

Faculty Series for Academic Quality Enhancement

This series is for all faculty members, including chairs, to gain new and enhance existing knowledge and skills to support departments through the actions and practices related to quality student learning.

Instructors collaboratively lead this foundational work to support the ongoing enhancement of credentials and courses through effective practices and principles. This series offers insights, processes, templates, and clear steps to undertake actions that should happen before and after the institutional program review process – and forms the foundational components of quality student learning.

The mission of all post-secondary institutions is to provide high quality student learning experiences informed by scholarly practices, respected evidence, and timely feedback. This series is all about supporting faculty in how to enhance their instructional practices aligned with this mission.

These sessions provide steps and processes so the department can undertake the activities on their own or with some guidance from CTLI. The sessions do not need to be taken in the order listed nor will they be offered in that order. Sessions will be mostly in one-hour virtual formats, but some may take other formats. All sessions will have self-serve resources including videos and NIC specific materials to easily access and continue learning.

Facilitated by: Liesel Knaack, Director, CTLI

Foundations 1 for Quality Student Learning

1. Practices of an Efficient Educator

- Practices and principles for efficient work habits to assist in being an effective educator
- How to know when a practice is not effective for student learning or instruction
- Finding suitable balance of instructional duties with department activities and reflective practices

Foundations 2 for Quality Student Learning

2. Develop a Department Identity

- Develop a mission, vision, and set of values for the program/program area to provide identity and direction
- Useful for current instructors as well as new hires, and to provide a foundation for enhanced growth

Foundations 3 for Quality Student Learning

3. Create a Department PD Plan

- Align professional development activities with program area's needs for enhancement
- Balance activity across four types of PD
- Track and report on impacts of new learning
- Formalized sharing strategies and activities
- Update CV/Resume with PD activity

Foundations 4 for Quality Student Learning

4. Write Useful Program Learning Outcomes

- Write student-focused program learning outcomes following guiding principles
- Align outcomes with regulatory bodies, institutional plans, labour market, student, societal needs, and department identity
- NOTE: Undertake before curriculum mapping activity as required for process

Foundations 5 for Quality Student Learning

5. Write 'Triple A' Course Learning Outcomes

- Write course learning outcomes that are accessible, accountable, and aligned following principles and guiding language
- Indigenous and intercultural learning outcomes
- All aligned to program outcomes
- Written in language for student use

Foundations 6 for Quality Student Learning

6. Conduct Constructive Course Alignment

- Inventory courses re currency, updated learning outcomes, prerequisites, alignment etc.
- For each course, complete alignment activity with assessment and teaching strategies, student examples

Foundations 7 for Quality Student Learning

7. Build a Program Curriculum Map

- Develop credential /course pathways chart
- How to undertake a curriculum mapping exercise to test program robustness and cohesion
- What to do with results and next steps

Foundations 8 for Quality Student Learning

8. Facilitate a Program Advisory Committee

- Have an active program advisory committee (PAC) to ensure program aligned with community needs
- Who to invite and how to facilitate a PAC
- Create a terms of reference document to align with feedback from key interest groups

Foundations 9 for Quality Student Learning

9. Gather Evidence of Student Learning

- Department plan for gathering student examples of program learning outcomes, course outcomes
- Develop a department portfolio
- Gather ongoing feedback from current and past students via formalized plan and events

Foundations 10 for Quality Student Learning

10. Plan for Reflective Department Activities and Discussions

- How to schedule and plan the work of being a reflective practitioner around workload
- Simple ways to carve out essential time for both individual and department reflective activity, gathering evidence, doing professional learning, planning future experiences etc.

Foundations 11 for Quality Student Learning

11. Effectively Design or Redesign a Course

- Essential components when redesigning or designing a course to be aligned, effective and student-focused
- Steps to undertake in building or rebuilding an effective course using templates and guides
- Ways to save time in building process

Foundations 12 for Quality Student Learning

12. Assess Students for Quality Learning

- Essential elements of conducting ongoing informal/formative student assessments
- How formative assessment can improve student learning and quality of teaching

Foundations 13 for Quality Student Learning

13. Evaluate Students for Quality Learning

- Essential elements of evaluating student learning – formally placing a value on demonstrations of learning outcomes
- Core principles and practices of effective and aligned evaluation methods including how much is enough, when too much is not effective, what makes for valid and reliable evaluation methods etc.

Foundations 14 for Quality Student Learning

14. Engage Students for Quality Learning

- Essential elements of research-informed authentic and engaged learning experiences
- Ways to organize the learning experience for optimal student-directed engagement
- Strategies to increase student agency and self-directed activity in the learning experience

Foundations 15 for Quality Student Learning

15. Help Students Learn How to Learn

- Most forgotten aspect of effective teaching is embedding metacognitive teaching practices to assist students in learning how to learn
- Essentials of helping students learn how to learn to enhance their strategies and cognitive skills to make learning stick, reduce study time and improve grades

Foundations 16 for Quality Student Learning

16. Be a Critically Reflective Teacher

- How to engage in the work of critically assessing your assumptions about teaching
- View through the lenses of your students, your peers, your discipline, and related research
- Strategies such as peer observation, course feedback, teaching philosophy, portfolios and recommended videos, podcasts, and literature to enhance reflective practice