Introduction

“This report started with a simple question: How should we celebrate contemporary teaching and learning at St. Lawrence College?

Our team began this exercise by speaking directly with faculty and staff about our services. These conversations inspired us to reflect on the nature of contemporary education and highlight the work of specific individuals who strive for teaching excellence. It became evident that the college had many stories to tell so the report became rather extensive.

We would like to thank everyone for sharing their stories and providing meaningful feedback as this will help us re-imagine our services so that we can continue to meet the needs of contemporary learners.

We encourage everyone to read about your colleagues and join us in celebrating our commitment to contemporary education. #ProudToBeSLC.”

André Léger
Associate Dean, School of Contemporary Teaching and Learning

Vision

To inspire, connect, and support faculty on their journey of becoming contemporary educators.

Mission

Our mission is to promote excellence in teaching and learning by designing services that help faculty meet the needs of contemporary learners. This includes supporting faculty on matters relating to Curriculum, eLearning, Multimedia, Hybrid/Online Course Design, Professional Development, and Inclusivity.
Team Members

Associate Dean, School of Contemporary Teaching & Learning
André Léger

Administrative & Academic Support Officer
Julie Johnston

Program Developer
Dr. Jacqueline Schoemaker Holmes

Faculty Coach (Kingston & Tri-Campus, Faculty of Arts)
Christina Decarie

Faculty Coach (Kingston & Tri-Campus, Faculty of Science)
Gina Kerr*

Faculty Coach (Brockville)
Patrick Burwell

Faculty Coach (Cornwall)
Julie Smith

Faculty Coach (Cornwall)
Jody Souka-Marleau

Inclusivity & Intercultural Specialist
TBD

Project Specialist
Valerie East

Special Events Planner
Hannah Muysson

COMMS Data Entry Clerk
Melissa Prentice

Distance Education Online Coordinator
Nancy Ashton

eLearning Developer & Support Technologist
Angie Covey

Program Development Officer (OntarioLearn)
Carole Smith

OntarioLearn Administrative Support
Sara Barrie

Clerk
Donna Elliott

Manager, Multimedia Design
Andrea Seepersad

eLearning Specialist (Kingston)
TBD

eLearning Specialist (Brockville/Cornwall)
Carolle Boudreau

Multimedia Specialist
Rebecca Murphy

Manager, Curriculum Development
Clarke Mathany

Curriculum Support Specialist
Jamie Edwards

Curriculum Mapper
Sue Chamberlain

Curriculum Mapper
Tammy Kerr

*Starting new position in Fall 2018.

Special Thanks to Previous Team Members

Professor
Wendy Mitchell

Manager, Curriculum Development
Barry Weese

OntarioLearn Administrative Support
Patricia Adams

Graphic Design Placement Student
Tamarin Silver
Curriculum development is a pivotal component of teaching and helps ensure students are receiving a quality learning experience. Our team supports faculty in this endeavour by helping them develop Course Outlines, Learning Plans, and Curriculum Maps using evidence-based practices.

What’s New?

Learning Plan

In preparation for the College Quality Assurance Audit Process (CQAAP), the college made a commitment to update the “Appendix A” document with the new “Learning Plan” document. This decision was spearheaded by larger shifts in curriculum design trends in higher education. The Learning Plan document is designed to reinforce curriculum alignment by providing faculty with an opportunity to demonstrate how each assessment is aligned to specific course learning outcomes (CLOs) and vocational learning outcomes (VLOs).

The new document was created by a working group consisting of tri-campus faculty, academic managers, and members of the SCTL. A pilot was launched in fall 2016 in the School of Justice Studies & Applied Arts (Kingston) and was well received by students. The college’s goal is to implement the Learning Plan document in all courses by fall 2018. The SCTL team continues to gather feedback from users and is continuously improving the document based on evolving trends in teaching, quality assurance, and legislative language (e.g., students with disabilities). This new information has been incorporated in the upcoming template for 2018–19 courses and it is documented in the Learning Plan Guide.
Assessment Mapping

In addition to launching the “Learning Plan” document, the college is also exploring other ways to improve teaching and learning through assessment mapping. The focus on curriculum alignment and assessments will become increasingly important in higher education as universities are now making a concentrated effort to utilize outcomes-based learning in their curriculum. The adoption of outcomes-based learning and experiential learning in the university sector has inspired new research in various areas related to curriculum design.

Collecting evidence of student achievement of the learning outcomes is also a trend across outcomes-based programs. Documenting how students are performing on key or signature assessments and identifying curriculum changes based on that performance data is a strategy increasingly used in outcomes-based programs.

These concepts have been explored via multiple publications:

- **Learning Outcomes Assessment A Practitioner’s Handbook**

- **Learning Outcomes Projects**
  [http://www.heqco.ca/en-ca/OurPriorities/LearningOutcomes/Pages/Home.aspx](http://www.heqco.ca/en-ca/OurPriorities/LearningOutcomes/Pages/Home.aspx)

- **National Institute for Learning Outcomes Assessment**
Curriculum Mapping

Curriculum mapping is the collaborative process of reviewing, revising, creating, and mapping program and course curricula. The process is led by a designated Curriculum Mapper and serves many purposes, depending on the perspective of the stakeholder.

From the college perspective, curriculum mapping aligns course-level content and assessments with vocational learning outcomes and essential employability skills. Curriculum mapping provides the evidence that vocational learning outcomes, course learning outcomes, and assessments are aligned.

For our community partners, an aligned program illustrates the connection between vocational skills, which reflect current trends or standards within the field of study, and learning outcomes.

For the faculty team, curriculum mapping stimulates conversations about individual courses and the associated learning outcomes, learning activities, and assessments. It provides an avenue for capacity building and professional development.

For students, the result of the curriculum mapping process enables better communication about how course learning outcomes are interconnected and related to vocational learning outcomes over the duration of their program.

As a coordinator and a first-time participant in the curriculum mapping process, I found the experience a great opportunity to review the VA program in its entirety and, under Sue’s direction, discovered ways in which individual courses could be integrated with others to create a more cohesive experience for the students. The faculty in the program are predominantly part time and their involvement and input in the process gave them valuable insight into the curriculum development process. We also received extremely helpful advice and direction as we explored options for improvements to our course delivery methods and assessment strategies.

Lynne Beiner, Professor
Veterinary Assistant, Kingston

Faculty PD Opportunity: Become a Curriculum Mapper

The Curriculum Mapper is responsible for leading the curriculum mapping process and working with faculty teams to update their program so that it meets all ministry requirements. This professional development opportunity is designed for full-time faculty members who want to learn more about quality assurance processes and curriculum development strategies outside their area of expertise.

To learn more about this opportunity, faculty are encouraged to contact the Manager of Curriculum Development.
Firstly I’d like to note that Tammy has been an excellent mapping facilitator and very encouraging. I’ve very much enjoyed working with Tammy throughout our mapping so far as she is very organized and helpful in all of our meetings. She gladly handles all of our incorrectly formatted documents and guides us to create clear and properly formulated CLOs and Course descriptions.

Curriculum mapping itself is a great process for us to reflect on our program, evaluate its strengths and weaknesses, and progress it into the best that it can be. This process takes into account all members of the team and allows everyone to grow and learn from each other. Mapping also provides a time for the faculty to reflect on their own practices and the way they teach. It’s the chance to experiment and also perform research to grow as a whole.

I’ve learned that curriculum mapping can be a complex and tough process. On paper things might look right, then you can spend an entire day re-evaluating how everything plays together and realize you need to rethink everything. You need to have a view from the top and things can’t be individually taught. It needs to be a successive process where courses reiterate on concepts and ideas blend smoothly from one course/semester to the next. It requires all faculty to be on board, flexible in their mindsets, and honest in their self-evaluations and their courses.

James Dupuis, Professor
Game Development, Cornwall

The following curriculum mapping projects were completed in 2017–18:

<table>
<thead>
<tr>
<th>Curriculum Mapper</th>
<th>Faculty</th>
<th>Academic Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism &amp; Behavioural Science</td>
<td>Tammy Kerr</td>
<td>Meaghan Shaver, Andrea Roblin-Hanson, Anne Brennan</td>
</tr>
<tr>
<td>Ontario College Graduate Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game Development</td>
<td>Tammy Kerr</td>
<td>James Dupuis, Majid Moghadam, Denise Nielsen, Liliana Simion</td>
</tr>
<tr>
<td>Game Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ontario College Diploma</td>
<td>Sue Chamberlain</td>
<td>Mark Bussières, Brad Greenwood</td>
</tr>
<tr>
<td>Tourism</td>
<td>Sue Chamberlain</td>
<td></td>
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<tr>
<td>Ontario College Diploma</td>
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<tr>
<td>Bachelor (Honours) of Behavioral Psychology</td>
<td>Sue Chamberlain</td>
<td>Marie-Line Jobin, Laura Campbell, Colleen Cairns, Pamela Shea, Rachel Williamson</td>
</tr>
<tr>
<td>Honours Degree</td>
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<tr>
<td>Veterinary Assistant</td>
<td>Sue Chamberlain</td>
<td>Lynne Beiner</td>
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<tr>
<td>Ontario College Diploma</td>
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</table>
Program Development

Program development is an extension of our curriculum service but serves a slightly different purpose as it focuses on seeking out new program ideas from community members. These new program ideas are reviewed by various internal committees and external accrediting bodies as part of the larger Program Development Process.

This work also requires the college to collaborate with subject-matter experts and employers in order to create/review vocational learning outcomes and course descriptions and design curriculum maps that demonstrate appropriate scaffolding in developing various skills.

What’s New?

Strategic Mandate Agreement 2017–20

The new Strategic Mandate Agreement (SMA) was signed recently and includes new information pertaining to program development. The college is required to use this document as a guide in defining their new program initiatives in order to minimize the duplication of programming across the province.

Program Developer (New Position)

The School of Contemporary Teaching & Learning (SCTL) recently created a new position, Program Developer, so that the college can further invest in new program development initiatives. In March 2018, we welcomed Dr. Jacqueline Schoemaker Holmes as our first Program Developer. Jacqueline’s office is located in Brockville, but she will have tri-campus responsibilities on new program development projects.

Program Development Process

With the introduction of the new SMA and our new team member, the SCTL will be updating the college’s new program development process during the summer months so that the college can...
continue to meet the needs of employers by using a streamlined process to collect new program ideas. Information pertaining to the new process will be shared with the SLC community in the Fall.

**Credential Validation Services (CVS)**

The Credential Validation Services has launched a new online form that will help colleges submit and review pending submissions for new programs. This database will enhance current functions by providing users with a responsive database of all existing program standards.

**SLC Representatives with CVS credentials:**

- **Dr. Jacqueline Schoemaker Holmes**  
  *Program Developer*

- **André Léger**  
  *Associate Dean School of Contemporary Teaching & Learning*

If you have any questions about CVS, please direct your questions to one of these representatives.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Location</th>
<th>Launch Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Addictions Worker (Ontario College Diploma) - Brockville</td>
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<td></td>
</tr>
<tr>
<td>Year 1 – Fall 2017 Launch</td>
<td></td>
<td></td>
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<tr>
<td>Year 2 – under development</td>
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<td></td>
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<tr>
<td>Recreational Therapy (Ontario College Graduate Certificate) – Kingston</td>
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<tr>
<td>Fall 2017 Launch</td>
<td></td>
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<tr>
<td>UX Design (Ontario College Graduate Certificate) - Kingston</td>
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<tr>
<td>Fall 2018 Launch</td>
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<tr>
<td>Instructional Design (Local Board Certificate) - Online</td>
<td></td>
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<tr>
<td>Fall 2018 Launch</td>
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<tr>
<td>eLearning Developer (Local Board Certificate) - Online</td>
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<tr>
<td>Fall 2018 Launch</td>
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<tr>
<td>Media Arts Fundamentals (Ontario College Certificate) - Kingston</td>
<td></td>
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<tr>
<td>Under development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Arts &amp; Science – English for Academic Purposes (Ontario College Certificate) - TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under development</td>
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</tbody>
</table>

**Do You Have a Program Idea?**

We collect program ideas from various sources including St. Lawrence College employees, community members, and employers. If you have a program idea that you would like to share, please connect with our Program Developer.
Exploring educational technologies can be exciting, but it can also be challenging for new faculty. This service is designed to support faculty’s adoption of eLearning strategies in contemporary classrooms by providing meaningful training on specific eLearning tools. These tools can be used to promote digital fluency within and outside the classroom.

Switching from the program called Classmate to Blackboard has made entering marks much easier and gives students up to date grades as they complete tests and assignments. The course copy feature is a great time saver when teaching the same course from previous semesters.

Mark Daigle, Professor
Welding, Cornwall

Chapter 3: eLearning

eLearning Tools

Blackboard
Share content, accept assignments, and provide electronic grades using the college’s Learning Management System (LMS).

Panopto
Create videos and share them with students, or better yet, ask students to create their own.

Office 365
Explore various teaching applications that help increase efficiency and promote collaboration.

lynda.com
Access thousands of high quality training videos and create playlists for your lesson plans.
What’s New?

Using Office 365 Tools for Teaching & Learning

With the support of Information Technology Services (ITS), our team will now be supporting faculty in using specific Office365 applications for teaching purposes. There are various applications that can be used to enhance the student experience so it’s important to experiment with one application as a starting point.

For Example, you could use:

- **SWAY** to create web content from PowerPoint slides
- **FORMS** to design simple surveys to collect data
- **OneNote** to promote collaborative digital learning strategies for students
- **OneDrive** to adopt a mobile office by taking your documents with you everywhere you go

I use Panopto to record and deliver online lectures as part of hybrid courses that I teach in the BScN program. I also use Panopto to record short videos of important concepts in my traditional delivery courses. The most consistent thing that I hear from students is that they value the ability to revisit important points or tough concepts. I hear this feedback in a traditional classroom setting too (e.g., asking for review sessions, etc.); however, Panopto makes it very easy and convenient for students to go back and review content that they struggled with the first time around. A traditional classroom with a professor lecturing at the front is almost incomprehensible for our youngest students (i.e., digital natives).

To me, Panopto represents one tool in my tool box to cater to the expectations of and experiences valued by the modern student. When I first started with Panopto I would re-record and re-record segments of videos that weren’t perfect narration (tangents, stutters, uhhhs, and umms, etc.). It took a long time to get comfortable with broadcasting myself, but I feel that my lectures actually got better and more relatable when I stopped caring so much about the perfect narration.

Dr. Jamie Morris-Pollock, Professor
BScN, Brockville
Lynda.com

This eLearning resource provides high quality instructional videos on various topics. The service is available to all St. Lawrence College employees and students. Moreover, faculty have the ability to select specific instructional videos as a sequence to create a playlist as part of their lesson.

In October 2017, the government of Ontario tasked eCampusOntario to negotiate a province-wide Lynda.com license so that all students in higher education could gain access to this resource.

I have been using Lynda.com modules to support course delivery and learning outcomes in a few courses over the past three years. I incorporate the modules into my learning plan/schedules and assign content from them. This has worked especially well when used in my Hybrid course. The modules are broken up into clearly indexed sections that have the perfect amount of content for a weekly on-line assignment and when the students come to class for the face-to-face sessions they are already up to speed on the content. They modules usually contain downloadable exercise files to further enhance the learning experience. The students like the fact that they can view the modules on any device (desktop or mobile) and the course sections that they view are tracked so that they can take up where they left off. The content on Lynda is very well organized and built with both educators and students in mind. The number of subjects and content covered is vast and always growing so that it stays relatively up-to-date. It’s also the ideal solution to deal with students who refuse to buy textbooks. View the Lynda courses first, then figure out how you can integrate them into your learning plan. Make sure to create assignments that utilize content delivered in the modules so that the students can apply what they have learned in a measurable way. Also be sure to integrate this content into your assessment in some way. Lynda.com has expanded over the years and offers course modules in myriad subjects, from “How to Write a Resume” to “Construction Management”. It has something to offer for every program in the college. I will continue to leverage it and look for new ways to bring its content into more of my courses.

Jonathan Sugarman, Professor
Graphic Design, Kingston
During this past year, the way we used Blackboard was a real game changer in Intervention Strategies (SSWO3). More specifically, students were able to complete and submit their video intervention through Panopto. This method and technology offered more options for video tapping and assured students a stronger level of confidentiality in handling and submitting their work. As well, students were able to submit their paperwork directly through Blackboard, enhancing my abilities to review, assess and provide them with direct and prompt feedback.

Benoit Veilleux, Professor
Social Service Worker, Cornwall
Contemporary learners are exposed to a variety of learning materials in their classrooms. The increased access to digital resources has enabled learners to expect more from their resources as they strive to find quality learning experiences that are both entertaining and meaningful.

In response to the growing needs of contemporary learners, our team has created a new Multimedia service that aims to help faculty and staff create innovative resources for their classroom. This service is inherently attached to the Contemporary Educator Toolbox Strategic Initiative that was created one year ago with the intent of equipping faculty with more resources to enhance instruction.

The current multimedia service is designed to help faculty and staff create five categories of learning resources. These resources were selected by exploring trends in higher education and discussing the needs of contemporary learners with faculty. Our goal is to create these as Open Educational Resources (OERs) so that faculty may share and distribute these amongst their various courses.

- **Interactive Learning Activities**
  Convert static content into interactive digital learning activities that are designed to increase student engagement.

- **Animations**
  Explain complex concepts, case studies, or real world scenarios using high quality animations.

- **Web Based Digital Content**
  Design mobile-friendly digital content that promotes accessibility and flexibility.

- **Simulations (360 Videos, VR & AR)**
  Create experiential learning opportunities by using immersive 360 videos to engage in workplace simulations and real world learning (e.g., role play, case study, etc.).

- **Games and App Development (Coming Soon)**
  Promote digital citizenship by gamifying the learning experience. Create personalize experiences with web applications.
What’s New?

Career Ready Fund (Stream 1) – Experiential Learning

The SCTL received external funds in the fall as part of a larger proposal on creating more experiential learning opportunities in the college. As part of this proposal, we identified specific programs that would utilize EdTech solutions to create experiential learning opportunities for students. These resources will be shared openly once the program is complete by March 31, 2019.

Multimedia Specialist (New Position)

Earlier this year, the School of Contemporary Teaching & Learning (SCTL) welcomed new team member Rebecca Murphy as its first Multimedia Specialist. Rebecca will be working with the Manager of Multimedia Design (Andrea Seepersad) on the new multimedia service and other initiatives to better enhance our services in creating digital content for contemporary learners and educators.

APA MODULE

Provide a short description of your project, tool, or strategy?
Since many programs across the college require students to submit papers in APA style, we created a learning tool to help them understand what this is. The tool covers all areas of the layout including common errors that students tend to make. It meets AODA standards and promotes universal design for learning (UDL) by incorporating animations, voice, and text elements.

What did students say about the project, tool, or strategy?
The tool hasn’t been rolled out yet, but both faculty and students have said that they are looking forward to it.

What did you learn from the experience?
Working with the SCTL team has been a great experience with fantastic collaboration. They were able to start with my ideas and transform them into something beyond what I imagined.

What advice would you give another faculty if they were interested in using this project, tool, or strategy?
Creating a tool like this is an investment in time and resources, so make sure that it’s something that can be used widely and won’t become outdated quickly.

Sara Beck, Professor
Communications, Kingston
Multimedia Projects for 2017-18

- **Return to Campus**
  Faculty Graphics
  Student Graphics

- **BPSYC – Thesis Tutorial Modules (4)**
  Sara Beck

- **Learning Connection Conference**
  Website
  Workshop Graphics
  Rebranding & Graphics

- **eCampusOntario Showcase**
  Promotional Video
  Course Brochures

- **Course Components & Layouts for new Hybrid/Online Courses Developed (2017–18)**

- **APA Template**
  Sara Beck

- **Blackboard Tutorial Website**
  (www.learnatslc.ca)

- **360 Video Setup and Process Documents**

- **Placement Website**
  (www.placementatslc.ca)
  Jarrie Wood & Rose Bell

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**BPSYC THESIS TUTORIAL MODULES**

*Provide a short description of your project, tool, or strategy*

The project is a computer-animated video series designed to help fourth-year Honours Bachelor of Psychology students write their applied thesis. Students need to start writing the thesis when they are away on placement, and the department decided they’d benefit from some online lectures to teach them how to start writing the Introduction, Literature Review, and Methodology sections. Rather than simply having a talking head deliver the information, I worked with both the BPSYC department and the CCTL to create an animated series that incorporates lectures, visuals, examples, and animations that students can access on their own time and return to as needed.

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*Sara Beck, Professor*

Communications, Kingston
Current Projects

- Eastern Region College Committee on Human Resources Development (ERCCHRD)
  Website (easternregionpd.ca)

- Online Student Support Web Application

- AODA Employee Training Module

- SCTL Website

- SCTL Team Pamphlet

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**BLACKBOARD TUTORIAL**

**Provide a short description of your project, tool, or strategy**

The college created a training module for Blackboard a few years ago but it was quickly becoming obsolete with the introduction of new functionalities in Blackboard. Faculty wanted a resource to give students so that they could learn more about the Blackboard tools and we (SCTL) wanted to help students understand how a learning management system can help them stay organized.

**What did students say about the project, tool, or strategy?**

As part of the project, the SCTL hired SPARK (a student led marketing agency) to create the introductory video about Blackboard. It was during the initial brainstorming that the SCTL team members were able to learn from students how they were using the learning management system. They saw it as a tool to stay organized but also felt intimidated by the various layouts they experienced in their courses. We used the feedback from students to guide some of the redesign of the new resource. In August, we shared the new website with faculty in school meetings and everyone was pleased with the new innovative format. The team will continue to update this resource moving forward but it was great to see faculty and students work together to improve an existing resource.

**SCTL & SPARK**
sparkslc.ca, tri-campus
PLACEMENT @ SLC

During the winter of 2016, Robin Hicks had requested that I develop some form of training for Placement Agencies to educate them on their roles and responsibilities when accepting and supporting student placements. The challenge was to keep the information generic enough to cover all Program requirements and how to deliver the messaging to our new and existing community partners.

Through discussions with Rose Bell (retired Associate Dean, School of Health Sciences), funding was obtained to develop an online tool that could be shared with our placement partners in future. Andrea Seepersad (Manager of Multimedia Design) and I collaborated to determine the essential information to host within the site and gained additional support from Mike Kusters (Marketing and Communications Technician, SPARK) to incorporate a video testimonial. Andrea built a shell to host the information that was both visually appealing and simple to maneuver into all sections.

Andrea enlisted some vocal support (Jamie Edwards, former eLearning Specialist) and I engaged Marie-Jo Cleghorn (Clinical Education Coordinator, Providence Care)—a community partner—and Victoria Smith (2nd Year Bachelor of Nursing, SLC)—a student—to be involved in the video production. Once complete, Andrea coordinated and produced the information and developed the overall platform that flowed seamlessly. Her placement of the video as the initial focal point when entering into the site was perfect.

I was not aware of the amount of work that would go into building something like this. The end result is still new for our Placement Program and the link (www.placementatslc.ca) has been shared with many of our new locations requesting information. The intention is to build on this site, to support students and provide a seamless and inspiring forum of information to educate them on their roles and responsibilities when beginning placement.

Thank you to all that were involved in making this a success.

Jarrie Burns, Manager
Student Placement Program, Tri-Campus

How Can I get Involved?

The SCTL will be working on various external funded projects that will utilize the multimedia service over the next academic year. Our plan is to continue demonstrating the impact of this new service by seeking continuous feedback from faculty who helped spearhead the various projects and students who are using the resources. Although we will need to prioritize the funded projects, we will begin reviewing new project ideas in winter 2019. This process will require faculty or staff to complete a short proposal outlining the key elements of the project so that we can review the request as a team and provide realistic timelines for production.

For more information on the Multimedia Service including a list of available resources please contact the Manager of Multimedia Design.
Are you interested in seeing some multimedia samples?

Visit Website
http://teachatslc.ca/annual-report
Contemporary education can be experienced in various formats including face-to-face, hybrid, and online. This service is designed for educators who want to explore the realm of possibilities in hybrid and online learning by designing their own course using specific resources.

Faculty should discuss their interest with their Associate/Campus Dean if they are interested in developing a hybrid or online course. Our team can provide more details on how to select an appropriate course, what elements are required in a hybrid/online format, and can help develop some learning objects to digitize your content.

What’s New?

Course Design — P3D

The SCTL created a single approach to course design last year which our previous colleague, Wendy Mitchell, labelled as P3D. The P3D process is designed using evidence-based practice and leverages the basic principles of instructional design to ensure we create quality courses for students. This process simplifies course design by reiterating the importance of completing four distinct phases labelled as Plan, Design, Develop, and Deploy.

Our team has been using this approach this past year within various hybrid/online course design projects with great success. Faculty seem to enjoy the process but we are always looking to improve the experience and look forward to more feedback.

eCampusOntario Funded Projects: Collaborative Programs

During the Fall 2016 semester, the SCTL submitted proposals on behalf of the college to eCampusOntario in hopes of receiving funds to create innovative new online programs that would be shared across the province. The proposals were approved later that semester and the college received funding over two years to create 14 new online courses relating to programs in Instructional Design, eLearning Developer, Addictions & Mental Health, and Small Business Trades Management.
Hybrid/Online Course Development Projects 2017–18

The SCTL team works with a variety of individuals within course development projects such as SLC faculty, subject matter experts, business representatives, and even other colleges/universities. The following list showcases some of the work that was completed this year.

- **ANIM 112 Exotics & Wildlife Care** (Hybrid)
  Leah Birmingham, Professor

- **Term 1101 Medical Terminology for HIM Professionals**
  Megan Bailey, Professor

- **Indigenous Culture** (New Online Course)

- **Science of Everyday Life** (New Online Course)

- **CARP 118 Employment Skills II, Carpentry** (Hybrid)
  Jamie Seaby, Professor

- **EARN 36 Guiding Children’s Behavior** (Hybrid)
  Richard Stronach, Professor

- **CDAP 350 Audiology II: Amplification Systems & Aural Rehabilitation** (Online)
  Bonnie Cooke, Professor

- **CSSL 98 Project Management for Course Development** (Online)
  SCTL & Queen’s University Collaboration

- **CSSL 97 Operating a Trades Business** (Online)
  Rowena Jordan, Lead Subject Matter Expert

- **CSSL 95 Managing an eLearning Project**
  SCTL & Queen’s University Collaboration

- **CSSL 99 Special Topics in Course Design**
  SCTL & Queen’s University Collaboration
Carp 118 Employment Skills II (Hybrid Course)

Provide a short description of your project, tool, or strategy?

The project was to change our Employment Skills course, for the Carpentry Techniques program, into a Hybrid course. Andrea and Jamie worked with me, to incorporate new and existing material into the new course. With the Hybrid design, we were able to offer more practical certifications that are valued by employers in the construction industry. For example, Hilti–Powder-Actuated Tools, Working at Heights Training, WHMIS.

What did students say about the project, tool, or strategy?

The students were very receptive to the Hybrid layout of the course. Employment Skills is a course for us that was initiated by the Program Advisory Committee. In the past, we had mixed reviews from the students. They were less interested in this course than others. With this new format, students were able to spend more time acquiring more skills and spent less time in a theory class (something that our “hands-on” students are not too keen on sometimes).

What did you learn from the experience?

This experience allowed me to look at our courses from the student’s perspective; What would they find interesting? What type of training and certifications would be useful to them, as they prepare for the working world? It also made some of the course material easier and more efficient to administer. By having the students complete small online assignments or readings prior/after class, we are able to clarify and expand on the material during our in-class sessions. In some cases, covering more material than before.

Jamie Seaby, Professor
Carpentry Techniques, Kingston

Faculty PD Opportunity: Create a Hybrid or Online Course

Faculty who are interested in creating a hybrid or online course should begin by having a discussion with their Associate/Campus Dean. This discussion should focus on selecting the right course and having an open discussion about your interest in learning about course development.

For more information on the hybrid/online course design process and the list of available resources, please contact the Manager of Multimedia Design.
Are you interested in seeing some hybrid/online samples?

Visit Website
http://teachatslc.ca/annual-report
Chapter 6: Faculty PD

Faculty Professional Development

The world of teaching and learning is constantly changing so it is important that we design meaningful professional development opportunities that tackle contemporary issues. This service involves designing and implementing various faculty PD programs and providing one-on-one consultations through the deployment of Faculty Coaches on each campus. The service also includes designing provincial programs for faculty in hopes of promoting more collaboration within the college sector.

What’s New?

Faculty PD Program Updates

The Faculty Coach team will be working with the Associate Dean of SCTL to update the program learning outcomes so that we can incorporate new teaching trends into the program. These revisions will take place during the summer months in order to implement the program for the upcoming year.

Focus on Learning (FoL)

The FoL provincial planning committee met in April to discuss the future of the program. In its current form, the FoL program serves as an external onboarding program offered to all new faculty that are hired within eastern region colleges. Although this format has been helpful in promoting professional growth, every college has now created their own onboarding programs that mirror some of the program learning outcomes of FoL.

The FoL provincial planning team has therefore decided to reinvigorate the program by changing its mandate to tackle contemporary issues in teaching and learning. This new format will be open to all faculty to attend as a general professional development opportunity. More details will be shared in the upcoming year on this exciting evolution in programming.

Faculty Coach (Kingston, Faculty of Science)

The increase in faculty inquiries on the Kingston
campus has required us to re-examine our support model for Faculty Coaches. As a result, we created a second Faculty Coach position in Kingston that will specialize in science-related academic support. We are pleased to announce that Gina Kerr was the successful applicant for the position and will be taking on this new role in the upcoming academic year. She will also be working on tri-campus initiatives such as redesigning the NFFDP and other PD initiatives.

New Full-Time Faculty Development Program

The New Full-time Faculty Development Program is a faculty onboarding program that was developed to enhance teaching competencies, create a professional sense of community, and build a teaching and learning network among new faculty members. The program models a culture of innovation in the classroom congruent with the St. Lawrence College vision of delivering innovative learning opportunities.

My advice [to new faculty] would be that if they are new to teaching or to the campus, relax, breathe, there is lots of training you will go through over the first two years, and the pieces will come together. If they are experienced, I would suggest they work with a mentor. Someone who can offer guidance on specific challenges, and advice on ways their current practice can be enhanced and simplified.

Jillian Manning, Professor
Child and Youth Care, Kingston

Modules are delivered to a tri-campus audience using a variety of modalities (such as face-to-face, online, hybrid, experiential) and technologies (such as Skype, vDesk, and Blackboard Learning Management System).

The program is facilitated by the Kingston and Tri-Campus Faculty Coach and the associate modules are supported by different members of the St. Lawrence College community.

Christina Decarie, Professor

Faculty PD Opportunity: Become a Faculty Coach

The Faculty Coach plays an integral role in various teaching and learning initiatives by providing support to faculty members within specific schools and campuses (Brockville, Cornwall, Kingston — Arts, and Kingston— Science). Contact the Associate Dean of SCTL to learn more about this opportunity.
Graduating Cohort 2018

Adam McGregor  
Bonnie Dawson  
Carolyn Reed  
Derek Smalls  
Frank Secretain  
Jillian Manning  
Julie Cruickshank  
Karen Weisbaum  
Kim Hawley  
Majid Moghadam  
Melinda Vanzanten  
Paul Modderman  
Suzee Rocque  
Theresa Conroy

I liked the variety of topics that were discussed every week. It was nice that you allowed us to list topics that we were interested in knowing more about and then booked College representatives to address each of the topics. This was extremely useful. Advice that I would give to a new faculty member would be to definitely be forced to sit in on another veteran faculty member’s classroom a few times. This is where I learned the most. I would also tell a new full-time faculty member to just do the best they can in the first year, using whatever resources they have and leave the expansion, reinventing and creating to the next year.

Melinda Vanzanten, Professor  
Office Administration, Kingston

Internal Faculty PD Opportunities

The Faculty Coaches have created a series of onsite and online PD opportunities for all faculty.

These include:
- Semester start-up & workshops (Tri-Campus)
- One-on-one consultations (Tri-Campus)
- Brown bag lunch (Cornwall)
- Weekly teaching tips (Cornwall)
- Brown bag lunch (Brockville)
- Lunch & learn (Kingston)
- Part-time evening webinars (Tri-Campus)
- Classroom visits

Based on faculty feedback, we are exploring:
- Mentorship
- Cross-curricular practices
- Targeted training to part-time or partial load faculty
- Exemplar learning plans
- Experiential learning
- EdTech solutions

I think this program is a critical component to the success of our organization. The information shared is valuable to all faculty. That being said I feel this should be a program available to all faculty, not just new full time. Much of the information I received during our sessions would have been much more valuable when I first began with the college 5 years earlier. During those initial years I had to seek out this information on my own and learn through my mistakes and often on the fly. Especially as a coordinator, I would love to see something like this available in the future to all members of the SLC faculty team. There were a few take away I gained from this program but most of it was just a review of what I had previously learned through my own endeavours at the college asking many questions!

Dr. Trisha Morrow, Professor  
Pre-Health Sciences, Brockville
Sponsored Faculty PD
Events: Eastern Region

The Eastern Region College Committee on Human Resources Development (ERCCHRD) endeavors to provide relevant professional development and training opportunities to college faculty, support, and administrative staff in Eastern Ontario. The collaborative efforts of members from Algonquin, Durham, Fleming, La Cité, Loyalist and St. Lawrence Colleges ensure the professional development needs at each participating college are met by sharing resources and information, providing an opportunity to recognize and showcase expertise, reducing the duplication of effort as well as allowing colleges to share costs.

ERCCHRD Representation:

- André Léger,  
  Associate Dean SCTL & Chair of ERCCHRD
- Brian Benn,  
  Associate Director Organizational Development
- Ashley McKeil,  
  Manager of Employee Development

The SCTL accepts nominations for annual ERCCHRD conferences so faculty are encouraged to discuss these opportunities with their Associate/Campus Dean. You can also visit the link below for more information on each program.

Aligning & Building Curriculum

From program standards to assessments to quality assurance, this four day program covers all aspects of curriculum development in the Ontario college system.

Facilitators: Tammy Kerr, Professor & Curriculum Mapper

- Gina Kerr,  
  Professor & Faculty Coach
- Clarke Mathany,  
  Manager of Curriculum Development
- Derek Smalls,  
  Professor & Curriculum Mapper
- Jamie Edwards,  
  Curriculum Support Specialist
- Jacqueline Schoemaker Holmes,  
  Program Developer

Celebrate Great Teaching

This seminar is not so much an assembly of great teachers as it is a group of dedicated faculty in search of great teaching. The program fosters sharing and promotes creative thinking and problem solving.

Facilitators: Janis Michael, Professor (Kingston)

- Christina Decarie,  
  Professor & Tri-Campus Faculty Coach (Kingston)
- Dr. Trisha Morrow,  
  Professor (Brockville)
- Denise Nielsen,  
  Professor (Cornwall)
- Tabatha Rutledge,  
  Professor (Kingston)

Visit Website
http://easternregionpd.ca/
Focus On Learning

Comprehensive on-boarding program provides opportunity for new full-time faculty to explore ways of developing their teaching practice within a collaborative and creative environment. Faculty hired prior to fall 2017 attended FoL as part of their onboarding process. This includes included the following faculty.

Facilitators: Janis Michael, Professor (Kingston) & Katrina MacDonald, Professor (Kingston)

- Aidan Wornes
- Derek Davies
- James Dupuis
- Janice Watson
- Jason Beaubia
- Jay Krawchuk
- Julie White
- Kali Conboy
- Marc Halverson
- Matthew Scanlan
- Michael Guy
- Pamela Shea
- Patrick Egbon
- Ryan Goff
- Trisha Morrow

LEAP

LEAP is a Leadership development program for academic program coordinators. Participants will experience collaborative learning, open-ended learning environments, and have an opportunity to share experiences and resources regarding the co-coordinator role.

Facilitator: Barry Botham, Professor (Kingston)

Select Teaching and Learning Conferences

Advanced Learning

Since the 1990s, the Advancing Learning Conference has provided an environment where educators share their instructional technology experiences with each other.

- Typically occurs in mid-May and location changes every year with different host college.

Visit Website
http://advancinglearning.ca

Twitter
@advlearn

Society of Teaching & Learning in Higher Education (STLHE)

The Annual Conference of the Society for Teaching and Learning in Higher Education (STLHE) is scheduled to take place on June 19th to the 22nd of June 2018 with the theme “Pedagogical Innovation: Adapting Practice to Evolving Cultures”.

- Typically occurs in June and location changes every year with different host institution.

Visit Website
https://www.stlhe2018sapes.ca/en/

Twitter
@STLHE_2018
Teaching Professor Conference

This two-and-a-half-day event presents the newest thinking on improving teaching and learning. Participants meet and network with like-minded colleagues and learn from innovators whose presentations showcase the proven methods and approaches that they’ve used with their students.

○ June and hosted in cities across the United States

Online Learning 2018: Global Summit & EdTech Expo

ONLINE LEARNING 2018: Global Summit & EdTech Expo, Teaching & Learning in the Digital Age is an opportunity to exchange ideas, insights, experiences and resources with faculty and instructors, practitioners, experts, instructional technology and media professionals, training providers, researchers, consultants, start-ups, policy makers, academic decision-makers and educational technology industry leaders from around the world.

○ Typically occurs in October and in Toronto.

Mobile Summit

This summit is a learning and sharing platform for educators, administrators and support staff to learn about the value of mobile learning, how to integrate it into the classroom and achieve maximum results with student engagement.

○ May or June.

I already knew this, yet my belief surrounding the importance of asking questions and interacting with other new faculty and faculty that had been there for a while is beneficial. I also learned that there is a lot of diversity and creativity in the teaching styles of others. I learned how this could really add to how I do things. Although I had been partial load for over five years, I generally always pulled a few things from the other people that would come in and talk about what they do. If I was already aware of it, it was definitely a great refresher. I would always encourage new faculty to interact with other faculty and ask questions. I would also encourage them to not work in isolation as there are just so many creative and innovative ideas out there and they are important to learn about and even try in your own approach to teaching.

Derek Davies, Professor
Community & Justice Services, Kingston
Inclusivity

The SCTL will be collaborating with various departments in order to create more supports for faculty/staff on matters relating to intercultural and inclusivity training. These contributions will be multi-faceted and will require input from multiple stakeholders. As part of this process, the SCTL has combined some of its existing resources under a new service of “inclusivity”.

This service is designed to address the needs of contemporary learners by understanding the complex dynamics of diverse classrooms. We plan to explore topics relating to internationalization, indigenization, inclusion (LGBTQ+), accessibility, and ultimately model teaching solutions that promote the principles of Universal Design for Learning (UDL).

What’s New?

Inclusivity & Intercultural Specialist (New Position)

In response to the changing dynamics of contemporary classrooms, the SCTL has created a new position that will help spearhead various initiatives within our inclusivity service. The new incumbent will work directly with the Associate Dean of SCTL on building the new service and will work closely with faculty on all three campuses.

Create Accessible Videos with Closed Captioning

The college made great strides in promoting accessibility through the acquisition of the video media platform Panopto (see eLearning service for more details). This new video platform enables users to create, edit, and record videos for distribution. More importantly, all user generated videos have the capacity to be closed captioned by a third party vendor. This service is available upon request and must be submitted to Information and Technology Services (ITS) for processing.

To learn more about the closed captioning request process for videos on Panopto, contact an eLearning Specialist.
Learning Connections Conference 2018 Theme

The LCC Planning committee made an overt decision to make “inclusivity” part of this year’s theme. During the two day event, attendees were able to participate in an “Inclusivity Fair” celebrating different cultures and attend various workshops that focused inherently on inclusivity. The latter was made possible thanks to various SLC employees who volunteered their time to share their knowledge with colleges. These sessions included:

CICE, Let Us Melt it Down for You!
Camilla Goobie, CICE Program Liaison

Internationalization Outlook
Richard Webster, Internationalization Lead

Creative Accessible Web Content & Surveys with Office 365
André Léger, Associate Dean of SCTL / Jeff MacDonald, Director, Information Technology Client Services

Balancing on the Accommodation Tightrope
Shauna Dick, Accessibility Advisor / Stacy Gall, Counselor / Shawn McGregor, Accessibility Advisor

“The Changing Landscape”: Interactions in a Diverse Environment
Jo-Anne Spence, Guest Speaker

Intercultural Learning and Competency: Faculty and Staff Perspectives
SLC Employee Panel Discussion

Cultural Awareness & Understanding: Student Perspectives
SLC Student Panel Discussion

Cultural Competency: How does SLC Measure Up?
Mary Ann Lyons, Aboriginal Student Advisor / Nicola Thomas, Professor

A Tale of Two Journeys: Through Lived Experience and One in Search of Authentic Inclusion
Stephanie Howard, Guest Speaker

Next Steps

This investment in inclusivity will continue throughout the year as we explore new opportunities to learn from one another. To learn more about the new inclusivity service’s evolution, please contact the Associate Dean of SCTL.
The School of Contemporary Teaching & Learning (SCTL) partners with the Human Resources & Organizational Development (HROD) department every year in order to plan and deliver the annual Learning Connections Conference (LCC). The LCC is the premier annual learning and employee engagement event for all St. Lawrence College staff. The event is structured as a two-day conference that is traditionally held in May every year. The LCC aims to:

- Provide a leading keynote presenter to inspire and provoke innovation and creativity.
- Provide meaningful, industry leading, and inspiring learning opportunities and workshops that respond to the needs of our faculty, support staff, and administrators.
- Create opportunities for staff from all three campuses and satellite offices to network, connect and celebrate our accomplishments as an industry leading learning organization.
- Build a culture of engagement, recognition, celebration and pride.

Planning Committee

The planning committee identifies and responds to professional development needs of Support Staff, Faculty, and Administrators by actively engaging them in the planning process. As a result, many sessions are facilitated by internal employees who are willing to share their knowledge and experience with colleagues.

The planning committee is composed of members from SCTL and HROD as well as one representative for each campus.

- Human Resources & Organizational Development (HROD)
- School of Contemporary Teaching & Learning
- Cornwall & Brockville
CHAPTER 8
Learning Connections Conference

André Léger
Associate Dean, STCL (Co-Chair)

Julie Johnston
Administrative and Academic Support Officer

Christina Decarie
Faculty Coach (Tri-campus)

Hannah Muysson
Special Events Planner

Valerie East
Project Specialist

Brian Benn
Associate Director, Organizational Development (Co-Chair)

Ashleigh McKeil
Manager of Employee Development, HR&OD

Melissa Kutz
Executive Assistant, Sr. Vice-President, Student Services and Human Resources

Donna Elliott
Clerk, SCTL (Brockville)

Shirley Chaisson
Aboriginal Advisor, Student Services (Cornwall)
Special Thanks to...

- Rebecca Murphy (Multimedia Specialist) and Andrea Seepersad (Manager of Multimedia Design) for their design expertise in creating all digital materials and resources for the conference.
- Leo Ashton and the rest of the Information & Technology Services (ITS).
- Richard Hogan and the Conference Services team.
- Chef Gary Appleton, Linda Noble, and the Brown’s Cafeteria team.

Theme

Inclusive. Creative. SLC.

The Learning Connections Conference celebrated its tenth anniversary May 29th and 30th, 2018!

Engage. Learn. Celebrate. This year’s conference embraces our diversity through inclusivity and the creativity we inspire in each other. Staff, faculty, and administration—full-time and part-time—will come together on Kingston campus for two days of workshops, keynote speakers—artists and visionaries—panel discussions, service recognition and awards, great food and great connections.

Keynote Speakers

Neil Pasricha
Author and Speaker

Neil Pasricha is one of the most popular TED speakers with his first TED Talk “The 3 A’s of Awesome” (2010) ranked as one of the ten most inspiring of all time. As a leadership keynote speaker Neil has spoken to hundreds of thousands of people around the world including Fortune 100 companies, Ivy League schools, and Royal Families in the Middle East.

Noah Scalin
Author and Speaker

Noah Scalin is the first artist-in-residence at the Virginia Commonwealth University School of Business. He is creator of the Webby Award winning project Skull-A-Day and the collaborative science fiction universe & performance art project League of Space Pirates.
Registration

The total number of attendees was 432, plus 20 walk ins. Last year was 426.

Recognition Event

College Achievement Awards

The College has six awards to honour its outstanding achievers who have made a positive impact within the College and/or College community and are deserving of extra recognition. The criteria for each award is outlined in the Employee Recognition policy and recipients are determined by a Selection Committee. To learn more about the employee awards, please contact the Manager of Employee Development, HROD.

- **Academic Excellence Award**
  - Kathleen Wright

- **Service Excellence Award**
  - Franca Ciulla

- **Service Excellence Award (Student Employees)**
  - Michaela Van Ness

- **Award of Merit**
  - Jason Wood

- **Leadership Excellence Award**
  - Jody Souka-Marleau
The criteria for each award is outlined in the Employee Recognition policy and recipients are determined by a Selection Committee. To learn more about the employee awards, please contact the Manager of Employee Development, HROD.

Nomination & Winners

The following employees were nominated for an award:

Pam Armstrong  David MacKinnon
Theresa Armstrong  Paul Modderman
Nancy Ashton  Allan Monk
Kimberley Bain  Anne Nahorny
Patti Carter  Stephanie Oliver
Franca Ciulla  Tina Peters
Shannon Claggett  Patricia Robson
Brad Craig-Pettem  Glenna Schaillee
Melanie Cronon  Ada Sloan
Belinda Doyle  Carole Smith
Jamie Edwards  Jody Souka Marleau
Erin Farrell  Laura Stevenson
Rosemarie Gavin  Amber Trent
Janet Greer  Shanika Turner
Fernando Hernandez  Michaela Van Ness
Amanda Hulton  Jason Wood
Matt Kennelly  Kathleen Wright
Elaine Lavender  Culinary Management
Debbie Lloyd  Project Team

Top 5 Workshops

1. OneNote/OneDrive Introduction
   Mitch McEvoy
2. Living Well with Stress
   Morneau Shepell
3. Microsoft Excel: Practical tips increase efficiencies in the workplace
   Chris Yeoman
4. Natural Products and Essential Oils
   Charlene Mastin & Steph Mastin
5. Intercultural Learning and Competence: Faculty & Staff Perspectives
   Christina Decarie, Brian Benn, Jana Johnson, Adam McGregor, Jim Elyot, Jason Boutilier, Wendy Whitehead

Years of Service

The LCC provides a great opportunity to also celebrate the years of service from our SLC community. Visit the conference website to see full listing.

Inclusivity Fair

On day 2, the SLC community celebrated inclusiveness by exploring different cultures at the inclusivity fair. This was a great opportunity to learn from each other and spend time learning from colleagues.
Open Educational Resources

The increasing price of college textbooks has inspired many educators to explore the use of Open Educational Resources (OER) in their classrooms. An OER is typically defined as a resource that was built using openly licensed materials that can be freely shared and adapted by users. Most recently, eCampusOntario has created various initiatives in hopes of promoting the adoption of OERs in higher education across Ontario. These initiatives have resulted in the creation of numerous digital textbooks that are free for faculty and students.

When reviewing an OER, it’s important to remember the three A’s:

Alignment
Selecting course material is a natural part of curriculum development but it’s important to remember the basic principles of “backwards design”. This model reinforces the importance of examining outcomes before selecting assessments and instructional materials.

Attribution
Many OERs will provide specific guidelines on how the material can be used or adapted. This is most commonly done by providing a Creative Commons rating which sometimes asks that users provide proper attribution to the original author. Open education is about collaboration so it’s important to recognize the contributions of others in creating these innovative materials.

Accessibility
Although many OERs are available online, it’s important to remember that some of these were created before the adoption of Accessibility Standards for digital content. It is therefore important that you research the accessibility formatting of OERs to ensure that all learners have the ability to participate in the learning experience.
OER Databases

Start your OER journey by reviewing the following databases:

- **OpenStax**
  [https://openstax.org/](https://openstax.org/)

- **OER Commons**
  [https://www.oercommons.org/](https://www.oercommons.org/)

- **Merlot**
  [https://www.merlot.org/merlot/index.htm](https://www.merlot.org/merlot/index.htm)

- **MIT Open Courseware**
  [https://ocw.mit.edu/index.htm](https://ocw.mit.edu/index.htm)

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Faculty PD Opportunity: Become an Open Textbook Reviewer

Faculty who are interested in learning more about OERs should also consider becoming an Open Textbook Reviewer for eCampusOntario. This professional development opportunity will help faculty review existing resources and learn how they can integrate similar resources in their own coursework.

**Search Criteria**

1. Instruct in the subject area of the open text.
2. Currently teach at a post-secondary institution in Ontario.
3. Possess a willingness to adopt a high quality open textbook.

To learn more about this opportunity, visit [eCampus Textbook Review](https://openlibrary.ecampusontario.ca/review-an-open-textbook/)
Experiential Learning

The Building the Workforce of Tomorrow report concluded that Ontario “commit to ensure that every student has at least one experiential learning (EL) opportunity by the time they graduate from post-secondary education.” This recommendation is driving student learning across the sector and the SCTL is available to support the development of quality experiential learning opportunities integrated within the curriculum.

How is Experiential Learning Defined?

Experiential learning opportunities are intentional experiences where students apply their classroom learning in a workplace or simulated workplace setting. This definition expands on traditional Work-Integrated Learning (co-op, placements, practicum, apprenticeship, etc.) to include bootcamps, incubators, capstone projects, interactive simulations, industry sponsored research projects, and more.

Experiential Learning Criteria

As you consider implementing or revising experiential learning opportunities, our team can work with you to integrate the opportunity into the curriculum and ensure it aligns with EL criteria outlined by the Ministry of Advanced Education and Skills Development (MAESD):

- The student is in a workplace or simulated workplace
- The student is exposed to authentic demands that improve their employability, interpersonal skills, and transition to the workforce
- The experience is structured with purposeful and meaningful activities
- The student applies college program knowledge and/or essential employability skills
- The experience includes self-assessment and evaluation of the student’s performance and learning outcomes by the employer and/or college
- The experience counts toward course credit or credential completion
EdTech Simulations

There is a growing interest in virtual simulations in higher education. Unfortunately, there are some common misconceptions about how we define simulation. It’s important to consider simulation in relation to sale as some technologies offer more interaction than others.
360 Video

- Also known as “immersive” or “spherical” videos
- Video is recorded in all direction at the same time, giving you a complete 360-degree view
- Usually recorded using an omnidirectional camera
- While watching these videos, you're able to control the viewing direction and watch the video from whatever perspective you'd like

360 Example 1
https://youtu.be/VAUbacNs4MQ

360 Example 2
https://www.youtube.com/watch?v=WsMjBMxpUTc

Augmented Reality

- A real-world environment that is augmented by technology using interactive elements
- Users will “see” the real world using a device but will be able to interact with a digital object in the same environment
- The success of AR can be seen in various places such as SnapChat filters, marketing materials, or common video games such as PokemonGo.

AR Example 1
https://www.youtube.com/watch?v=TsGaDUWLhAI

AR Example 2
https://www.youtube.com/watch?v=QOHfdqggvFU

Virtual Reality

- Immersive world where users can interact with various elements
- Requires a full VR headset and tools to interact with environment (e.g., gloves or hand-held items)
- Requires significant time investment to create scenario and interactive elements

VR Example 1
https://www.tiltbrush.com/

VR Example 2

Source: https://www.youtube.com/watch?v=XMcYmysipoY
Chapter 10: SCTL Projects

SCTL Projects

The SCTL team has worked on various projects over the last year which include funded and non-funded projects.

Strategic Initiatives

FL12 Literacy, Numeracy, and Digital Literacy

Objective: Increased success rates by solidifying students’ digital fluency and foundational literacy and numeracy skills to better prepare students for success in other courses, their program as a whole, and their future work prospect.

Status Update (in-progress): The SCTL team is responsible for the “Digital Literacy” element of this strategic initiative. Our team is in the process of creating a Digital Competency Profile (similar to Essential Employability Skills) that could be used in curriculum mapping initiatives to identify areas where we can reinforce digital literacy in specific courses. This competency profile will be based on literature reviews as well as discussions with faculty and students. Our goal is to implement this strategy within the upcoming curriculum mapping initiatives for 2018-19.

CY5 Advancing & Teaching Effectiveness

Objective: Revise approaches to faculty development, in order to advance teaching & learning effectiveness.

Status Update: This SI was based on the creation of our Faculty PD service which includes the New FT Faculty Development program, PT Faculty PD outreach initiatives (webinars/workshops), and the Faculty Coach positions. Although we have reached our targets for the original SI, the team will be redesigning the faculty development programs during the summer to implement a new version for 2018-19.

DF10 Hybrid Learning Initiative (HLI)

Objective: Leverage advances in technology to provide flexible delivery options, which enhance learning and provide students with the skills to adapt to a rapidly changing world.

Status Update (complete): The HLI program has gone through many iterations over the last few years which has enabled us to expand our design approach for digital learning strategies. The content that was developed to teach faculty to create hybrid courses has been adapted to serve all instructional modalities and is now being used for onsite/hybrid/online projects. This investment has enabled the college to develop a universal course design strategy entitled P3D which is now being taught to faculty. The current HLI model is being redesigned as a one-on-one training model which will provide more hands-on support for faculty. More information on this new direction will be available in the upcoming academic year.
CY6 LMS & Learning Technologies: Training & Support

Objective: Maximize College investments in Blackboard and other learning technologies by improving the overall ability of faculty and staff to effectively use them.

Status Update (complete): The implementation of the Bb Standards in Winter 2016 was one of the major milestones for this SI as the standards were a direct response to student needs (i.e., seeking consistency in the LMS experience). There has been an overall increase in adoption of the Bb Standards from 51% to almost 85% over the last two years.

CY51 Contemporary Educator Toolbox

Objective: Create customized digital teaching tools and user guides to advance technology based teaching and learning.

Status Update (in-progress): We have created the new “multimedia” service and have completed a few projects to pilot the production process. This new service will enable faculty to create multimedia artifacts with members of the SCTL team. More details are provided in the “Multimedia” section of this report.

F11 Course Outline Management & Mapping System (COMMS)

Objective: Create an automated, centralized repository for course outlines to provide reliable, attainable and error-free information, and to ensure that student pathways (credit transfers, Prior Learning Assessments and Recognition, etc.) are easily attainable.

Status Update (in-progress): The COMMS project is currently being examined by the Information Technology Services (ITS) and the Registrar’s Office to ensure that there is a fluid synchronization between PeopleSoft and COMMS. The SCTL team has inputted all the course outline information into the system and testing will take place over the summer months. More information will be provided to the academic schools early in August.

External Funded Projects

eCampusOntario Online Course Fund (2016-18)

Funding: $525,604

In Fall 2016, the SCTL submitted a proposal to receive funding for two years in order to complete a series of online course development projects. These funds were used to acquire new technology, support staffing requirements, and enabled us to collaborate with various subject matter experts to create a series of new online courses in Instructional Design, eLearning Developer, Small Business Trades, and Addictions & Mental Health.

Career Ready Fund – Stream 1 (2017-19)

Funding: $324,470

In Fall 2017, the SCTL submitted a proposal aimed at increasing the amount of experiential learning opportunities for all students at SLC. This proposal was part of the larger Career Ready Fund initiative that the ministry announced earlier last year. The proposal was approved and the college will now receive funds over the next two years to create more EL opportunities for students. Our team will be collaborating with various members of the SLC community on projects relating to educational technology, project based learning, international field work, and placement coordination.
Reminder

It’s important to remember that the completion of external funded projects could not be possible without the constant support of various individuals and departments throughout the college. Most notably, we would like to thank the Finance Department, Human Resources & Organizational Development, Information Technology Services, Registrar’s Office, various academic schools, and members of the Strategic Corporate Planning team.

If you have any ideas on funding opportunities, please make sure to connect with Associate Dean of SCTL to discuss how our team can support your projects.
Chapter 11: Champions

Champions

Celebrating Contemporary Teaching at SLC

It could be argued that one of the best parts about working in higher education is being inspired by peers. Although SLC is full of teaching and learning stories, our team wanted to highlight three specific success stories that highlight the core values of #Teamwork, #Innovation, #Sustainability, and #StudentsFirst.

Gamification of Assessment

Programs: Communication course in various programs

Provide a short description of your project, tool, or strategy

For this class, students had multiple options to earn points through reflections, quizzes, engagement, and projects. These points replaced grades with students able to choose how much they did and what they did in order to achieve the grade they wanted while demonstrating evidence of meeting learning objectives at three different levels of mastery.

What did students say about the project, tool, or strategy?

Students liked the opportunity to create their own grade based on their own needs and schedules.

Student (tweet) Said they liked there was “more discussion, creativity, and interesting assignments. The traditional write an essay about x topic is not an enjoyable thing.” (This students chose weekly reflective podcasts on the content discussed, and feedback was a 2 way twitter discussion. Other students chose different ways to demonstrate learning.)

What did you learn from the experience?

It reinforced the value of student agency and how it helped to engage and motivate. I learned that there are some tweaks to be made, and that it won’t work in all classes. Perfect for discussion based content (ie: ethics). Could also be scaled down to a single assignment or group of assignments.

What advice would you give another faculty if they were interested in using this project, tool, or strategy?

To do as much as you’re comfortable with. It’s both less work (can focus on big picture and grading is more of a conversation with students), and more (one student sent me amazing weekly podcasts which I listened to while walking dog on Saturday mornings—but if every student did that… not sure how I’d have listened to them all).

Denise Nielsen, Professor
Communications, Cornwall
Collaborative Mobile Apps Development

Programs: Graphic Design & Early Childhood Education

Provide a short description of your project, tool, or strategy

Third year interaction design students developed an education app for iPad for primary aged children (Aged 3–5). The interaction design challenge was to design an in-depth learning experience that included some free play. The Graphic Design students tested their app with students from the ECE program to obtain feedback on the activity, use of language, and visuals.

What did students say about the project, tool, or strategy?

The Graphic Design students were very positive about their experience with ECE students. They reported that the feedback from the ECE students was helpful in further developing their prototypes and that they enjoyed working with students from another program.

What did you learn from the experience?

I learned that collaborating with another program in a meaningful way requires more time for advance planning which can be challenging with class schedules. Initially, students are hesitant to work together but once they get started in a session they are fully engaged. I've brought more peer-to-peer activities into my learning plans in other courses as a result of observing students working together on the app.

What advice would you give another faculty if they were interested in using this project, tool, or strategy?

Try to connect with faculty from other programs as much as possible. Plan in advance for collaborative projects. Successful collaborations can be found between programs that may not initially seem to have much in common.

Andrea Ruskin, Professor
Graphic Design, Kingston

Richard Stronach, Professor
Early Childhood Education, Kingston
Visualizing Anatomy with Innovative Group Learning

Programs: Visual & Creative Arts –Fine Arts / Pre-Health Sciences

Provide a short description of your project, tool, or strategy

In reviewing the needs of my students, I noticed a gap in opportunities to provide experience in essential employability skills, since so much of fine arts is independent and technically based. The question became how do I allow them to gain experience working beyond their cohort to achieve common goals. Working with Pre-Health, we devised a cross-curricular project that encompassed four courses and allowed students in both programs to gain valuable, practical, experience. For Pre-Health this is learning body systems and finding effective ways of communicating their functioning to non-medical peers, and for Fine Arts, it is experience taking information from a client, assessing their needs, and creating a piece of art that reflects those needs and shared vision; much like a commission. Costing, time/project management, group work, written and oral communication, and problem solving skills are all required to complete this assignment successfully.

What did students say about the project, tool, or strategy?

At first they were quite apprehensive. VCAFA students tend to be introverted, so a project requiring them to interact with total strangers did pose a challenge. However, upon completion, every group that has done this project has commented that they saw it as valuable and were glad they gained the group work experience beyond their cohort, in a safe and supportive environment. Many have felt they gained useful transferable skills.

What did you learn from the experience?

Ultimately, I learned how valuable taking a little extra initiative can be to our students. Often some of the most valuable skills our students learn while here have nothing to do with curriculum. To help foster confidence, interpersonal skills, and feelings of self-efficacy within our students through a simple project is incredibly rewarding. When faculty work together to think outside of the proverbial box, everybody wins.

What advice would you give another faculty if they were interested in using this project, tool, or strategy?

When working with another program, it is important to consider your student’s schedules. Helping to make time for students to meet to discuss their project can help to reduce anxiety and tension within the groups. Also, clearly defined expectations for both programs helps to avoid any miscommunication and keep expectations of each other realistic. Finally, don’t stop at “no”. It’s okay if another program cannot incorporate their idea into their curriculum. We have a number of programs don’t be afraid to reach out. All faculty involved in this project were part-time or partial load when it began. You don’t have to be full-time to be innovative.

Christina Chrysler, Professor
Fine Arts, Visual & Creative Arts  Brockville

Dr. Trisha Morrow, Professor
Pre-Health Sciences, Brockville

Sarah Carlyon, Professor
Brockville
Top Left: Shemia Nelson, Tammy Massia, Rhyan Georgekesh, Liam Wolf

Bottom Left: Tyler Shaw, Lisa Nolan, Benjamin Whitehouse, Tim Currie

Artwork by: Tyler Shaw

Artwork by: Tim Currie

Artwork by: Lisa Nolan

Artwork by: Shemia Nelson
This report was a great opportunity to reflect on our success as a college and we have learned a great deal from all the contributors. Our hope is to continue celebrating contemporary teaching and learning with the SLC community so please contact the Associate Dean of SCTL if you have an idea you want to share for next year’s report.

Alternatively, we would also welcome some anonymous feedback for the report. Tell us what you would like to see in next year’s edition!

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Designed By: Rebecca Murphy, Multimedia Specialist