canadian and Norwegian contexts. At the end of the semester, multinational teams collaborate on creating infographics. In this innovation-packed course, students present in interdisciplinary teams, write personal reflections, and create ePortfolios to document their international experience, a culminating 10-day trip through Scandinavia.



"WALS was essential in providing the technological backdrop to allow trans-Atlantic collaborative work."

Prof. Aleksandra Zecevic,

Associate Professor, School of Health Studies





Hands-on learning on marketing and media in WALS

Dr. Bonnie Simpson leverages the WALS room to enhance the collaborative learning experience, allowing Management and Organizational Studies students to practice applying course concepts.

In *Consumer Behaviour*, students select and project advertisements from their laptops at their own pod. Dr. Simpson then facilitates a carousel, in which the students highlight aspects of the ad that connect to course concepts.

In *Marketing Research*, students facilitate focus groups for their capstone research proposals in WALS. The layout of the space easily allows students to get firsthand experience collecting, interpreting and presenting data. They learn what makes a good question and how to connect questions to their research objectives, all through firsthand experience.

Model for classroom space innovation

Since their launch in 2014, WALS classrooms have acted as a model for classroom space innovation, **with 9 institutions visiting WALS classrooms as inspiration for their own classroom designs.**



*"In January of 2015, we had the opportunity to welcome the Premier of Ontario, Kathleen Wynne, and Deputy Premier Deb Matthews, along with a number of the Ontario senior staff, for a first-hand experience at WALS, highlighting the capability for active and collaborative learning. **The tour was a great success, had strong impact, and the Western model was referenced on an ongoing basis by Minister Matthews in her role at Advanced Education and Skills Development.** WALS is a leading example of Western's capabilities that I always highlight in my engagement with both government and industry partners."*

Peter White

Executive Director, Government Relations and Strategic Partnerships, Western University





Unique scaffolded support model for WALs instructors

The CTL engages WALs instructors in a **unique scaffolded support model** that leverages the WALs rooms' capacities for innovative teaching and learning experiences.

The CTL's eLearning team evaluated this instructor support model and presented the results at the 2017 Society for Teaching and Learning in Higher Education conference. This research found that the **direct interactions with the CTL WALs coordinator was critical to instructor success** in the classroom.

Growing Demand

The original WALs classroom (UCC 66) has experienced steady demand with an average of 36 hours a week of classes. Two new WALs classrooms opened in Fall 2017, which increased access to the rooms 4-fold, **giving over 4,000 students access to a WALs classroom in 2017-18.**

1

Introductory workshops

2

One-on-one consults

3

Sandbox sessions for experimentation

4

WALs Community of Practice

5

WALs website and tutorials

Fostering teaching innovation by educational leaders

The Centre for Teaching and Learning fosters teaching innovation at Western by supporting our instructors as they push the envelope to redefine teaching and learning. This attention to the leading edge of educational technology has several benefits, as it:

- ▶ Provides our teaching leaders an opportunity for innovation and experimentation;
- ▶ Provides a framework for members of our campus community to learn from one another; and
- ▶ Makes the CTL a hub for educational leadership on campus.



"It's terrific to have a place on campus to go to with questions and to find an interested, experienced team of support people there. Even when I was doing things in my classroom [like blending courses or adding blogging assignments] that no other professors in my department were up to, I felt like the eLearning Team at the Centre for Teaching and Learning had my back."

Prof. Samantha Brennan

Dean, Faculty of Arts, University of Guelph
Professor, Women's Studies and Feminist Research and
Philosophy, Western University (former role)

Faculty consults: Supporting faculty members on the leading edge of teaching innovation

The CTL's eLearning specialists provide **tailored and evidence-based support** to ensure that technology is meaningfully included in courses at Western.

In just under three years, the eLearning team at the CTL has engaged in eLearning consults;



with 62 instructors,



from 25 Different Departments,



in 11 Faculties across campus.

Faculty Consultation topics have included:

- ▶ Designing a flipped history course;
- ▶ Selecting peer-feedback tools for large introductory science course;
- ▶ Course design for online professional graduate programs; and
- ▶ Ensuring academic integrity for open-book exams when resources are available online.



*"As a new faculty member, the eLearning team has reframed for me not only the role of technology but the view I have of my students and education. By closely consulting and partnering with the eLearning team, I have been able to critically examine my pedagogy, as well as leverage technology as a powerful resource that can help my students achieve their learning goals. Through tools such as VoiceThread, Lightboards, and Storyline, my use of eLearning tools is now recognized by students in the program as purposeful, strategic, and empowering. **The eLearning team has profoundly impacted my philosophy of teaching, and has equipped me to enact it in the classroom.**"*

Prof. Liliana Alvarez
Assistant Professor, School of
Occupational Therapy



VoiceThread: Championing new eLearning tools to enhance student learning experiences

CTL and Western Technology Services piloted (2015) and successfully adopted (2016) VoiceThread, allowing students and instructors to create and share **media-rich presentations** in the online environment. VoiceThread enables instructors and students to easily add audio commentary and video recordings to documents and then watch these presentations asynchronously. The adoption of VoiceThread in 615 course sites now enables instructors and students to engage with each other allowing for:

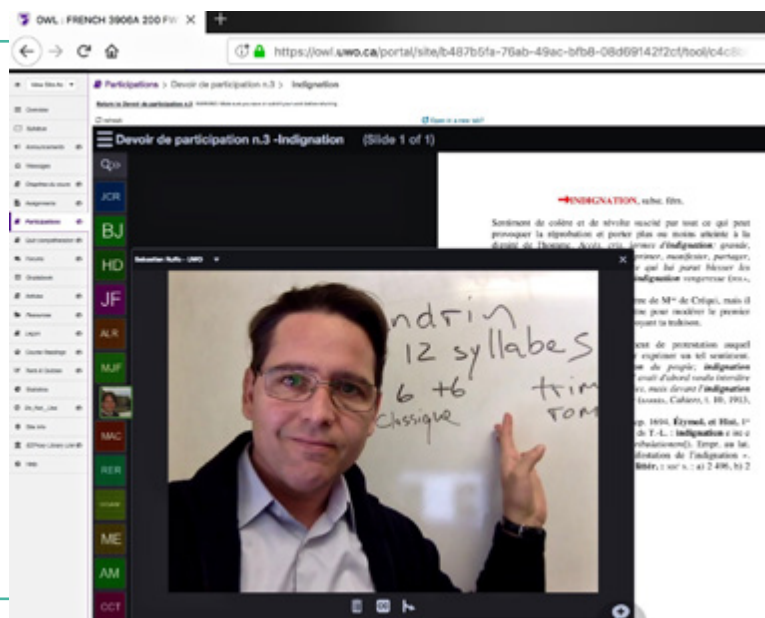
- ▶ richer student-student interaction;
- ▶ improved instructor presence; and
- ▶ innovative assessment design.

UNIVERSITY WIDE USAGE OF VOICETHREAD

(September 2016 - August 2017)



On VoiceThread, Each Day:



*“By using VoiceThread as part of a blended French course, each one of my students is able to speak the language for more than two hours per term. The instructor can evaluate their speech and comment on them orally. This is key to helping students improve on their accent or to indicate fossilized errors. For many, using VoiceThread at home also **reduces their Second Language anxiety.**”*

Prof. Sébastien Ruffo, O.C.T.
Assistant Professor, French Studies

Badging: Providing opportunities for assessment innovation and experimentation

The CTL actively investigates and pilots leading-edge assessment technologies for fit with Western's evolving learning environment.

With collaborators across Western, the CTL is investigating badging as a way to recognize learning, skills, and achievement in curricular, co-curricular, and professional development contexts. In 2017-18, the CTL received funding from eCampusOntario to coordinate an Open Badging Pilot, bringing together six teams from across campus, one of three Universities in Ontario to receive this funding.

Badging has potential to redefine how:

- ▶ Students navigate the transition from student to employee;
- ▶ Students are recognized for skill development; and
- ▶ Staff, faculty, and students are recognized for professional development.

EXAMPLES OF BADGES FROM BADGING PILOT



Igniting campus-wide discussion and collaboration on educational technology

Our programs bring together faculty from across campus. As a result of these communities, collaborations have emerged that drive collaboration, research, and community around eLearning at Western.

Lunch 'n Learn series sparks communities of practice, research

Offered over four sessions per year, our eLearning Lunch 'n Learn Series promotes best practices and emerging technologies in teaching and learning. Sessions regularly showcase the work of instructors from across campus who have successfully integrated technology into their teaching activities.

Since 2014, 16 sessions have profiled the work of 20 faculty members representing 15 different disciplinary perspectives. Sessions have become the inspiration for ongoing collaboration and research developments. 2017 Lunch 'n Learn sessions inspired two communities of practice and stimulated \$11,000 in research funding.



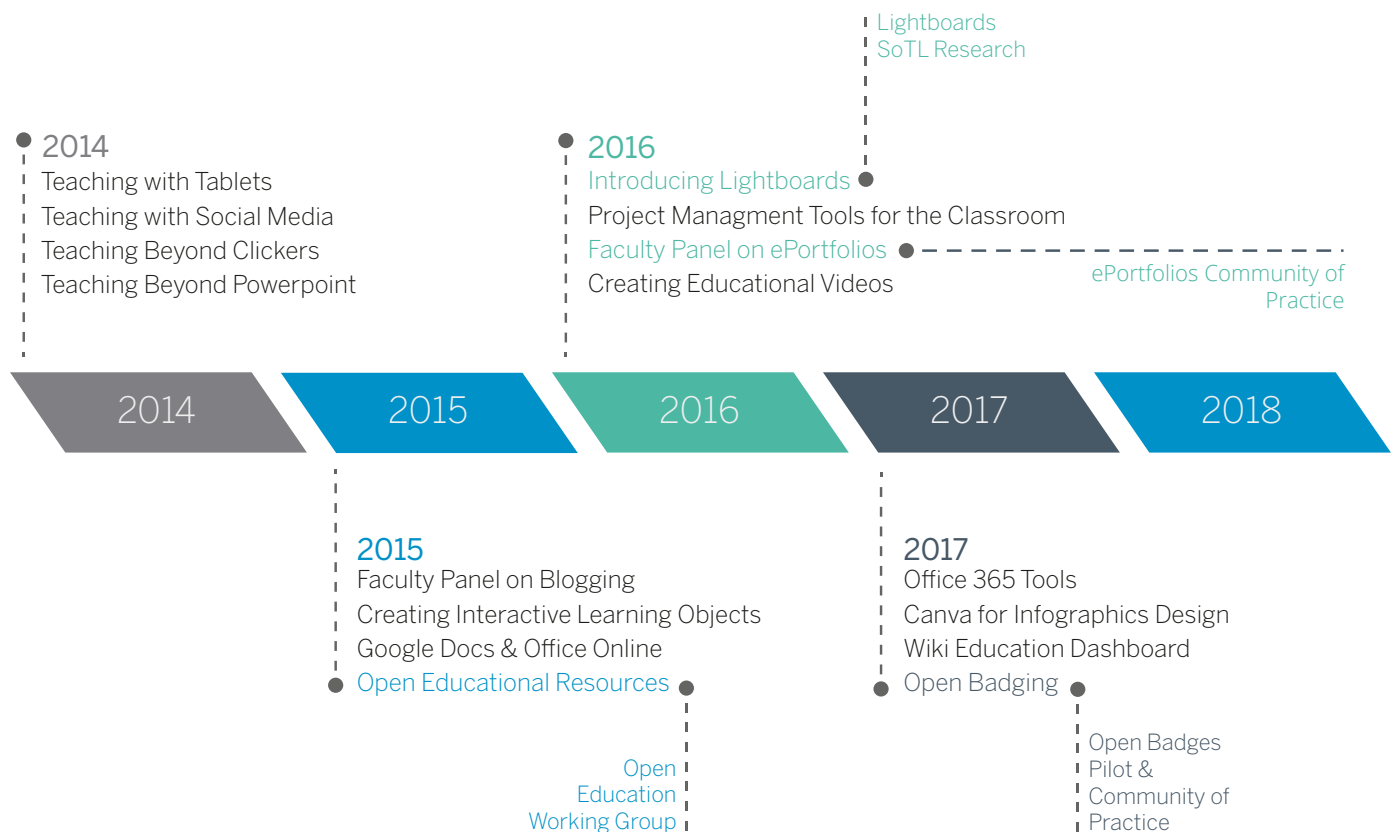
Prof. Emily Knight

School of Health Studies

2017 Fellowship in Teaching Innovation Awardee

Prof. Emily Knight is conducting an exploratory research study on her students' use of Lightboards. This novel recording technology enables students to quickly film short videos for explaining course concepts. Having first learned about Lightboards through a CTL Lunch 'n Learn session, Emily consulted with the eLearning Team to design the Lightboard assignment for her course. Her research will inform new, student-oriented uses of the Lightboard technology that is available at Western.

LUNCH 'N LEARN SESSIONS INSPIRE NEW RESEARCH AND WORKING GROUPS



"My teaching has been highly impacted by the Lunch 'n Learn sessions I have attended. Hearing about how others implemented the ideas and overcame obstacles gave me insights that helped me try new things."

Prof. Ruth-Ann Strickland,
Lecturer, DAN Department of Management & Organizational Studies



Facilitating hands-on experiences for effective use of educational technology

Our programs provide participants with time for low-stakes, hands-on experimentation with a variety of eLearning Technologies.

Teaching with Technology Day

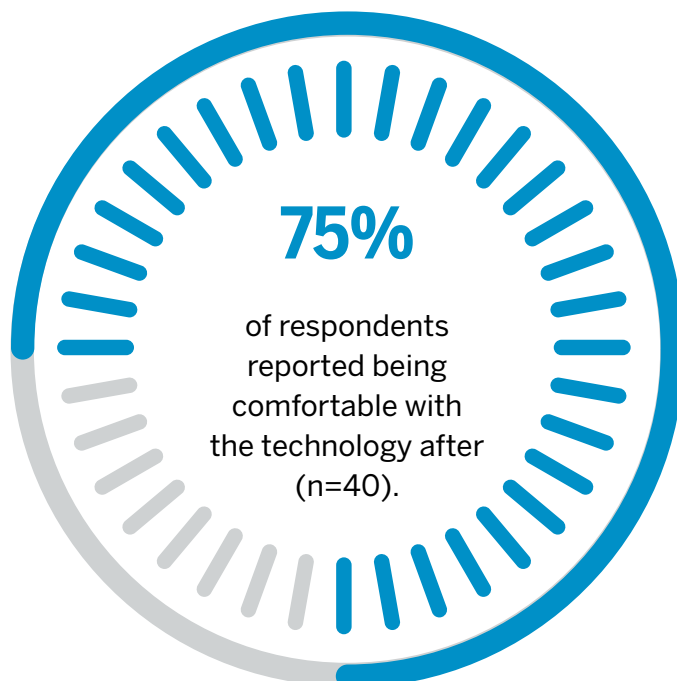
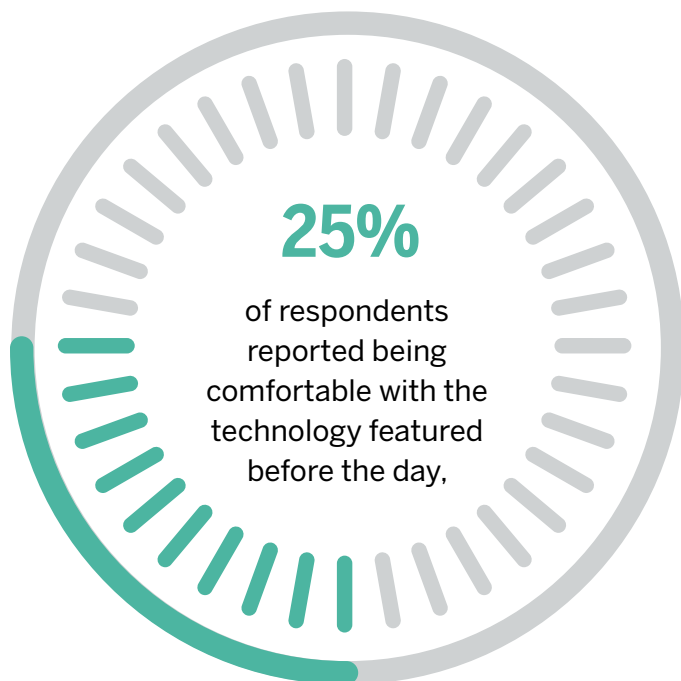
Jointly hosted by the Centre for Teaching and Learning and Western Technology Services, Teaching with Technology Day is a one-day event that **integrates technological and teaching expertise** so that instructors are supported to try out technologies in their classrooms.

In a 2017 feedback survey, Teaching with Technology Day participants were asked to rate their comfort with the eLearning tools and techniques highlighted:



*"I have already begun sharing the information I learned yesterday with the students I taught today! I am planning to incorporate some of the interactive tools, namely Voicethread, into course assignments that I will be planning for the fall term. **Thanks for the great ideas on how to meaningfully engage my students.**"*

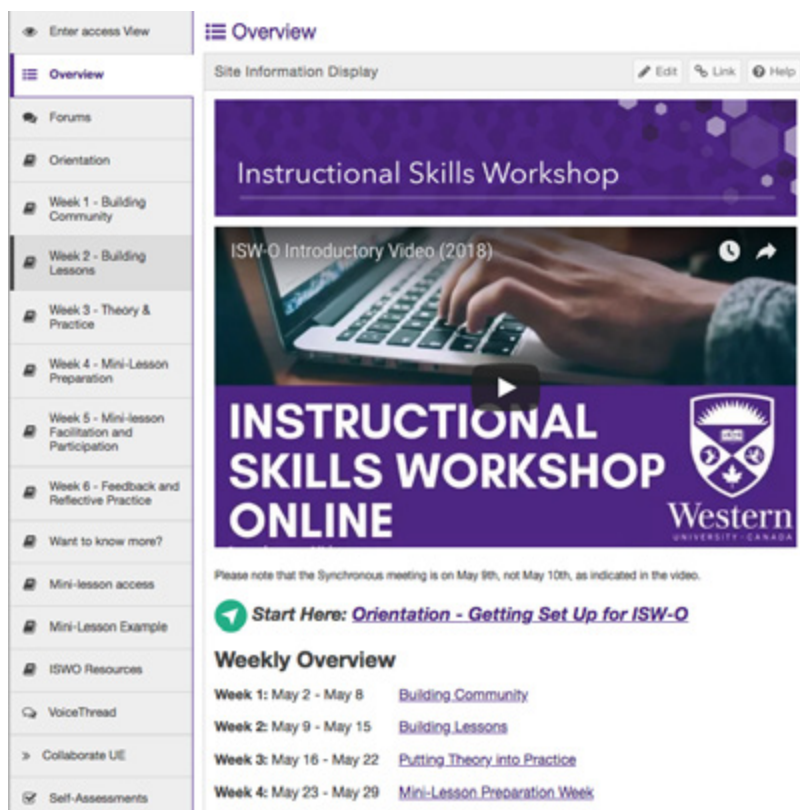
Anonymous participant,
Teaching with Technology Day 2017 Feedback





Instructional Skills Workshop-Online

Instructional Skills Workshop Online (ISW-O) is designed for Western instructors who teach online. It offers participants the opportunity to explore, in very practical and hands-on ways, the conditions that give rise to powerful eLearning experiences among students. This workshop provides new instructors with an introduction to designing and facilitating effective eLearning activities, while experienced instructors use it as an opportunity to refine and expand their teaching practices to explore new ideas, or to revisit fundamentals.



“The ISW-O is a terrific model for teaching any course not just online. However, the focus on putting into practice the theory and ideas, and then receiving feedback on that practice was most valuable. It showed how different the thought process needs to be, but also how much time goes into preparing materials for online teaching that in the end more or less met the expectations. The practice of self-reflection was also very helpful.”

Anonymous participant
2017 ISW-O workshop

Before experiencing ISW-O, 45% of participants were confident in facilitating online instruction.



After completing ISW-O, 90% of respondents were confident in facilitating online instruction.



Creating just-in-time educational technology resources

Online instruction breaks the traditional bounds of the physical classroom. Instructors and students are increasingly working from anywhere, anytime. Our work matches this demand by providing resources and support to meet the diverse needs and schedules of our part-time and full-time instructors teaching online.

eLearning Toolkit: Promoting discovery and outcomes-focused technology adoption

Western's eLearning Toolkit allows instructors to explore a curated list of eLearning tools, organized by intended learning outcome. The Toolkit provides essential information about each tool:

- ▶ what the tool is and how to get started; and,
- ▶ research-informed ratings to inform tool selection.

This Toolkit aims to save instructors time by providing them with 24/7 access to consolidated information, making it easier for them to select the best tool for their teaching contexts.

Discover



Discover eLearning concepts and technologies available at Western

Find



Find particular eLearning concepts and technologies at Western

Achieve



Achieve specific eLearning outcomes at Western

Impact beyond Western

Beyond Western, the Toolkit is inspiring other Institutions to adopt a similar approach. CTL staff have shared the Toolkit with external audiences, spurring their interest in our work.

“

“At Ryerson University, we are in the process of creating a range of faculty support resources for blended teaching and learning. **Through our research we've discovered the excellent resources developed by the Centre for Teaching and Learning. As we move forward, we are using the eLearning Toolkit and the online version of the Instructional Skills Workshop as models for our work.** The open sharing of these resources will enrich our materials and approach to faculty development.”

Prof. Wendy Freeman

Director, Office of eLearning,
Associate Professor,
School of Professional Communication
Ryerson University

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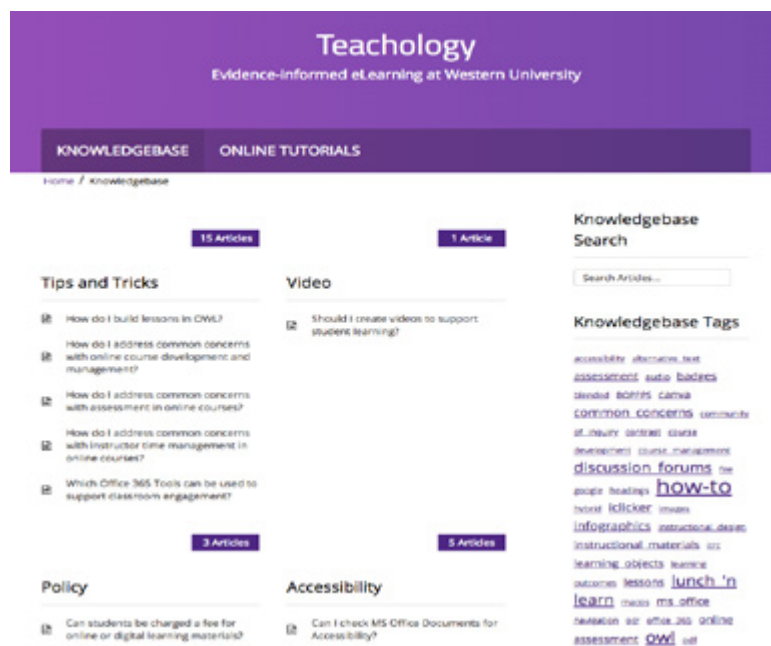


Online resources: Just-in-time access to information

The CTL recognizes that a one-size-fits-all approach doesn't meet the diverse needs and schedules of our part-time and full-time instructors teaching online. We also **provide “just-in-time” support** consisting of short, digestible [blog articles](#) and [online versions of our workshops](#).

Some of our most popular topics include:

- ▶ Can students be charged a fee for online or digital learning materials?
- ▶ What are the most common accessibility issues that I can fix?
- ▶ How do I use prerequisites and checklists for self-regulated online learning?

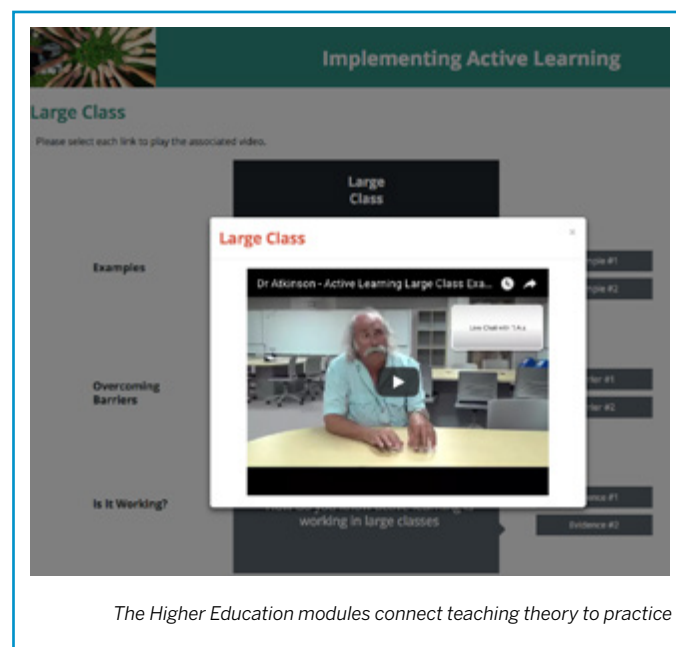


Teaching and Learning in Higher Education modules: Supporting graduate student professional development

Early-career academics see educational technology as integral to their professional development. The Centre for Teaching and Learning is adapting responsively to prepare future leaders for a tech-mediated world.

Collaboratively developed by Western University, Queen's University, and the University of Waterloo, six modules on [Teaching and Learning in Higher Education](#) serve as the foundational resources for online programming. The Centre for Teaching and Learning uses these modules to:

- ▶ Teach graduate students through a blended learning approach;
- ▶ Inform active learning approaches in Instructional Skills Workshops; and
- ▶ Refer workshop participants to resources for self-directed learning

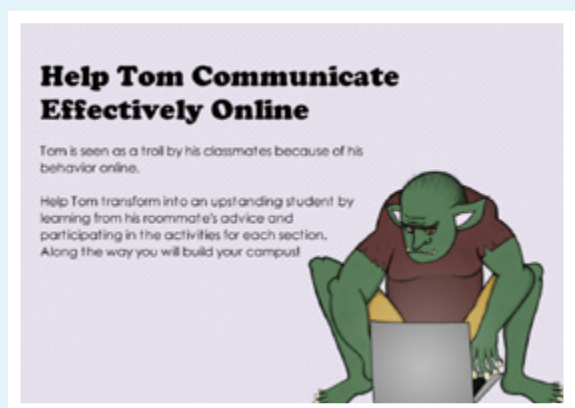


Online Learner Orientation: Promoting undergraduate student success

First-time online learners are more likely to succeed in their course when they have been oriented to the new experience of learning online. To support their success, the eLearning Team designed three online learner orientation modules. Developed in collaboration with the Instructional Technology Resource Centre, these short, interactive modules are accessible to students and build skills related to:

- 1 Navigating Western's Learning Management System;
- 2 Refining learning skills for the online environment; and
- 3 Elements of effective online communication.

WESTERN'S ONLINE LEARNING ORIENTATION MODULES





Supporting research and innovation in open and online learning

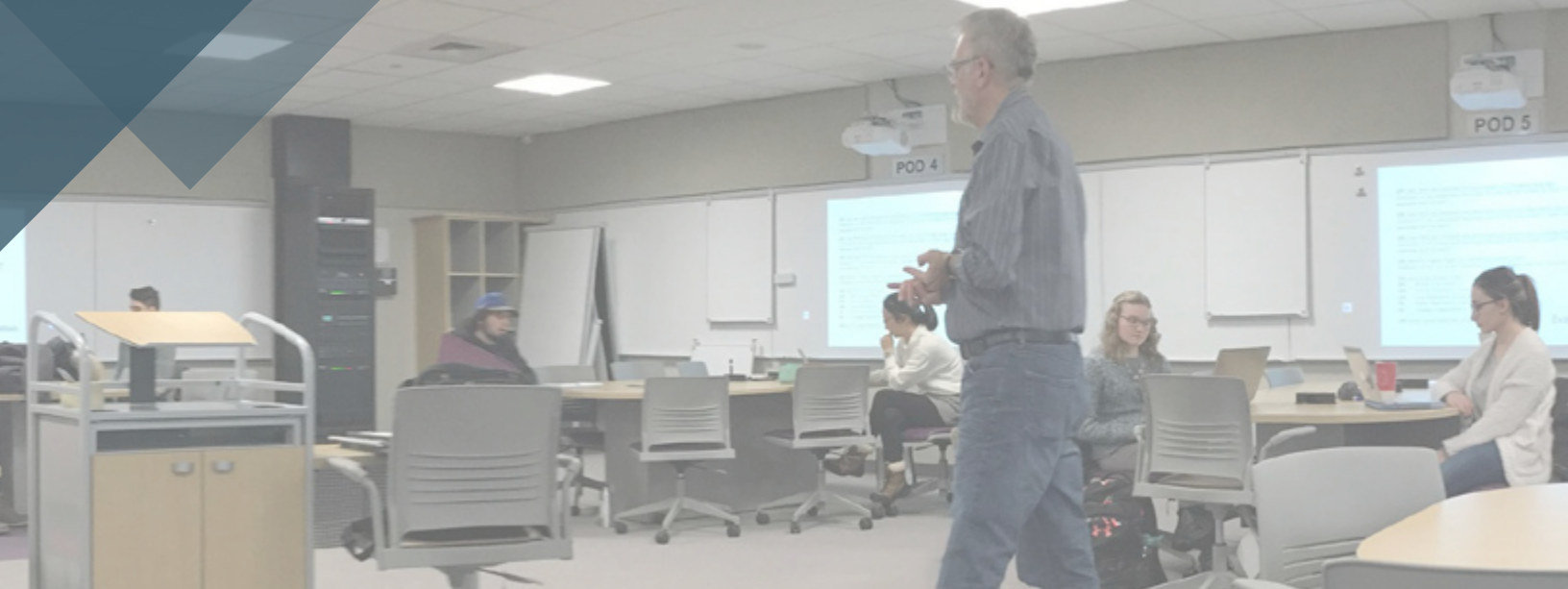
Recognizing the importance of research-driven practice, we work with faculty to collect and disseminate evidence of the effectiveness of their technology-enhanced practices.



Prof. Nicole Campbell

*Assistant Professor, Schulich School of Medicine and Dentistry
CTL Teaching Fellow, 2018-2020*

As a current Teaching Fellow and 2016 winner of the Fellowship in Teaching Innovation, Prof. Nicole Campbell is a leading advocate of ePortfolios. Her project, Implementing ePortfolios for Senior Undergraduate Medical Science Students to Promote Lifelong Learning, has been shared at the eLearning Lunch 'n Learn Series as well as Teaching with Technology Day. Nicole was central in the formation and continued success of an ePortfolio Community of Practice (CoP) facilitated by the CTL. Through the CoP, cross-campus relationships have led to collaborative advocacy and course development for ePortfolios as a high impact practice.

**Prof. Dan Belliveau**

*Associate Professor, School of Health Studies
CTL Teaching Fellow, 2014-2016*

Prof. Dan Belliveau is an educational leader at Western as well as a member of the inaugural cohort of Teaching Fellows.

During his time as a Teaching Fellow, Dan developed, implemented, and assessed the impact of Leg Up: An Introduction to Health across the Lifespan, an online pre-university course designed to facilitate the transition from high school to university for students accepted into the first year in the School of Health Studies. In 2016, Dan received an eCampusOntario Research and Innovation Grant to expand LegUp to three other high-demand programs: Biology, Psychology, and Engineering.

Dan uses a variety of innovative approaches to enhance the educational experience for his students. For example, he has designed and implemented online competitive learning tournaments to motivate students and was an early adopter of audience response systems (clickers) to engage students in large classes. Dan also recently integrated infographic assessments in his course to help students develop a variety of literacies (technological, informational, visual) and promote their creativity.



eCampusOntario grants: Projects enhance open and online learning

Western has been awarded over \$2 million from eCampusOntario for the creation of online courses, programs, and learning resources. The CTL coordinates and consults with Western faculty and staff to prepare and submit these proposals. Western's **success rate has exceeded the provincial average** since these were first reported in 2015-16.

	2013-2014	2014-2015	2015-2016	2016-2018	TOTAL
Proposals Funded	2	5	3	8	18
Total Amount Funded	\$155,000	\$375,000	\$180,000	\$1,457,000	\$2,167,000
Proposal Success Rate (Western)	50%	20%	37%	57%	n/a
Proposal Success Rate (Ontario)	not reported	not reported	25%	34%	n/a





From left to right bottom row:
Jess Bechard, Nicole Chabot, Ruth Martin
From left to right top row: Julie Whitehead, Ann Hofer

*“Western’s Centre for Teaching and Learning (CTL) has made highly significant contributions to all stages of our eCampusOntario-funded work to develop a fully online Graduate Diploma in Applied Health Sciences. **They provided sophisticated content for our original proposal to eCampusOntario and coached us effectively throughout the application process. Once funded, we came to count on the CTL team for their deep and extensive knowledge of online learning, thoughtful and insightful advice, quick turn-around and authentic collegiality.** It is a pleasure to work with them!”*

Prof. Ruth E. Martin

MHSc, PhD, FCAHS,
Professor & Associate Dean (Graduate and
Postdoctoral Programs),
Faculty of Health Sciences



Vision: eLearning 2023

Since 2014, the CTL has worked to increase faculty engagement in eLearning at Western. The role of technology in mediating and enabling engaging learning experiences continues to grow.

Our future initiatives help Western provide the best learning experience at a leading Canadian research university by promoting technology infused teaching practices in the following emergent areas:

Active learning spaces improving the student learning experience

WALS classrooms have prompted faculty members to incorporate collaborative and active learning experiences into their teaching practices. Innovation in classroom space design promises to have a positive impact on Western's student learning experience.

With continued support, over the next 5 years we will:

- 1 Continue to provide CTL's unique instructor support model for WALS classrooms;
- 2 Advocate for the creation of larger-enrollment WALS classrooms (80-100 students) to compliment WALS-tech and WALS-flex spaces; and
- 3 Ensure that best practices for classroom design in WALS informs general-use classroom design across campus.

Increased growth in blended course & online programs

The CTL sees continued growth in blended undergraduate courses and fully-online professional graduate programs. As a result, the demand for faculty development initiatives at the intersection of technology and pedagogy continues to grow.

With continued support, over the next 5 years we will:

- 1 Expand the impact of the Supported Course Redesign (SCoRe) Program, reaching an additional 2400 of students per year by expanding the program to third and fourth year courses; and
- 2 Continue collaboration with Western Technology Services to address faculty's pedagogical and technological questions.

Helping students communicate impact of their degree through ePortfolios and badges

Leveraging technology to allow students to easily collect and curate evidence of achieving learning outcomes (be they course, program, or institutional-level) will transform student assessment. As the opportunities for community-engaged and experiential learning grow, the CTL is in the position to coordinate the evaluation and recommendation of a tool that will allow students to understand and easily communicate the transferable skills they develop across their degrees.

With continued support, over the next 5 years we will:

- 1 Pilot and evaluate, in collaboration with Western Technology Services and engaged faculty:
 - a. an ePortfolio platform, identified as a High Impact Educational Practice; and
 - b. a badging platform, allowing students to communicate the achievement of learning outcomes to external audiences, including experiential and community-engaged learning experiences.

Strategically working at the forefront of emerging technologies for teaching innovations

Western has the opportunity to be a leader in meaningfully leveraging emerging technologies for teaching and learning innovation. One potential opportunity for innovation is the use of learning analytics to drive the development of personalized, adaptive, and customized learning pathways for students. A second prospect is found in the growing national emphasis on open educational practices as a strategy for enhancing quality while reducing costs of educational resources.

With continued support, over the next 5 years we will:

- 1 Collaborate with units across campus to develop a data analytics policy;
- 2 Strike a working group to leverage analytics for improved student learning; and
- 3 Build capacity to adopt or create open educational resources and practices in response to a growing national movement.

About the eLearning team in the Centre for Teaching and Learning

The Centre for Teaching and Learning (CTL) staff work to achieve the Centre's mission of fostering the use of evidence-based teaching practices and modelling scholarly practices by conducting research on teaching.

As a part of CTL, the eLearning team **creates evidence-based programs** and **scholarly resources** to ensure that **technology-enabled learning** is one of Western's **institutional strengths**.

We support faculty so that Western's students are **engaged in deep, meaningful learning experiences**, enhanced by learning technologies, **regardless of the delivery method** of the course.

To achieve this goal, the CTL's eLearning support ranges from intensive one-day workshops, to year-long communities of practice, to individual consultations, to just-in-time online resources.



We collaborate across campus

To help achieve Western's goals related to eLearning, we collaborate with units across campus.

For technical support on eLearning initiatives, we partner with our colleagues in Western Technology Services' eLearning Technology Team and Instructional Technology Resource Centre (ITRC).

Western Libraries and Western Technology Services staff offer key program support in our Blended Course Redesign Program, SCoRe.

Our WALs coordinator works with Institutional Planning and Budgeting and the Classroom Technology Group to manage the active learning classrooms.

We are actively engaged in practice and research

Formed in 2014, the CTL's eLearning team consists of three full-time and two part-time staff members. Staff all hold PhDs from a variety of disciplines and engage in research related to teaching and learning in higher education. This has resulted in **16 peer-reviewed presentations** and **9 peer-reviewed publications** by full-time staff since 2014.

Members of the eLearning team also serve on the CTL's curriculum team to support curriculum renewal and review, and facilitate faculty development programs, such as ISW and the Teaching at the University Level Course for new faculty.



"The CTL has been central to my teaching skills development, as well as on-going development of my pedagogical philosophy. Through involvement in the CTL's Instructional Skills Workshop Online, or through their Online eTeaching Certification course with expert eTeachers providing a supportive environment and constructive critical feedback, I have developed significant, wide-ranging, high-impact and immediately applicable skills, strategies and effective pedagogical tools."

Prof. Nigmendra Narain,

Lecturer, Department of Political Science
2006 Angela Armitt Part-Time Teaching Award
2016 Political Science Professor of the Year
2017 Western University Residence Life Teaching Award of Excellence



eLearning at the CTL: By the numbers

2,000,000

funding secured by Western projects from eCampus Ontario since 2013.

13,000

number of comments made in VoiceThread's first year of adoption.

192

number of hours provided by staff to support each course undergoing blended redesign.

124

number of instructors oriented to teach in WALs classrooms by the CTL.

30

number of departments represented in courses taught in WALs courses.

25

breadth of departments represented in one-on-one faculty consults.

3

the number of online learner orientation modules developed to improve student success.

500,000

amount invested in blended course redesign, 2016-2019.

7,000

number of students who have learned in a WALs classroom since 2014.

162

number of courses taught in WALs classrooms.

37

percent increase in instructor's self-rated confidence in facilitating online instruction after completing the Instructional Skills Workshop Online.

16

number of eLearning Lunch 'n Learn sessions hosted by the CTL since 2014.

3

FTE-equivalent staff support for eLearning in the CTL