Provost's Task Force on Pedagogical Innovation

Communication Update
June 2021

UNIVERSITY
of GUELPH

IMPROVE LIFE.

Task Force Objectives

—

To position U of G as a continued leader in post-secondary education in the Post-COVID environment by

- identifying 3-5 teaching and learning models or approaches that could be incubated and grown within the range of diverse pedagogical approaches used at the University, and
- developing plans to promote and support implementation of these approaches

Roadmap and Timeline
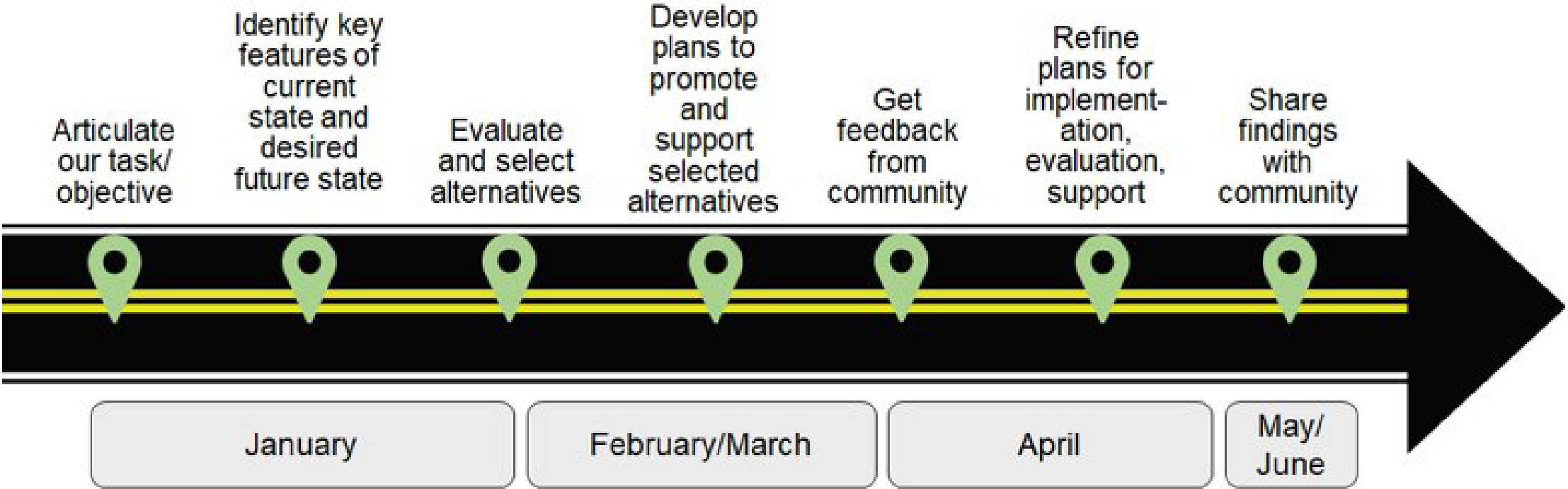
Four Working Groups Established

Alternative Forms of Assessment and Evaluation	Cross-Disciplinary and Transdisciplinary Teaching and Learning	Experiential and Community-Engaged Teaching and Learning	Supporting Diverse Learning Environments
Barry Praamsma-Townshend Byron Sheldrick Indira Naidoo-Harris Justine Hobbins Lisa Kazuhara Martin Williams Tyler Poirier	Cate Dewey Fiona James Gerarda Darlington Glen Pyle Jacqueline Hamilton Shoshanah Jacobs	Brittany Luby Dale Lackeyram David Danto Kimberley Martin Melissa Tanti Ruben Burga Simon LaChance	Ian Spears Craig Hyatt John Dawson Jon Warland Mark Lipton Michelle Fach Soha Moussa Yoonhee Lee
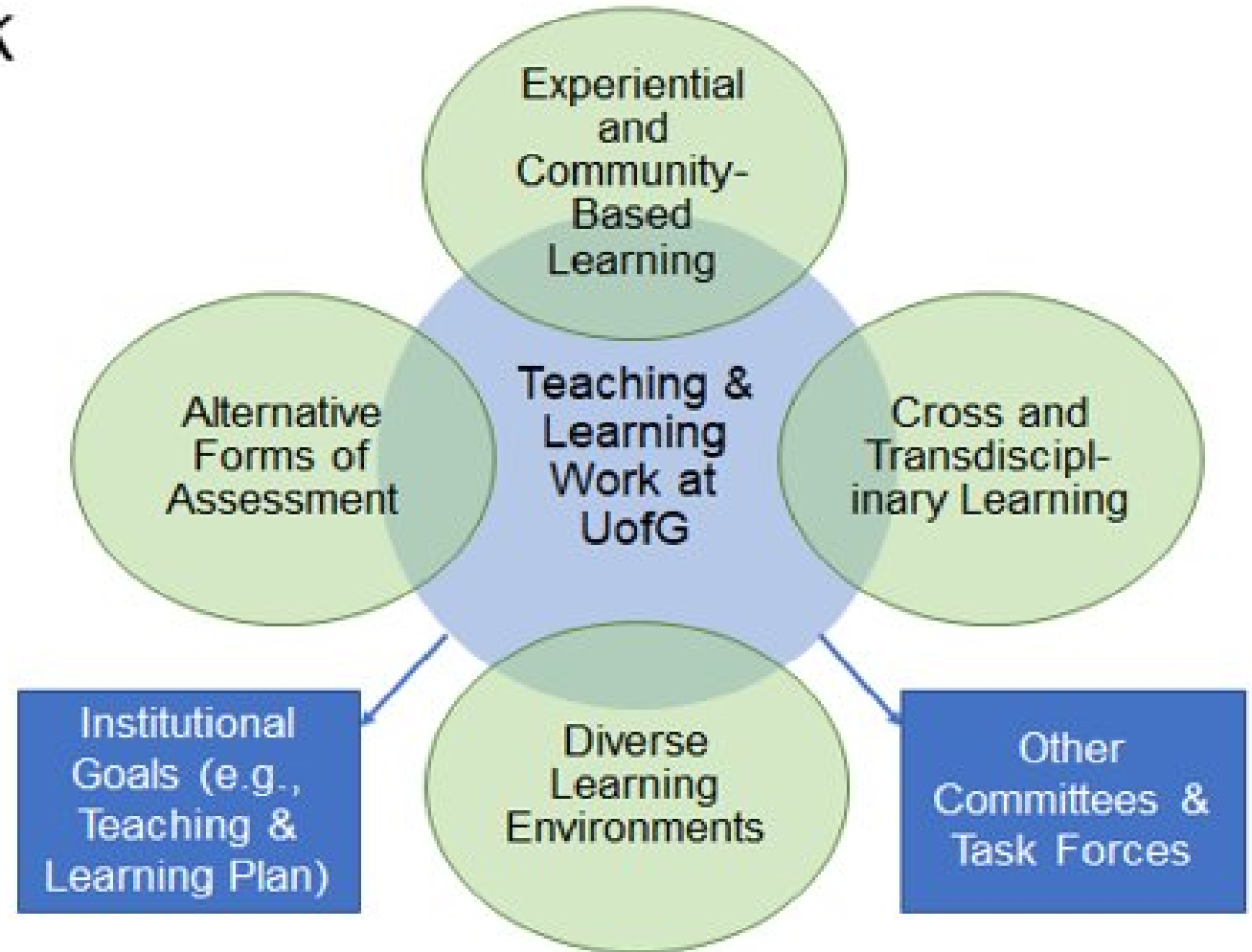
Core Themes and Principles Guiding our Work

- Ensuring and Enhancing Accessibility, Equity, Inclusion, Diversity, and Decolonization

- Developing a Culture of Care: Health, Wellness, Mutual Respect, and Well-Being

- Encouraging and Supporting Experimentation and Innovation with Evidence-Based and Promising Practices

- Promoting Real Change as a Community: Transparency, Stewardship, Engagement, Communication, and Collaboration

- Ensuring Appropriate Supports, Resources, and Infrastructure Needed for Innovation

UNIVERSITY of GUELPH

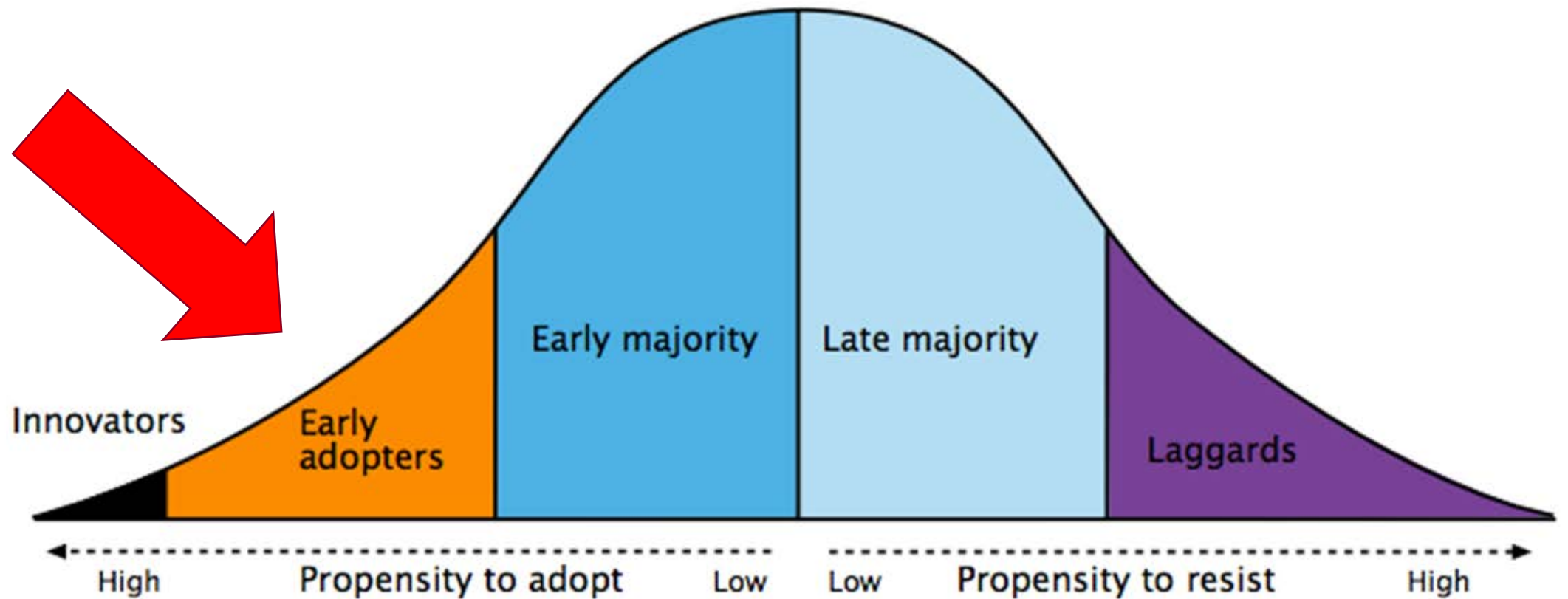# Alternative Forms of Assessment and Evaluation Working Group

Working Group Output Template

1. Desired future state

2. Defining goals and objectives

3. Identifying barriers/gaps

4. Recommended evidence-based practices and resources

5. Roadmap: implementation steps and timeline

6. Measuring success and gathering feedback

UNIVERSITY of GUELPH

Working Group Achievements

- What is the work that needs to be done?

- Why is it important?

- How much impact will it have?

- Who could do it?

- What do we already know?

- **Limitation:** Operational plans need to be developed by the people who are going to do the work.
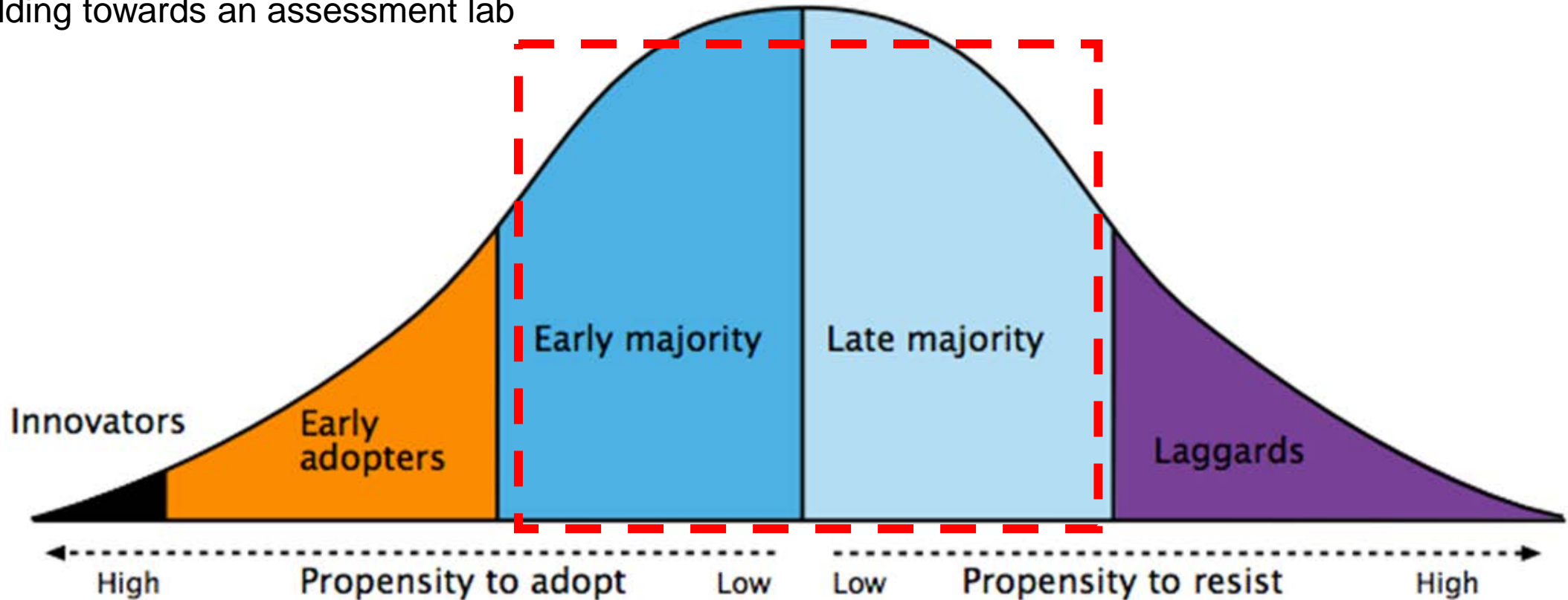
TLI Presentation: Promising Ideas

From The opposite of the early adopter has a name, and it isn't kind | by Stephanie Buck | Timeline

OTL Proposal

1. Supporting decentralized work

2. Strengthening centralized resources

3. Building towards an assessment lab

OTL Proposal

1. Supporting decentralized work

2. Strengthening centralized resources

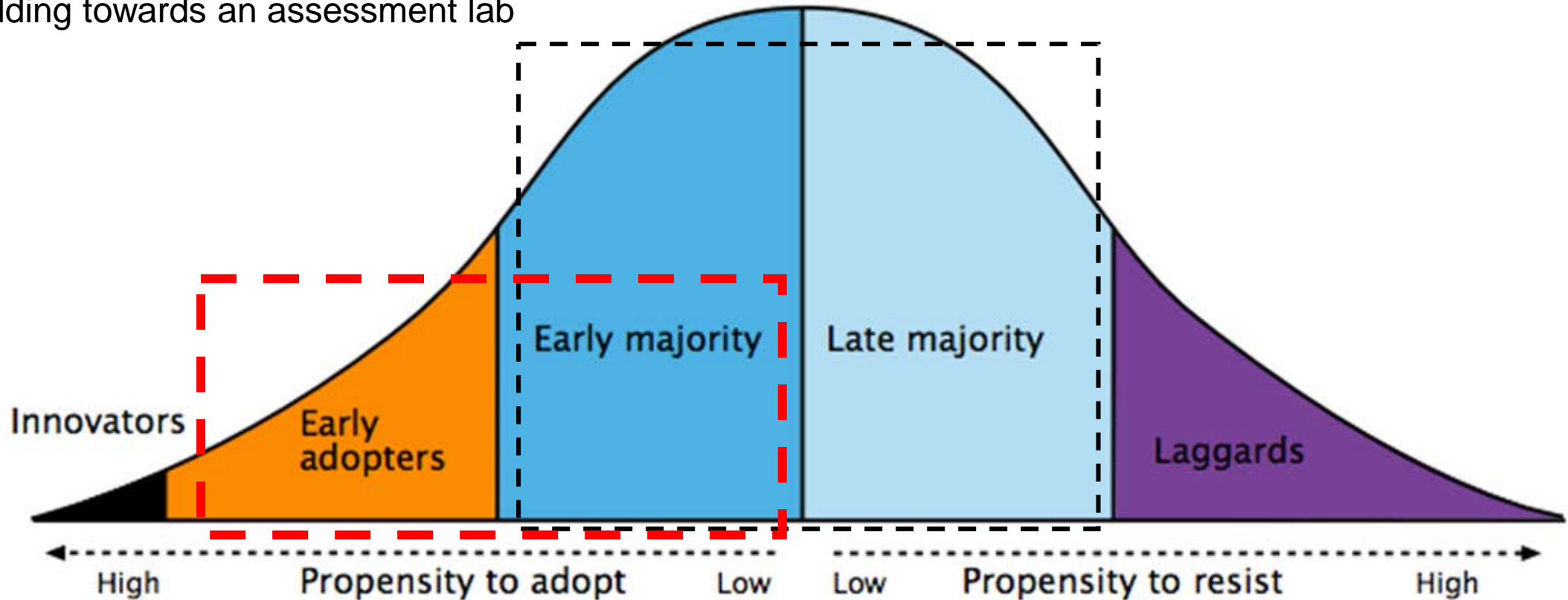3. Building towards an assessment lab

OTL Proposal

1. Supporting decentralized work

2. Strengthening centralized resources

3. Building towards an assessment lab

OTL Proposal

1. Supporting decentralized work

2. Strengthening centralized resources
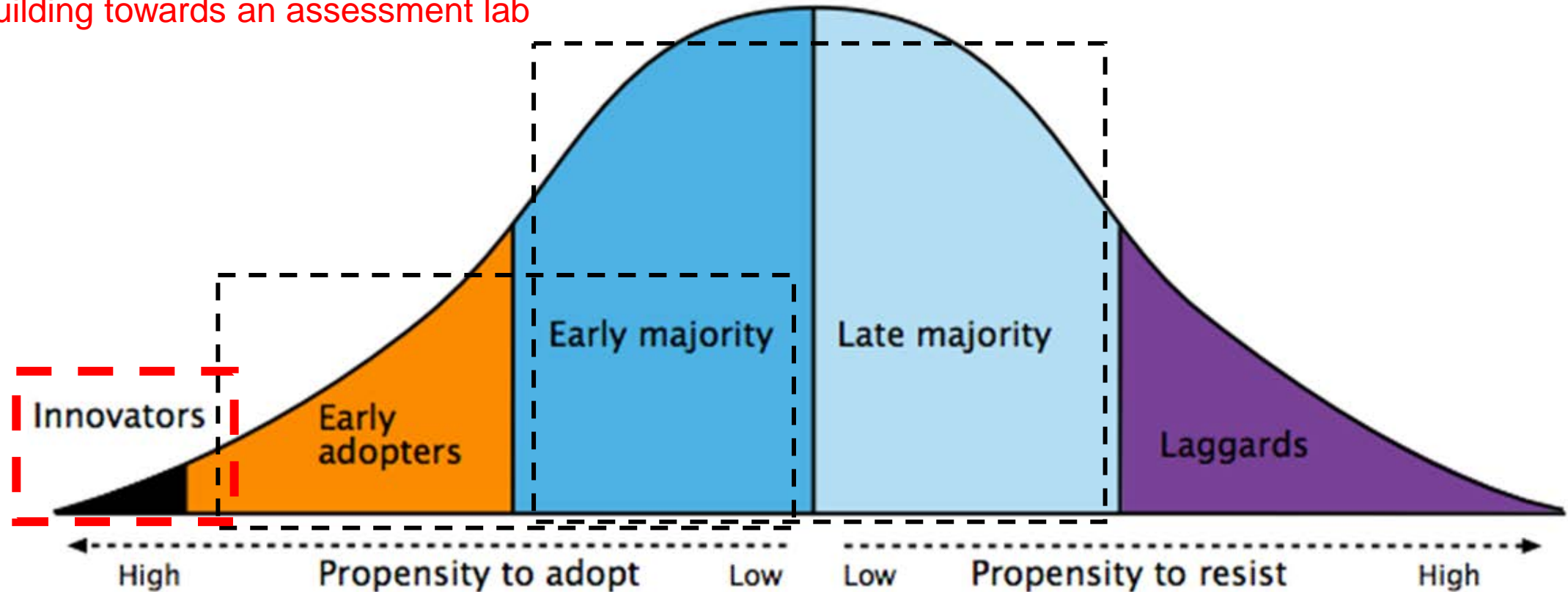
3. Building towards an assessment lab

Innovators | Early adopters | Early majority | Late majority | Laggards

High ← Propensity to adopt → Low | Low ← Propensity to resist → High

Policy Brief:
Deferred Exams

- Solutions to be learner-centered

- 48% of deferred exams have a negative outcome

- Addressing risk for students and the university

- Impacts many members of our community

Policy Brief:
Exam Scheduling

- Exam conflicts (3 exams in 24 hours)

- Learner-centeredness

- Complexity not obvious to casual observer
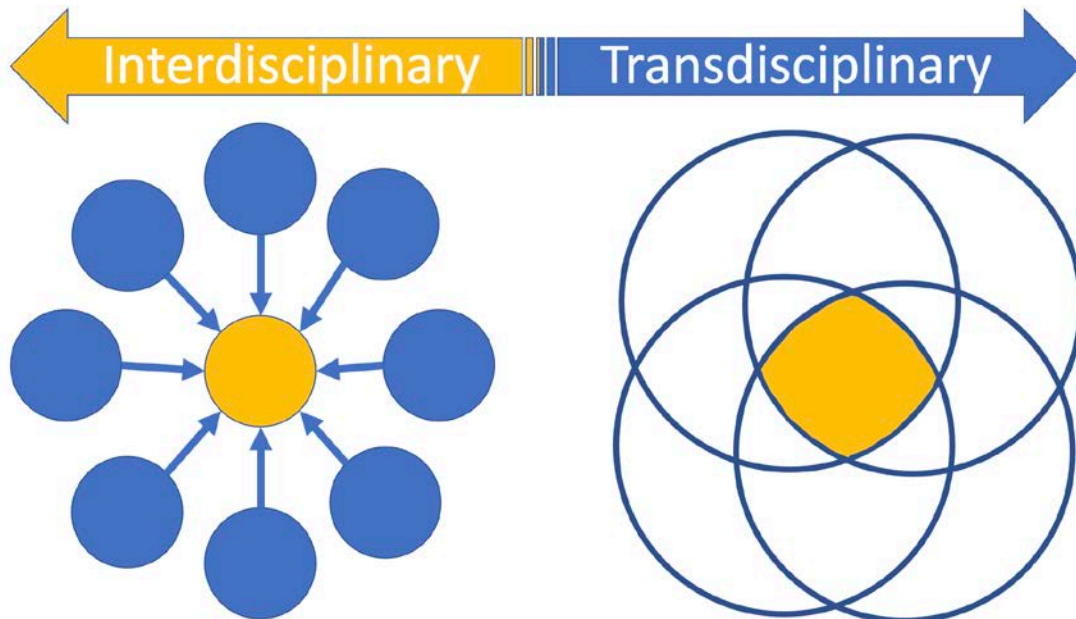
- Many political implications

Material for Task Force's Webpage

- TLI Presentation

- OTL proposal without appendices

- Policy briefing documents x2

Other low-hanging fruit?

Inter-Disciplinary and Trans-Disciplinary Teaching and Learning Working Group

What?
How?

Interdisciplinary ← → Transdisciplinary

- ***Understand*** advantages, barriers, opportunities

- ***Promote*** advantages & ***propose*** solutions

- Students will see value & have access to

  - Programs with elective opportunities

  - New transdisciplinary programs

  - Faculty whose efforts are recognized

Challenges & Barriers

- Important feedback received during TLI Conference

- Challenges and barriers summarized along with mitigation suggestions: Challenges & Barriers Document

- Instructor viewpoint

- Administrative viewpoint

- Student viewpoint

Course Modifications.

- Modifying existing courses creates a *low investment* entry point for faculty & students

- Hesitancy of both student & faculty relieved with a *structured, supportive, & incremental learning environment*

- Creates a *foundation* for further exploration

- *Promote, encourage, & support* through course listings & testimonials

  - *Multimedia outreach* (course listings; graphical abstracts; video testimonials; website & social media)

  - Course listing & graphical abstracts present *transdisciplinary topics*

  - Graduates explain the *significance in their career*

  - Faculty present *benefits & resources*

  - External postings *promote recruitment*

UNIVERSITY
of GUELPH

New Course Development

- **Getting started – a short document that includes:**

  - Course context: make it as *inclusive* and as *accessible* as possible, *restricted electives* are preferred.

  - Best Practices: leverage the value of *multiple instructors* from different disciplines, welcome *students from all programs,* focus on teaching *transferable skills.*

  - Logistical Considerations: classroom should support *active engagement*, teamwork, consider benefits of working on one problem vs many, *support community partners and build lasting relationships,* engage several *experts from many disciplines.*

  - Learner/Student Perspective: offer a *'wicked problem'* that supports transdisciplinary, systems-thinking, in a course that has *credit value* for as many students as possible.

Transdisciplinary Program Development

- Engage university **Leadership** – Provost, Deans, Associate Deans Academic, and Chairs

- Determine **Budget** available to support the new program

- Identify internal **Champions** from Multiple Colleges

- Establish a **program development committee** from **across departments/colleges**

- Determine core competencies and learning outcomes

- Identify existing courses that meet learning outcomes

- Create areas of emphasis if these strengthen the program

- Develop new **transdisciplinary courses** that require students to use information and approaches from multiple disciplines to **solve complex problems**

- Summarized in our 'Creating a Transdisciplinary Program' document here

Experiential and Community-Engaged Teaching and Learning Working Group

Objective/ Goal
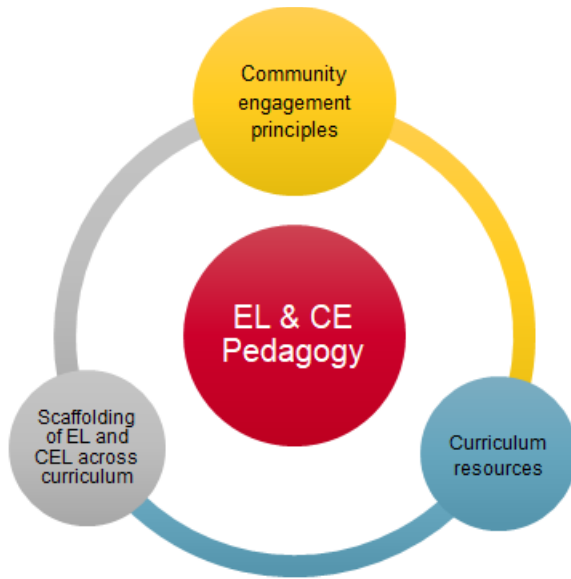
- To integrate and scaffold community-focused learning (CFL) into curriculum to enhance the development of experiential learning skills and abilities in students

Overview of working group outputs

✓ TLI engagement, Presentation and stakeholder engagement

• Report

   • Details the context of EL and CE at Guelph

   • Forces shaping EL and CE

   • A summary of findings and recommendations for consideration

• Exemplar educational resources and learning objects

Findings and Recommendations

Experiential and Community-Engaged Teaching

- Definitions and context

- Gaps identified

- Essential skills and pedagogy/curriculum implementation

Findings and Recommendations

- Proposing CFL as an innovative & promising practice

- Educational Infographic

- Thinking about stakeholders

  - Benefits of CFL across learning & experience levels

  - Late-adopters of CE/EL

  - Early-stage learners

  - Encouraging experimentation in SOTL & E/CEL

UNIVERSITY
of GUELPH

Findings and Recommendations

http://www.employmenow.co.nz/wp-content/uploads/2018/11/Scaffold-Design.jpg

- **Scaffolding** of learning is essential; using low-stakes modules, as a strategy for both community and learner[1]

- **Skills development** through experiential leaning requires a cycle of experiencing, reflection, conceptualizing, and active experimentation[2]

- Suggested modules (to ELAC and others to build on)

  - Critical self-reflection (as key to experiential learning), active listening and communication (as key to relationship building), teamwork (as key to developing soft skills)[3]

1. Biggs, 2003; Star and McDonald, 2007
2. Kolb, 1984, Kolb & Kolb, 2005, Leal-Rodriguez & Albort-Morant, 2019; Race et al., 2020
3. Devis-Rozenthal & Farquharson, 2020; Fink, 2003; Chin & Brown, 2000; Boland, 2011; Toiter, 2020

UNIVERSITY of GUELPH

Findings and Recommendations

Photo by Christina @ wocintechchat.com on Unsplash

1. To ensure equal access to EL, activities must be built into the curriculum by educators.

2. To encourage instructors to embed EL activities into the curriculum, UofG must better align its Mission Statement - "to serve society" - with its Learning Outcomes.

UNIVERSITY
of GUELPH

Questions and Feedback

Supporting Diverse Learning Environments Working Group

Roundtable on Compassion and Teaching

Teaching and Learning Innovations Conference 2021

This workshop introduced participants to the Supporting Diverse Learning Environments Working Group's conversations around teaching and compassion, which was identified to be central to supporting diverse learning environments.

The workshop included the following:

- Compassion-based mindfulness session
- Faculty members' perspectives on what compassion means for them in their teaching
- Facilitated discussions through breakout rooms regarding how compassion is practiced in participants' teaching contexts, including self-compassion
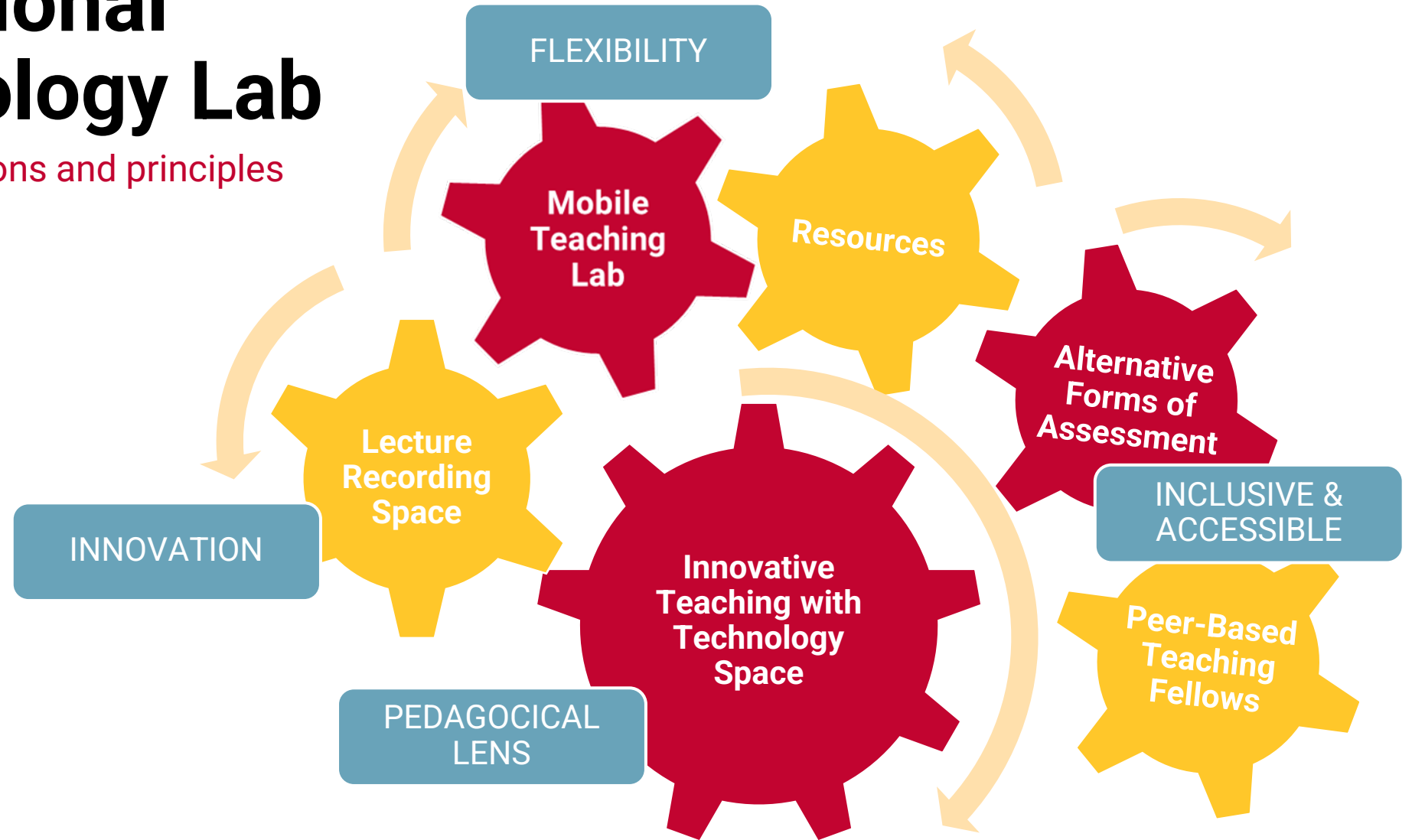
For more information about the Provost's Task Force on Pedagogical Innovation, visit https://vpacademic.uoguelph.ca/provosts-task-force-pedagogical-innovation