BC-Teaching and Learning Council (BC-TLC)

Highlights of Successful Practices from BC Institutions - Survey/Phone Calls: May/June 2015

Institution	Contact	Successes
BCIT (June)	David Porter	I'm at SFU currently, and there is a growing body of expertise being generated in the area of flipped classroom teaching models and techniques, 10 particularly in large enrolment math and science classes. SFU TLC and its consultants have been active supporters of faculty initiatives.
College of the Rockies	Gina Bennett	Our instructional design & technology support for online delivery is really pretty good. Switching our video repository to Kaltura has been mostly pretty successful & has increased the utilization of video resources & assignments in online courses (now to see if we get to keep using Kaltura :-/). Our new process for Orientation of New Faculty is showing promise...Our new Instructional Designer has a strong background in Quality Matters & other quality initiatives & is keen to formalize easy-to-use quality tools for courses & programs here.
Camosun College	Sybil Harrison	Walls Optional Annual Conference; Instructional Skills Workshop coordination; Understanding Indigenous Peoples course for faculty and staff MediaCore implementation (fall 2015) Appreciative Inquiry approach to program review and renewal Organizational structure of Learning Services--unit that supports students (Library and Learning Commons) and instructors (Centre for Excellence in Teaching and Learning).
Emily Carr University	Heather Fitzgerald	Offered a pecha-kucha style format for faculty professional development workshops that proved very successful, garnering 29 attendees (a four-fold increase over previous workshops) at our most recent critique workshop.
Justice Institute of British Columbia	Tannis Morgan	Educational technology implementation and use of simulations.
Kwantlen Polytechnic University	Meg Goodine	Grassroots approaches seem to work best here where faculty autonomy is valued almost above all else.- we recently experimented with a community of inquiry approach where we provided a supportive community for faculty participating in a learning technology MOOC. Our goal was to support the group before, during, and after the course and help them plan, implement and then evaluate a project based on their learning. So far it is going well. - we are facilitating what we are calling a Flexible learning working group to fulfill our OERu commitments for two open collaboratively developed courses that can also be offered for credit here. We are putting together a team approach (this is new ground for KPU).
Langara College	Patricia Cia	Still under development and so not much to personally offer here. Langara's TCDC does have a great space to hold meetings. It was done on a strict budget and includes "living room" atmosphere as well as meeting space.
Okanagan College	Beverlie Dietze	Currently, teaching and learning is separate from technology. We are co-sponsoring opportunities for learning across the institution so that individuals see the relationship of teaching, learning and technology to their practice.
Royal Roads University	Vivian Forssman	Focus here at RRU is heavily skewed to "course production", that is, the frequent rollover and renovation of existing courses (in addition to the design/development of new courses). Over the past 2-3 years there has been significant focus on managing the processes related to course production and maintenance. Irwin deVries and I presented a session on this topic at BCNET and there was interest and good conversation that ensued. I think this is a useful topic to discuss, especially as many of us have growing

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		responsibility for managing a portfolio of online courses, which require more attention than courses in an LMS shell that are used in F2F instruction.
Simon Fraser University	Stephanie Chu	Partnerships have been important such as with Health and Counseling Services (Wellness in learning environments), Institute for the Study of T&L in the Disciplines (T&L Development grants -- over 140 projects supported now), IT Services (Integrated Technology Development projects -- 1 grassroots ideas from faculty to advance our LMS long-term), Library (OER projects -- proposal stage) and UBC on co-hosting 2015 – with ~750 registrants!
Thomson Rivers University	Tracy Penny Light	E-portfolios – CCR.
University of Victoria	Janni Aragon	Successful pilot to production of the Online Academic Community and MediaCore Pilot.
Vancouver Community College	Susie Findlay	The past few years have focused very much on quality assurance (i.e., course/program documentation, governance approval, etc.) so that, for the most part, we're in good shape (on paper). Faculty are much more inclined to seek the help of the Centre for Instructional Development (CID) than they were a few years ago. We are hosting our first educational technology showcase tomorrow and are looking forward to a strong turnout.
University of British Columbia	Simon Bates	Running the Teaching Practices Survey, a University wide survey of faculty teaching practices, attitudes towards teaching and perceptions of the teaching environment across the institution. Over 1000 faculty responded, mostly from the research stream. Local on-the-spot learning technology support for Faculties - Learning Technology Rovers, co-op students employed for 1 or two terms. Two stage exams now used across several Faculties and over 100 courses - creating final assessments that are both measure of learning and opportunities for further learning.
University of British Columbia -- Okanagan	Susan Critchon	Example in Education has been the use of blogs, ISSUU, just in time publishing for our students working with teacher educators in Ghana
Vancouver Island University	Liesel Knaack	1. Council on Learning and Teaching Excellence established, faculty undertake a scholarly inquiry project for one year (Peer Observation, Flipped Learning or Accessible Learning Design) 2. All learning systems and educational technologies now built and stable after 3 years of developing infrastructure; project and change management focus with student learning integrated initiatives with Enrolment Mgmt, Student Affairs, Library etc 3. VIU Institutional learning outcomes approved, now moving to a gradual integration of those into program and course levels; focusing on curriculum mapping and gap analysis processes 4. After 5 years of growth, the Centre now is looking at more impactful and transformative changes and how it can influence and support an enhancement of a culture of teaching and learning across institution - moving beyond workshops, 1:1 consultations, technology-focused activities, guest speakers, and less impactful offerings and activities to intensives, institutes, learning series and larger group initiatives with expectations and milestones, particularly around career development and growth of professional educators