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## **Entering UWinnipeg**

### **STRATEGIC COMMITMENT:**

Historically, students have come to university directly from high school. Demographic projections suggest that the number of students entering UWinnipeg directly from high school will decline over the medium-term. This suggests that we must explore alternate pathways into UWinnipeg.

### **HOW DO WE ACHIEVE THIS?**

What are some ways that these existing pathways can be strengthened?

Stronger connections with adults by offering more variability on programming; for example, early morning, weekend, and online courses

### **STRATEGIC COMMITMENT:**

UWinnipeg believes that there is no substitute for face-to-face instruction in a classroom setting, and this will remain our predominant method of delivering a high quality educational experience. However, we must also adapt to our changing environment and develop a response by incorporating technology and experiential learning in ways that expand student learning opportunities.

### **HOW DO WE ACHIEVE THIS?**

How could we effectively incorporate online and experiential learning into the pedagogical practice of faculty?

The first step is to understand components that are involved face-to-face instruction. For example, if being face-to-face provides the opportunity to listen to a lecture; the influence of viewing online video lectures and attending lectures in person are approximately equal, therefore, they can be interchanged in order to improve performance (Wieling & Hofman, 2010). In addition; using recorded lectures in combination with small scale interactive lectures will lead to better student performance and university efficiency (Parson, Reddy, Wood, & Senior, 2009). Therefore, CTLT, in partnership with CAT, can provide high quality lecture materials to be incorporated into fully online or Blended designed courses.

Other criteria could also be assessed, and once these criteria are understood, then the effective pedagogical processes can be effectively incorporated within either online, Blended, or experiential situations.

The key is to assess, implement, and be flexible with the situations and learning outcomes associated with each course. More care should be taken to find the best pedagogy instead of simply defaulting to a classroom face-to-face design.

What kinds of new or enhanced pedagogical supports would faculty require to increase their willingness to use online and experiential modes of learning? What resources would be required?

The university currently has pedagogical support. What is needed is an awareness and understanding of how to access and use the services. Also, as we have heard many times, incorporating new ideas and skills requires time and energy, which are not supported by the university; therefore, awards, rewards, acknowledgements, or opportunities to design courses need to be available to faculty and instructors to recognize the efforts needed to incorporate new ideas into the class.

#### STRATEGIC COMMITMENT:

UWinnipeg has made a strong commitment to sustainability and indigenization and aims to create an environment that embodies these values. Sustainability is a lens applied to all practices and processes to guide University activities (academic and operational) increasingly towards supporting the revitalization and resilience of ecosystems and communities. Indigenization, in part, refers to our recognition that we must do more to include indigenous peoples, perspectives, and knowledge in every aspect of the academy. One of our strategic priorities as we move forward is to ensure that there is a shared understanding of what indigenization means at UWinnipeg. Both sustainability and indigenization cut across all academic departments and student support units.

#### HOW DO WE ACHIEVE THIS?

What approaches would be most effective in promoting indigenization in our teaching and research?

One step would be making classes available to a wider audience in order to introduce topics and gain initial interest in the topics. An example of this can be seen below.

<http://thechronicleherald.ca/novascotia/1332053-big-interest-in-cbu%E2%80%99s-online-mi%E2%80%99kmaq-course>

Also important is to gain a full awareness of the key issues associated with promoting indigenization in our teaching and research. In this regard, Dr. Alan Wright, Vice-Provost, Teaching and Learning, at the University of Windsor sent out a request for information regarding Universities Canada announced 13 principles on “Indigenous Education” in 2015. These can be found at:

<http://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/>

### **A sampling of the principles is below**

Ensure institutional commitment  
Be student-centered.  
Recognize the importance of indigenization of curricula.  
Recognize the importance of Indigenous education leadership.  
Develop accessible learning environments off-campus.  
Promote partnerships among educational and local Indigenous communities.  
Build on successful experiences and initiatives already in place at universities across the country.  
Share information within the institution, and beyond.  
Provide greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada.  
Foster intercultural engagement.

In addition to the principles, the report also outlines actions to bring these to life.

One key aspect that seems to be missing at this time is greater faculty, instructor, and staff awareness. The emphasis seems to be for students learning more about the Indigenous culture, but, there seems to be a lack of emphasis or requirement from staff on this issue.

To foster this approach, CTLT can work with various people, organizations, and departments to implement an approach for greater awareness of Indigenous culture on campus.

What approaches would be most effective in promoting sustainability in our teaching and research?

Online courses and Blended courses allow for less carbon emission from travel and less paper usage per course.

What role could individual faculty members, departments, and other units play in addressing our commitment to sustainability and indigenization?

Communication and cooperation between centres, departments, on campus is necessary. The coordination of this can be done through CTLT

## STRATEGIC COMMITMENT:

UWinnipeg acknowledges that particular attention must be paid to supporting faculty early in their careers. Additionally, UWinnipeg has committed to developing new supports and identifying, sharing, and reinforcing best practices that enable faculty to achieve success in teaching and research. Throughout this process, we must be mindful that teaching excellence and research are not dichotomous. Research, scholarly, and creative activities strengthen our capacity to provide high quality teaching to our students.

## HOW DO WE ACHIEVE THIS?

What kinds of support do new faculty members at UWinnipeg require early in their teaching careers?

Providing a comprehensive New Faculty orientation

The current model of incorporating multiple topics within one day can be overwhelming for new faculty. Instead, new faculty can:

- take part in teaching workshops put on by CTLT over several days, or,
- have one afternoon a week for the first month to attend CTLT workshops, or
- be enrolled in a nexus course for new faculty that is facilitated by CTLT, which runs over the first term they are at the university

The courses and workshops can be seen as necessary steps in attaining a required teaching certification, with a PLAR component so as not to duplicate current knowledge of new faculty

By working with CTLT, instructors will develop a strong skill set in designing and delivering online courses. This will result in providing faculty with more time to devote to research.

CTLT will work with faculty during a dedicated time prior to course delivery to design and prepare a course. Once the course is running, preparation time will no longer be required. Therefore, during the semester, the only time required of the instructor will be to teach the course, which will leave more time to conduct research.

What is required to implement these supports? Who should implement them?

The teaching aspect should be facilitated by CTLT, in consultation with departments and faculties to ensure proper steps are taken to enhance the teaching skills of new faculty members in their field of study

## **Experiencing UWinnipeg**

### STRATEGIC COMMITMENT:

UWinnipeg recognizes the value of growing our research capacity and continuing to improve our degree of teaching excellence.

## HOW DO WE ACHIEVE THIS?

How can the institution better support faculty in pursuing teaching excellence throughout their careers?

First, identify what is meant by teaching excellence.

Second, require faculty to show evidence of developing skills in the criteria that is determined for excellent teaching.

Provide opportunities for faculty to gain national recognition of their teaching excellence

Provide additional awards for on various criteria of teaching; for example:

- Teaching excellence for new instructors
- Innovation in teaching
- An award specific for sessional or contract instructors

What specific supports do faculty need to assist them in successfully completing research activities while continuing to grow as educators? Who should deliver these supports?

Develop courses that combine current research with effective pedagogy

Design online courses that allow a researcher to share their work with students

In a well-designed course, this initial preparation will allow a course to run for several years, leaving greater time throughout the whole year to dedicate to research. Of note; if a course is delivered online, then a researcher could conduct their studies anywhere in the world, while still teaching their course. This could lead to instructors incorporating current research immediately into courses.

## STRATEGIC COMMITMENT:

UWinnipeg takes pride in its diverse campus environment where people from all walks of life (e.g., international students, mature students, indigenous students, new Canadians, students with disabilities, etc.) feel welcome on campus and are supported to achieve their full potential.

## HOW DO WE ACHIEVE THIS?

How can UWinnipeg promote and enhance an institutional culture of respect and belonging?

Develop workshops that promote greater understanding and sharing of ideas on how faculty can effectively teach to this widening demographic.

Develop social media sites that incorporate information sharing

How can we create spaces for learning, socializing, studying and reflecting that contribute to such a culture?

When supporting certain cultures and diverse populations on campus, too much emphasis is made to separate out and these differences by having specific rooms or spaces; instead, provide an environment that allows an inclusive and flowing blend. For example, use the walls to portray certain cultures and diversity. Students and faculty walk by these every day, allowing everyone to see the inclusive aspect of the university instead of having to go to a specific spot to be a part of a different community. In time, we will understand that if we are all part of the whole university, no one is unique, we are all the same.

## **Success at UWinnipeg**

### **STRATEGIC COMMITMENT:**

Teaching and research are interconnected and both contribute to the core success of UWinnipeg. We are committed to developing ways to understand, define, and measure success in both of these areas.

### **HOW DO WE ACHIEVE THIS?**

How should we define and measure teaching success at the University of Winnipeg?

A fundamental start to defining teaching success comes from Chickering and Gamson, who offered up seven principles of good practice in undergraduate education:

1. encourages contact between students and faculty
2. develops reciprocity and cooperation among students
3. encourages active learning
4. gives prompt feedback
5. emphasizes time on task
6. communicates high expectations
7. respects diverse talents and ways of learning

These then can be used as a framework for measuring success.

One other primary source associated with defining and then measuring effective post-secondary teaching is contained in a book by Bain (2004). A summary of his main points are below.

#### **Fostering student engagement**

Create a community of learners

Foster student-to-faculty and student-to-student interactions

Employ a judicious and strategic use of humour

When appropriate, include creative and engaging use of videos, chats, podcasts, wikis, and discussion forums

Use blogs to facilitate reflective thinking, collaborative learning, and knowledge construction

### Stimulating intellectual development

- Create natural critical learning environments
- Generate provocative acts, questions, statements
- Reflect on students' inaccurate and incomplete preconceptions or mental models
- Use technology to create engaging and authentic content

### Building rapport with students

- Let students get to know their teacher
- Use introductory videos or other self-disclosure resources
- Keep written records or communication that include relevant student information
- Provide individualized feedback on assignments and activities

### STRATEGIC COMMITMENT:

UWinnipeg remains committed to providing high quality undergraduate and graduate education with a focus on the liberal arts. In pursuit of this aim, UWinnipeg needs a vocabulary and a means to name and evaluate student outcomes, impact, and success.

### HOW DO WE ACHIEVE THIS?

What are some specific ways to measure “successful graduates” that reflect our belief in the value of a liberal arts education and the specific mission of our institution.

Look beyond grades and GPA as the only measures of success. Instead, incorporate criteria such as critical thinking, creativity, and community mindedness into the curriculum of each department.

If there is a need for measurement, there are tools to measure critical thinking, and courses incorporating experiential learning can encompass both creativity and community mindedness