

General Faculties Council
TEACHING AND LEARNING COMMITTEE
Approved Minutes

Meeting 33
October 20, 2016, 2:00 – 4:00 p.m.

A167

Voting Members

Lynn Taylor, Co-Chair * – left during Item 5
Ebba Kurz, Academic Co-Chair
Jessica Ayala
Isabelle Barrette-Ng
Leanne Dawson
Tina Gabriele
Jennifer Lock
Vera Parlac
Scott Radford

Non-Voting Members

Jerome Beaudoin
Nancy Chick
Kent Donlevy – left during Item 10
David Hansen
Thomas Hickerson – arrived during Item 4
Natasha Kenny
Charlene Magnes
D’Arcy Norman

Regrets

Susan Barker
Andrew Estefan
Mike Foley
Ian Holloway
Alicia Lunz
Ken MacMillan
Caitlin McClurg
Nickie Nikolaou
Emma Read

Secretary

Susan Belcher

Scribe

Elizabeth Sjogren

*by telephone

The Academic Co-Chair called the meeting to order at 2:03 p.m. and confirmed quorum.

1. Approval of the Agenda

Moved/Seconded

That the Agenda for the October 20, 2016 Teaching and Learning Committee meeting be approved.

Carried

2. Remarks of the Co-Chair and Academic Co-Chair

The Academic Co-Chair welcomed Leanne Dawson, representative of the Graduate Students' Association (GSA), to her first Teaching and Learning Committee (TLC) meeting.

3. Approval of the September 22, 2016 Meeting Minutes

Documentation for this item was circulated with the Agenda. Some amendments to the Minutes were requested.

Moved/Seconded

That the Minutes of the Teaching and Learning Committee meeting held on September 22, 2016 be approved, with the requested amendments.

Carried

4. Update on Learning Resources Memo

Lynn Taylor, Co-Chair, and Ebba Kurz, Academic Co-Chair, presented this item.

Highlights:

- The Academic Co-Chair reported that the Learning Materials Costs to Students memo was revised based on feedback from the Committee, the Bookstore, and others, and sent to instructors at the end of September
- The Co-Chair remarked that the Bookstore has now posted the memo on its Textbook Adoption webpage
- The Co-Chairs asked the TLC members who represent the Faculties across the University to gather information on when and how their colleagues receive other communications regarding learning materials (i.e. from the Faculty office), so that the TLC can discuss the optimal timing for future distribution of the memo at its November meeting

5. Use of Third-Party 'Study' Sites

Documentation for this item was circulated with the Agenda. Lynn Taylor, Co-Chair, and Ebba Kurz, Academic Co-Chair, presented this item.

Highlights:

- The Co-Chair reviewed the nature of third party 'study' sites, and led the Committee in a discussion of the risks associated with these sites, including to instructors' intellectual property, copyright compliance, and students' academic integrity
- The Co-Chair reported that, as part of an effort to communicate the issues relating to this subject, the course outline regulations will be updated to require that copyright and intellectual property guidelines be included in course outlines. Students must be educated about appropriate behaviours.

- The Committee further discussed that:
 - The University may not know about course information that has been shared with one of these sites
 - Students may receive incorrect information or advice from these sites
 - Some sites package and sell information, such as students' course notes and learning materials posted by instructors
 - It is important to determine the person or group with the authority to approve any strategies relating to this
 - Communication should identify applicable University policies, and should address both what students can and cannot do on these sites. It is necessary to think about the scope and sequence of any communication, and that the best communication method may be different depending on the Faculty.
- The Committee suggested that:
 - It will be necessary to define the phrase "third party study sites"
 - A module within Desire2Learn (D2L) could be created to raise awareness, and this subject could also be incorporated into the first-year undergraduate students' orientation and graduate students' orientation, and these could include case studies to reinforce this education. The Co-Chair asked the members to consider the possible content for these.
- The Academic Co-Chair indicated that this topic will be discussed further at a future TLC meeting

6. Integrating Guiding Principles for Meaningful Assessment of Students' Learning in Assessment Planning and Practice

Documentation for this item was circulated with the Agenda. Ebba Kurz, Academic Co-Chair, presented this item.

Highlights:

- The Academic Co-Chair reminded the Committee that they had discussed the full document *Guiding Principles for Meaningful Assessment of Students' Learning* at the September 22, 2016 TLC meeting, and that the summary document before the Committee was produced at their suggestion
- The Committee suggested that:
 - The document could include specific examples of actions that instructors could take to implement these concepts in their learning environments
 - The document could be written in a more accessible style, as it currently comes across as a dense research paper
 - Town hall meetings or workshops could be arranged in order to allow interested people to talk about this subject
- The Committee discussed that the curriculum review process provides a time for units to talk about assessment strategies, and that this paper could be used to help initiate these conversations, but that the paper is not meant to provide a checklist of actions

- The Academic Co-Chair indicated that she would relay the Committee's feedback to the Co-Chair, and that she would determine the next steps for this item

7. Promoting the Use of New Formative Feedback Resources

Documentation for this item was circulated with the Agenda. Ebba Kurz, Academic Co-Chair, presented this item.

Highlights:

- The Academic Co-Chair reported that the Taylor Institute for Teaching and Learning (TI) has developed a resource entitled *Focus on Formative Feedback for Teaching Development*, which addresses how formative feedback can be used to improve both the learning experiences of students and the teaching experiences of instructors
- The Committee was asked to offer feedback on how this resource could be shared, and the Committee suggested that the document could be presented at Department and Faculty meetings, and promoted on the TI webpage, blog, and newsletter. The Committee suggested that any workshops offered by the TI should be similarly promoted.
- The Committee discussed that:
 - It is important that new faculty be made aware of the TI and its resources
 - Graduate students who teach would also benefit from these resources
 - Additional resources could be developed for the supervisor/graduate student formative feedback process

8. Report of the University Chair in Teaching and Learning

Documentation for this item was tabled at the meeting. Nancy Chick, University Chair in Teaching and Learning and Director of the Taylor Institute for Teaching and Learning (TI), presented this item.

Highlights:

- The Seeding SoTL Initiative includes four models of scholarship of teaching and learning activities: Form a Reading Group, Form a Teaching Square, Form a Community of Practice, and Host a Small Unconference). There is information on the TI website about this initiative.
- *Teaching and Learning Inquiry*, the journal of the International Society for the Scholarship of Teaching and Learning (ISSOTL), is hosted as part of Libraries and Cultural Resources' open access resources, and instructors are encouraged to read and submit to this journal
- The 2017 ISSOTL conference will be co-hosted by the University
- Governor General David Johnston and Sharon Johnston toured the TI on September 29, 2016

9. Students' Union Report

There was no report.

10. Graduate Students' Association Report

Leanne Dawson, GSA representative to the TLC, presented this item.

Highlights:

- Over the summer, the following changes and additions were made to the GSA Awards portfolio; the professional development and group project grants have been combined into an Academic Progress Support Grant, an Innovation and Entrepreneurship Award has been created, and the Excellence Awards have been expanded
- The GSA's Vice-President (Academic) Abubaker Abdelhafiz is working with Vice-Provost (Teaching and Learning) and the TI to support the teaching and learning agenda, including developing a plan for a student-led teaching and learning conference to be held in February 2017

11. Learning Technologies Report

D'Arcy Norman, Manager of the Technology Integration Group, presented this item.

Highlights:

- The TI's space allocation committee is determining what courses and events will be held in the TI building next term, and announcements on this will be made soon
- Instructors are being given opportunities to share about their teaching experiences in the TI building through lunch-and-learn events and a future panel discussion
- A survey instrument is being developed in order to gather feedback on the TI's learning spaces

12. Educational Development Unit Report

Natasha Kenny, Director of the Educational Development Unit (EDU), presented this item.

Highlights:

- The TI recently co-hosted a retreat with the Faculty of Graduate Studies to review the results of the 2016 Canadian Graduate and Professional Student Survey. In particular, participants in the retreat talked about the need for improvements to the student experience in the course-based Masters program.
- Many units across the University are currently working on their curriculum reviews
- The Teaching Scholars interdisciplinary community of practice has launched, and will aim to engage instructors in a variety of activities designed to provide for the sharing and learning of teaching practices. Information will be provided on the TI's website.
- A workshop entitled *Translating Concept to Practice: Flipped Classroom* was held on October 12, 2016. The workshop was presented by Sophie Karanicolas of the University of Adelaide, Australia. Similar workshops will be held in the future.
- A program on Teaching in an Online Environment is being offered by the EDU from November 1-15, 2016

- Course trailers, which serve to introduce students to the content of their courses, is a new tool being developed. These can be produced for courses or programs, and the TI can assist interested instructors in creating these. A link to the TI's resource *Course Trailers: A Student Engagement Initiative* will be upload to the TLC's Desire2Learn site.
- A community of practice is being formed that will promote and support student and instructor mental health

In response to a question, it was reported that the Teaching Scholars Program is currently being piloted, and that a call for more people to participate is expected to go out in 2018.

13. Approved 2016-2017 Teaching and Learning Committee Work Plan

The 2016-2017 Work Plan was circulated with the Agenda for information only.

14. Other Business

In response to a question, the TLC discussed the need for the University to be copyright compliant in relation to the use of music, and was advised that there are no costs associated with using music for educational purposes but that royalties may need to be paid for other uses on campus. It was reported that the University's Copyright Office is researching this subject and will be communicating with the campus community soon.

15. Adjournment

The October 20, 2016 Teaching and Learning Committee meeting was adjourned by consensus.
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The meeting was adjourned at 3:48 p.m.