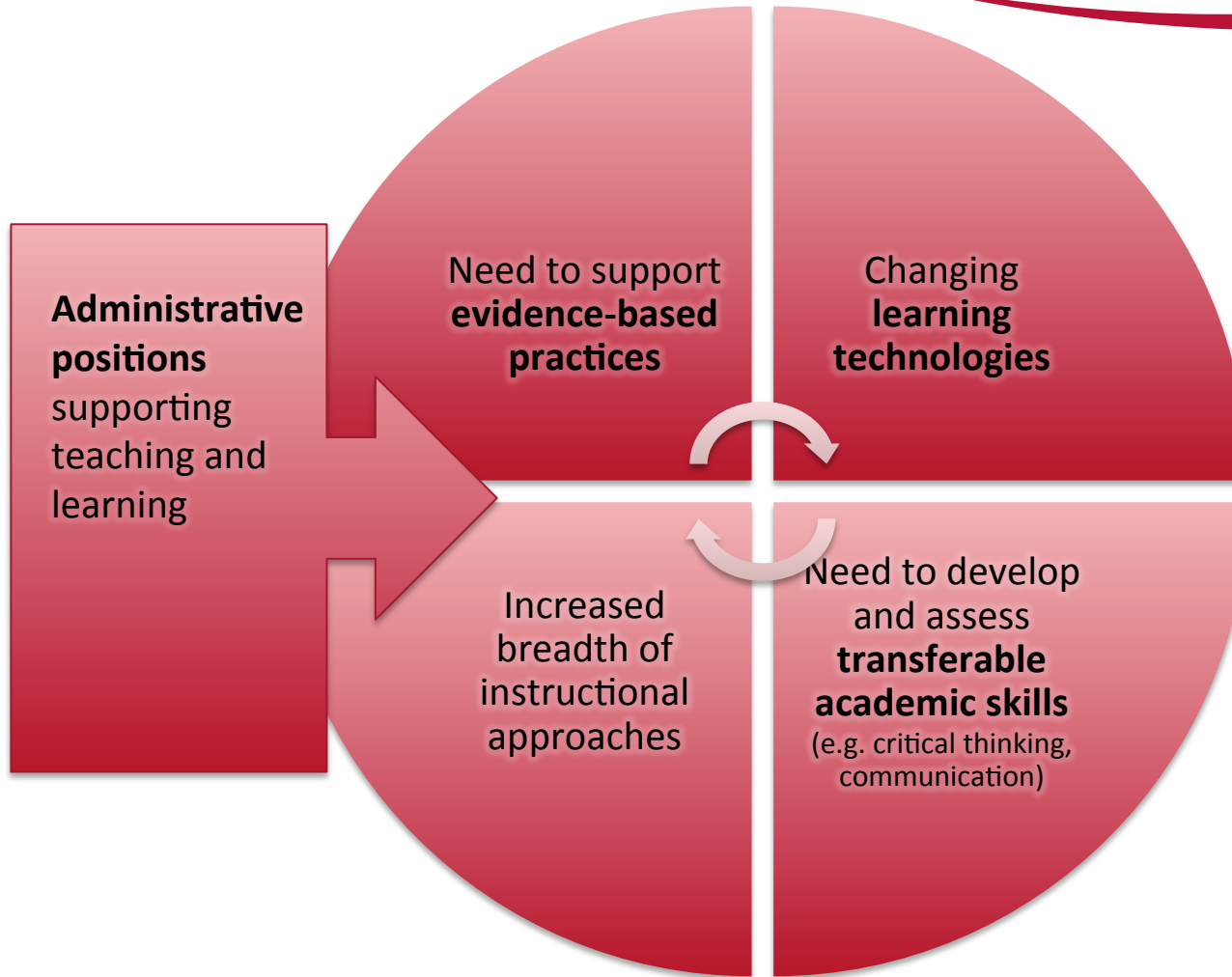


# TEACHING AND LEARNING ACTION PLAN

Jill Scott and Brian Frank  
on behalf of the Student Learning Experience Task Force



# Why the task force?



## Student Learning Experience Task Force



- **Representation** from faculties, library, ITS, CTL, Student Affairs and students
- To create an **action plan** to enhance the student learning experience:
  - Academic and learning support units
  - Quality assurance process
  - Learning outcomes
  - eLearning
  - Recognizing and rewarding teaching



## Recommendation themes



- Improved **coordination and collaboration** across the university
- Gathering and disseminating **information about learning**
- Better **student support**
- Practices in **hiring & evaluating teaching** that support a quality learning environment



## Recommendations 1-3



1. Establish a **University Teaching and Learning Committee**
2. Revise the name, mandate and scope of the **teaching and learning unit** (Centre for Teaching and Learning)
3. Establish a competitive, university-wide **teaching enhancement program**

## Recommendations 4-6



4. Establish a **learning analytics** program and develop supporting tools
5. Develop university-wide support for **eLearning**
6. Enhance **first-year transitional** programs for students and assess these regularly

# 1. University-wide T&L Committee



To have advisory and decision-making responsibilities to **oversee teaching and learning initiatives** across the university.

## Specific tasks:

- eLearning coordination
- Guiding the teaching enhancement program
- Learning analytics
- University learning outcomes
- Educational technology

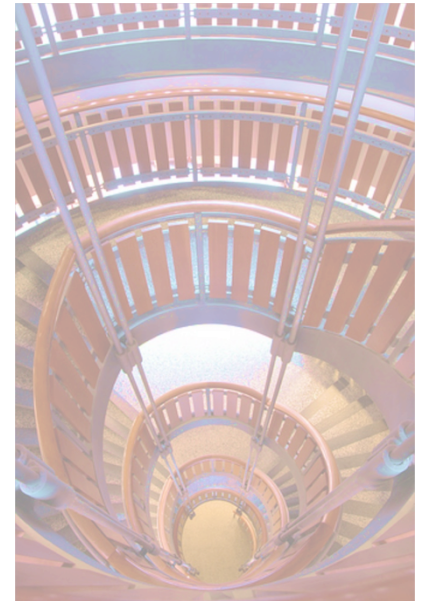


## 2. Revised teaching and learning unit (Centre for Teaching and Learning)



### Mandate

- Promote and enable **high-impact, sustainable and cost-effective innovation, design, enhancement and assessment** in teaching and learning
- Ensure **alignment with strategic priorities** and the institutional mission of faculties and units within Queen's University
- **Responsive to university needs** as determined by University T&L Committee





### 3. Teaching enhancement program



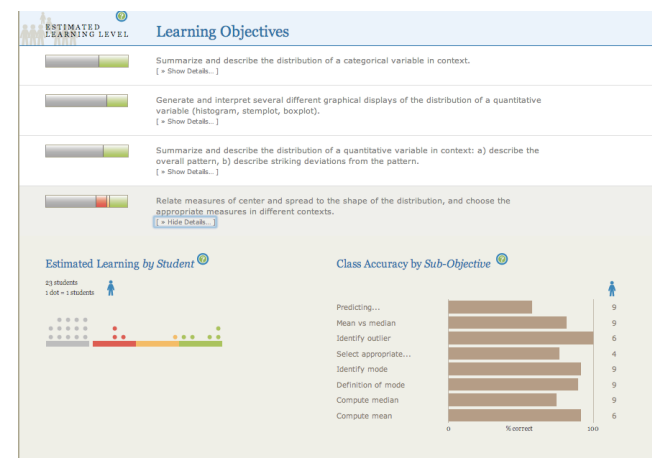
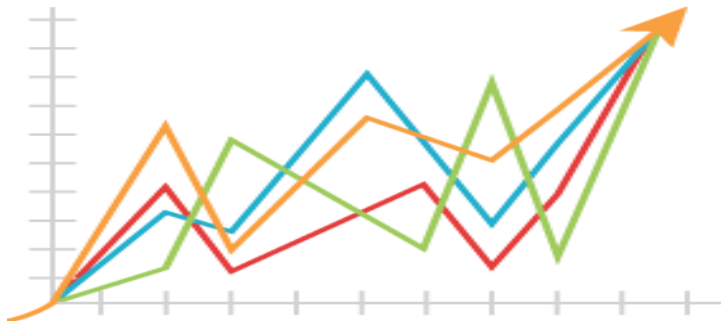
- a. **High-impact program for large teaching enhancement projects** encompassing an entire program, a grouping of large courses
- b. **Innovations program** for smaller initiatives proposed by individual faculty, adjuncts, or other instructors



## 4. Learning analytics program and tools



- Collect and evaluate information **documenting learning**
- Establish a **dashboard** and **learning analytics tools**
- **Mine and link existing data** to produce information useful to students, instructors, and administrators



## 5. University support for eLearning



Provide appropriate **resources for online course development and delivery**, including:

- a **single portal** for all online courses and programs across the university;
- **support and resources** for eLearning instructors and specialists
- encouragement for **scholarly development** of eLearning.

## Recommendations 7-8



7. Define **experiential learning** at Queen's, and develop offerings, including self-sustaining curricular and co-curricular opportunities for students
8. Review the effectiveness of structures and approaches to **academic and career advising** across Queen's



## Recommendations 9-11



9. Review the means by which **teaching quality is assessed**
10. Review processes for **evaluating teaching** for the purposes of Merit, Annual Review and RTP decisions
11. Create mechanisms to hire **teaching-focused faculty** positions, that include scholarship of teaching and learning in higher education

## Recommendations 12-15




12. Develop Queen's-specific and program-specific **learning outcomes**

13. Ensure that **Queen's University Quality Assurance Processes** emphasize collaborative program improvement

14. Implement a Queen's **credential in teaching and learning in higher education**

15. **Secure external resources** to partly fund the recommendations of the Student Learning Experience Task Force



LEARNING ORIENTATION AND SELF-REGULATION RUBRIC				
	4	3	2	1
Outcome Motivation	Student interest leads to exploring the topic in depth, using strategies that combine seeking and questioning, consistently motivated.	Explores the topic in some depth, uses deeper thinking to gain knowledge and to problem solving and to questioning to help learn, rather than to create a good grade.	Explores the topic, trying to connect ideas to desired grades, and/or wanting to impress others, are still the primary reasons for engagement.	Student level engagement, motivated by desired grades and/or wanting to impress others.
Learning Belief	Believes in impact of own learning with control that over time and effort, determination, study techniques, and seeking.	Believes that enough time and effort, with the appropriate study techniques, and learning will lead to success.	Believes in control of some factors like effort, technique, time, and study strategy, leading to success or failure.	Believes that success or failure is primarily the result of factors they had minimal control over.
Self-Efficacy	Feels confident in building all of the necessary knowledge/ skills, in order to meeting all of the course requirements.	Feels confident that with the appropriate level of knowledge/ skills to meet the course requirements.	Feels confident that their knowledge/ skills are adequate to meet most of the course requirements.	Feels uncertain about having the knowledge/ skills necessary to meet course requirements.
Transfer	Makes explicit references to previous learning and applies knowledge/ skills to an identified issue and strategy well that demonstrate comprehensive/ performance.	Makes references to previous learning, synthesized through application of knowledge and skills, demonstrating appropriate/ performance.	Makes some references to previous learning and applies that knowledge/ those skills to demonstrate comprehensive/ performance.	Makes some references to previous learning but does not apply knowledge/ skills to demonstrate comprehensive/ performance.
Organization	Applies organizational knowledge in an adaptive, systematic manner, and maintains work schedule.	Applies organizational knowledge systematically and maintains schedule for the majority of the work.	Organizes the work process, and attempts to structure study schedule.	Applies organizational skills in an ad hoc manner.
Self-Regulation	Actively monitors own learning, and systematically structures learning strategies to successfully compensate for gaps in knowledge/ skills.	Monitors own learning, and selects and uses appropriate strategies to direct and regulate learning.	Beginning to monitor own learning, and selects and uses some strategies to direct and regulate learning.	Beginning to monitor own learning, and selects some strategies in attempts to direct and regulate learning.



# Questions and discussion

Additional support slides if questions



## 9. Review the means by which teaching quality is assessed



- Increasing breadth in pedagogical approaches (project-based courses, skills based courses, active learning, and technology-enhanced learning), which need to be accounted for in the tool for evaluating teaching
- Currently teaching performance evaluated almost exclusively by student evaluations
- Recommendation: University T&L Committee (**Recommendation 1**) and representatives from QUFA revisit the process for evaluating teaching.
- This review include a study on the historical USAT data, consultation with faculty, and a analysis of the strengths and weaknesses of previous recommendations for revising process (2007).

## 10. Review processes for evaluating teaching for the purposes of Merit, annual review and RTP decisions



- Recommendation: Training for deans/heads on evaluating teaching
- Review Annual Review templates to ensure that they allow instructors to fully document their contributions to teaching and learning

## 11. Create mechanisms to hire teaching-focused faculty positions that include scholarship of teaching and learning in higher education



- Recommendation: limited number of faculty positions, whose mandate it is to focus on teaching and on the scholarship of teaching and learning in higher education.
- These positions would have a larger teaching load than regular faculty positions and include research related to teaching and curriculum development activities.
- Allow more faculty the opportunity to devote scholarly attention to curriculum development, educational leadership, and educational research within their discipline.
- Similar positions exist at peer institutions