



THE CENTRE FOR
TEACHING
& LEARNING
2015-16 A YEAR IN REVIEW



HUMBER

THE CENTRE FOR

TEACHING
& LEARNING

CONTENTS

4 Message from the Associate Vice President

6 Welcome to the CTL

6 Teaching and Learning Excellence at Humber

8 Ongoing Faculty Development

9 Teaching Excellence Program

10 Teaching Effectiveness Certificate

11 Culturally Inclusive Educator Certificate

12 Workshops and Consultations

13 Curriculum Service Learning

14 Digital Learning and Support

17 Scholarship of Teaching and Learning

18 Supporting Faculty SoTL Research

20 Teaching Innovation Fund

21 Cross-Institutional Research on Teaching and Learning

21 Humber Interactive Space (HIVES)

21 Academic Integrity

22 Quality

22 Course Outline Software Supporting Instructional Design (COSSID)

22 Course Peer Review

23 Enhancing Faculty Profile

24 Creative Productions

26 *NEXT* Magazine

27 Humber Press

27 New Publications

29 New Scholarly Journals

30 Innovation Awards

MESSAGE FROM THE ASSOCIATE VICE PRESIDENT

The 2015-16 year proved to be a busy one at the CTL as we continued to support and strengthen Humber's position as a leading teaching and learning institution. As you will see throughout this report, there have been many significant achievements.

We are delighted and inspired by Humber's faculty, and by their commitment to students and excellence in teaching. Faculty participation in Professional Learning demonstrates an enthusiasm for lifelong learning. The ever-growing amount of activity happening in CTL's Digital Learning division and the Creative Production Studio clearly signals that faculty are keen to maintain currency in their delivery methods. And the increasing rates of engagement with the Scholarship of Teaching & Learning show that faculty are curious about their craft and have the courage to question their methods in a systematic approach.

Each year we publish this annual report as a testament to our faculty's dedication to their students and to their craft as teachers. I am confident you will be as impressed as we are.



Eileen de Courcy
Associate Vice President,
Teaching & Learning



**Acknowledge
& Recognize**



**Knowledge/Information
Acquisition**



**Skill Development
for Teachers**

THE CENTRE FOR
**TEACHING
& LEARNING**



**Promote Innovation &
Scholarship**



**Connect &
Build Networks**



**Teaching & Learning
Research**

The vision of CTL is to support the refinement and advancement of teaching methodologies to achieve excellence, and to connect and support efforts that promote and advance student success and inspire innovation.



WELCOME TO THE CTL

Teaching and Learning Excellence at Humber

Excellence in teaching and learning happens in many ways across Humber. The role of the Centre for Teaching & Learning and its associated departments and initiatives is to support and promote that excellence, to develop and deliver innovative professional development, continuing education and consulting activities that operate collaboratively across schools and to advance learning across the post-secondary system.

Our vision is to refine and advance teaching methodologies that help keep Humber at the forefront of post-secondary education in Ontario and the world, and support efforts that advance student success and inspire innovation.



A YEAR OF NON-STOP ACTIVITY AND EXCELLENCE



Ongoing Faculty Development

- Teaching Excellence Program
- Teaching Effectiveness Certificate
- Culturally Inclusive Educator Certificate
- Curriculum Service Learning
- Communities of Practice
- Professional Development and eLearning Workshops
- One-on-One Consultations



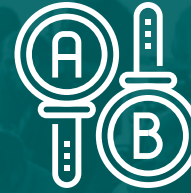
Digital Learning and Support

- Course Builds, Rebuilds and Maintenance
- Student and Faculty Support, in person and online
- Open Learning Centre
- Academic Student Computer Lab
- Faculty Collaborate Sessions
- North and Lakeshore Instructional Support Studios
- One-on-One Consultations



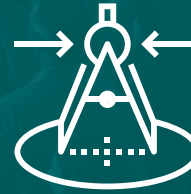
Scholarship of Teaching and Learning

- Teaching Innovation Fund
- Scholarly Writing Boot Camp
- Lunch & Learn Sessions
- *Journal of Innovation in Polytechnic Education*



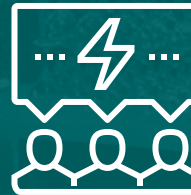
Cross-Institutional Research

- Classroom Redesign Research
- Academic Integrity



Quality

- Course Outline Software Supporting Instructional Design (COSSID)
- Online Course Peer Review



Enhancing Faculty Profile

- Creative Productions
- *NEXT* magazine



Publishing

- Humber Press
- New Scholarly Journals

ONGOING FACULTY DEVELOPMENT

Enthusiasm, curiosity and a hunger for lifelong learning are traits shared by all of Humber faculty and help set Humber apart. The many programs, workshops, initiatives and opportunities for engagement offered through the CTL provide new, full-time and part-time faculty with a wealth of opportunities to grow, develop and refine their teaching practices. As well, they help to realize and strengthen Humber's core strategic priority of a Sustained Focus on Teaching and Learning Excellence.

6000+

CTL workshops, certificates and conferences saw more than 6,000 participants in 2015-16



The CTL supports Humber faculty, staff and students, along with faculty from other institutions and professionals from a wide range of fields



61

new faculty completed
the Teaching Excellence
Program in 2015-16

Teaching Excellence Program

All new full-time faculty participate in the two-year Teaching Excellence Program (TEP), which is designed to take faculty to the next level in their practice in order to ensure that Humber continues to be seen as a premier teaching institution. The program is constantly being updated and enhanced in ways that reflect the changing nature of teaching and learning. The program begins with an intensive retreat at Geneva Park, located north of Toronto, and continues throughout new faculty's first and second year, with discussions, presentations, projects and special events.

In Summer 2016, TEP program and course outcomes received an intensive overhaul aimed at emphasizing the critical connections between theory and practice, reflection and application.



Three days of intensive workshops for new faculty at Geneva Park, August 2016.





Teaching Effectiveness Certificate

For faculty and professionals across Ontario interested in exploring best practices in teaching and learning and private sector training, the Teaching Effectiveness Certificate program (TEC) offers the opportunity to learn in a safe environment online and in-class alongside their colleagues. The certificate is comprised of five individual courses that are designed to develop essential teaching competencies.

“THE TEC HAS SIGNIFICANTLY ENRICHED MY UNDERSTANDING OF TEACHING AND LEARNING. I BENEFITED FROM THE FIRST-HAND AND IN-DEPTH KNOWLEDGE OF THE COURSE INSTRUCTORS TO SHARPEN MY TEACHING SKILLS, IMPROVE ON HOW TO PREPARE AND DELIVER LECTURES AND HOW TO EVALUATE STUDENTS' PROGRESS.”

HOOMAN NABOVATI, RECENTLY HIRED AS FULL-TIME PROFESSOR AT SHERIDAN

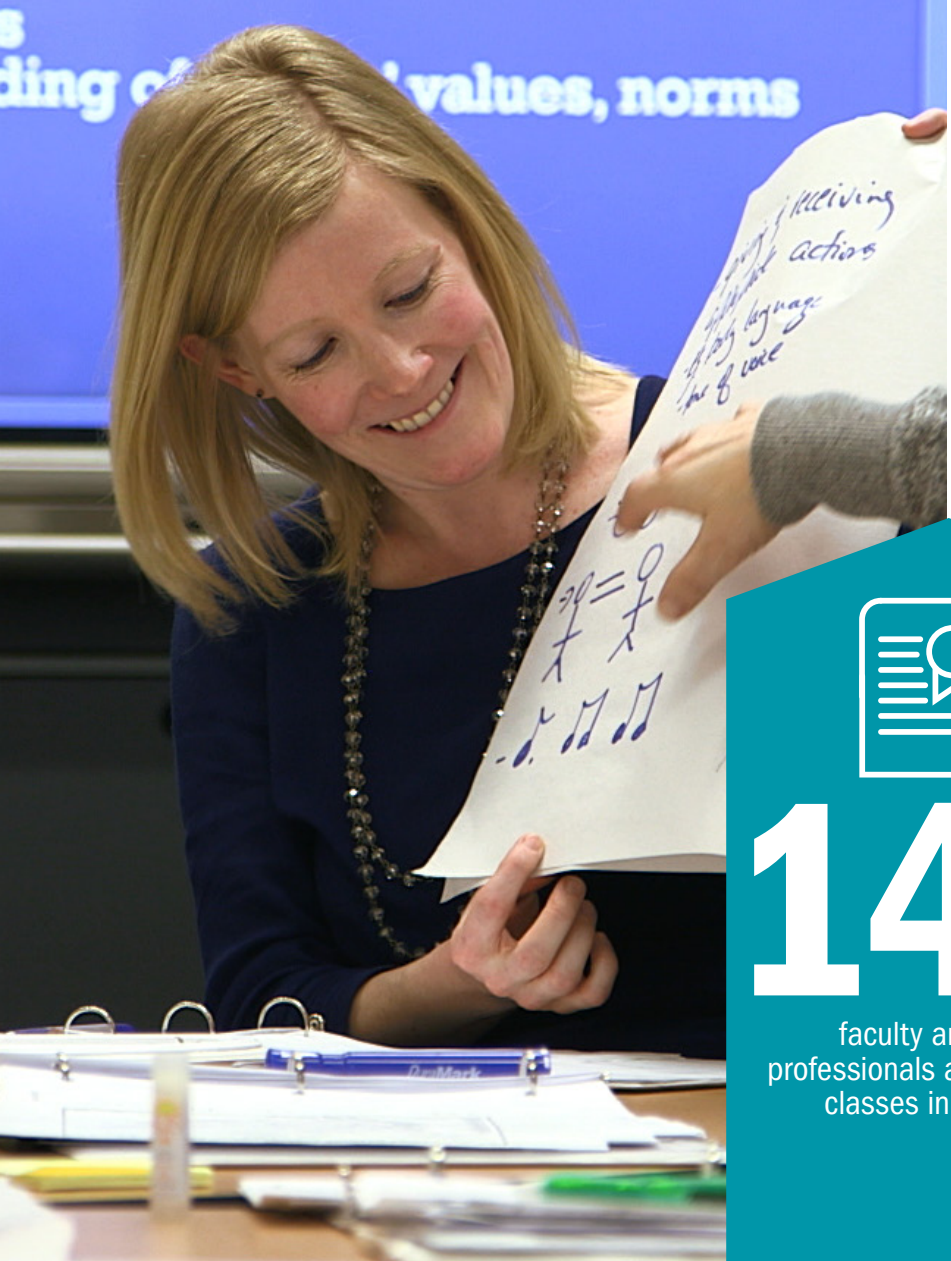


106

faculty and other professionals completed the TEC, including 42 Toronto police graduates in 2015-16



ness
ve competence
des i.e. empathy and



Culturally Inclusive Educator Certificate

Part of Humber's ongoing and award-winning focus on Internationalization, the Culturally Inclusive Educator Certificate (CIEC) is designed for people teaching, training, facilitating or advising in the public and private sector. The certificate helps strengthen and enhance participants' intercultural knowledge, communication, curriculum development and differentiated teaching skills when teaching and supporting international higher education students.

The CIEC was launched online in Spring 2016 to make classes more accessible and to reach a wider cohort. In addition, faculty participated in the Community Colleges for International Development conference in Florida in February 2016 and garnered interest in potential American academic partnerships for the CIEC. Faculty will present at the Educational Developers Caucus Institute in October 2016 on the topic of inclusive education.



148

faculty and other professionals attended CIEC classes in 2015-16

“ THE CULTURALLY INCLUSIVE EDUCATOR CERTIFICATE COURSE WAS ONE OF THE MOST VALUABLE COURSES I HAVE TAKEN. IT ALLOWED ME TO INCREASE MY UNDERSTANDING OF STUDENTS WITH DIFFERENT CULTURAL BACKGROUNDS AND HELPED ME DEVELOP THE TEACHING FRAMEWORK TO CREATE A WELCOMING, INCLUSIVE AND EXCITING ENVIRONMENT. ”

DEVONNE SITZER
BAKING AND CULINARY ARTS INSTRUCTOR,
SCHOOL OF HOSPITALITY, RECREATION AND
TOURISM

642

CTL hosted
Professional
Development and
Digital Learning
workshops

1856

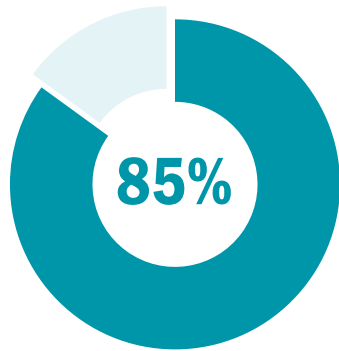
CTL workshop participants

2263

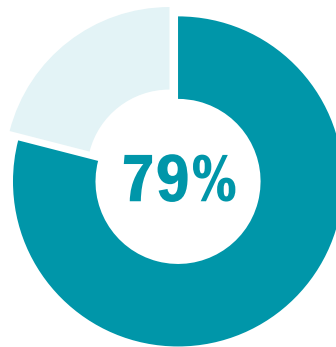
eLearning Studio walk-ins in 2015-16

Workshops and Consultations

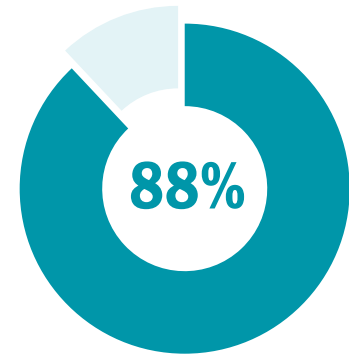
In addition to its certificate programs, the CTL offers numerous opportunities for professional development through workshops, consultations, coaching and many other forms of Just-in-Time Learning. Workshops include training on teaching innovations, Blackboard training and broad areas of teaching and learning development such as lesson planning and classroom management, and are offered in face-to-face, online and webinar formats.



of students would like to see more service-learning on campus



of students believe it is important to see more service-learning on campus



of students are likely to enroll in a service-learning course

Curriculum Service Learning

The CTL has been working to create a college-wide mandate around Curricular Service Learning. A Curricular Service Learning task force was created this past year to discuss and develop a working definition and framework for Service Learning at Humber College. CTL also administered two intensive service learning surveys in 2015 for faculty and staff to garner an overall understanding of and interest in college-wide Service Learning initiatives.

The CTL renewed its focus on helping faculty develop skills in the delivery of high-impact teaching practices. **Bianca Sorbera** will oversee the advancement of the CTL's teacher training certificate programs, including Curricular Service Learning, Case Teaching and Case Writing Certificates.



DIGITAL LEARNING AND SUPPORT

Learning that is either fully online or that uses new technologies as part of its core methods is not the future of education – it is the present. At Humber, the past few years have seen an enormous shift in both thinking and practice toward embracing eLearning and the use of new technologies to open up the classroom and deliver the curriculum in ways that engage new generations of learners.

Throughout 2015-16, the CTL's Open Learning Centre and the Digital Learning division have been extremely busy developing and refining courses, supporting students and faculty, and helping to promote the practice of technology-enabled teaching and learning.



DIGITAL LEARNING AND SUPPORT HIGHLIGHTS FROM 2015-16:

COURSE DEVELOPMENT



course builds and rebuilds came through the CTL



32 full course builds



2 hybrid builds

11 course refreshes

STUDENT SUPPORT



Open Learning Centre study room bookings



email queries



computer lab visits

350+
virtual lab visits



3,600+
phone calls



59,000+
OLC website sessions

FACULTY ENGAGEMENT WITH DIGITAL TECHNOLOGIES (BLACKBOARD COLLABORATE)



Collaborate sessions created
(67% increase in sessions created.)



14,000+ unique attendees
used the Collaborate tool.
(A 70% increase.)



SCHOLARSHIP OF TEACHING AND LEARNING

Over the past two years, the Centre for Teaching & Learning has spearheaded a wide-ranging new initiative focused on the Scholarship of Teaching and Learning (SoTL), an emerging movement of academic inquiry.



Supporting Faculty SoTL Research

Over the past year, the SoTL research team focused on building a culture of scholarly inquiry at Humber through various means.



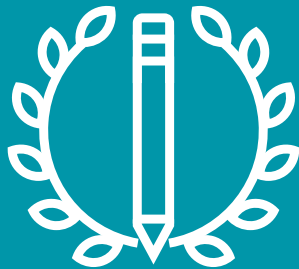
FACULTY DEVELOPMENT

148 hours of SoTL training completed



LUNCH & LEARN SESSIONS

Faculty share their research



SCHOLARLY WRITING BOOT CAMP

10 participants for the inaugural writing retreat, where faculty worked on scholarly articles for publication, literature reviews and book chapters



JOURNAL OF INNOVATION IN POLYTECHNIC EDUCATION (JIPE)

Launch of new online, open-access scholarly journal and web site (jipe.ca) dedicated to SoTL research. The inaugural issue will be published in early 2017

10  conference presentations as direct result of the Teaching Innovation Fund



57%

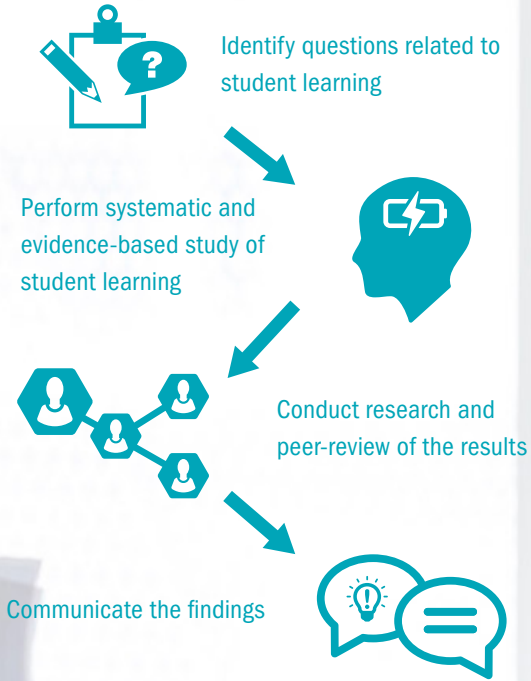
 of TIF participants plan to publish their research findings

 **75**

individual consultations with 75 faculty interested in conducting research



Dr. Heidi Marsh, as Director, SoTL, is working to provide cross-college leadership in advancing and advocating for activities related to SoTL. Such activities are aimed at getting faculty to:



The SoTL team's work has focused primarily on two areas:

- 
 Empowering faculty to investigate the impact of their teaching practice on student learning
- 
 Investigating the impact of cross-institutional teaching and learning

Teaching Innovation Fund

A comprehensive support system to help faculty develop and conduct a project focused on a teaching and learning research question.



7 TIF-funded projects completed

12 new projects launched



Beyond Compliance: A Student-Centered Study on Accessible and Inclusive Video Captioning

Co-Investigators: Anne Zbitnew (Media Studies/Information Technology), Hillary Rexe (Media Studies/Information Technology), Charles Silverman (Disability Studies, Ryerson University)

Worked with Media Foundation students to explore how learning to caption videos transformed attitudes toward captioning and its benefits.



The Effect of Intentional Activities on Student Well-Being

Investigator: Christine Zupo (Health Sciences)

Investigated methods to increase students' levels of subjective well-being and happiness through activities such as mindfulness exercises and reflection.



An Examination of Conflict Scenarios within Criminal Justice Careers

Investigator: Alyssa Ferns (Social and Community Services)

Researched, through consultation with recent graduates and industry professionals, the type of conflict scenarios critical to student success in Humber's Criminal Justice Program.



Praise for the Teaching Innovation Fund:

I WAS LOOKING FOR WAYS TO ENGAGE CREATIVELY AT HUMBER AND THIS PROJECT WAS THE PERFECT OPPORTUNITY. IT ALLOWED ME TO TRY OUT IDEAS THAT I FEEL STRONGLY ABOUT IN TEACHING AND LEARNING AND TO TAKE MY TEACHING PRACTICE IN A NEW DIRECTION.

TIF RECIPIENT



Reformulation and Noticing: Exploring Corrective Feedback Approaches for L1 Remedial Writers

Co-Investigators: Lara McInnis (Liberal Arts and Sciences), John Stilla (Liberal Arts and Sciences), Sean Gilpin (Liberal Arts and Sciences)

Explored whether reformulation as a form of feedback helps remedial English students to notice their errors and subsequently improve their writing.



Student Engagement and Satisfaction Levels in Traditional Classroom vs. New Collaborative Humber Classrooms (HIVES)

Investigator: Christine McCaw (Business School)

Researched behavioral and attitudinal changes when marketing students learn in a traditional classroom environment versus Humber's new collaborative learning classrooms Humber Interactive Spaces (HIVES).



Effects of Pedagogical Application of Wolfram Demonstrations in a Mathematics Course

Investigator: Anthony VanHoy (Liberal Arts and Sciences)

Created interactive online demonstrations to determine their impact on student understanding of difficult mathematical concepts.



Kinesthetic and Tactile Typography Project - Phase 1

Co-Investigators: Janice Fung (Media Studies/Information Technology), Sarah Nasby (Media Studies/Information Technology)

Explored whether adding a kinesthetic and tactile project to a typography course increases engagement and understanding among students in the Bachelor of Creative Advertising Program.

CROSS-INSTITUTIONAL RESEARCH ON TEACHING AND LEARNING

Humber Interactive Space (HIVES)

Over the past year, the SoTL Research team has conducted an extensive study to document the experiences of students and faculty in the new HIVES learning spaces. Based on pre- and post-learning surveys, plus in-class observation, across the board, students rate the quality of their interactions both with one another and with faculty as significantly more positive in the new spaces. We are seeing major changes in classroom engagement. For example, in traditional classrooms, 1 in 4 students (25%) reported that they rarely or never contributed to class discussion. In contrast, in the HIVES, this margin was reduced by two-thirds, to only 8% of students. Conversely, the number of students that reported contributing to class frequently or always jumped from only 32% in traditional classrooms to 61% in the HIVES.

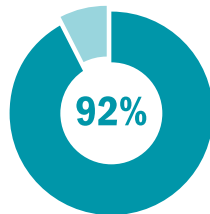
Academic Integrity

As a part of the Academic Integrity Taskforce, the Academic Integrity Research working group, supported by the SoTL research team, launched an institution-wide survey capturing student, faculty and staff understanding of, and experience with, issues involving academic misconduct. The tremendous response rate and qualitative feedback are indicative of the importance of this topic to the Humber community. The data collected from these surveys will be invaluable in informing policies and procedures as Humber moves toward a culture of academic integrity.



CLASSROOM REDESIGN RESEARCH

575 faculty and student survey responses
21 hours of in-class observation data



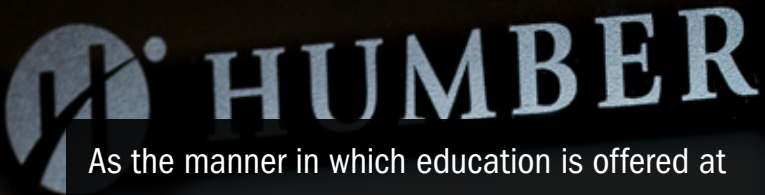
of surveyed students reported higher levels of engagement in HIVES classrooms



ACADEMIC INTEGRITY

866 faculty survey responses, 3193 student survey responses

QUALITY



As the manner in which education is offered at Humber changes, and more teaching and learning happens online, it is vital that the highest levels of quality are maintained. The CTL has guided the development of tools and processes that help ensure that students have access to the highest quality learning experience in all online offerings.

Course Outline Software Supporting Instructional Design (COSSID)

The CTL has developed software to assist faculty in designing the learning experience. The step-by-step curriculum alignment process connects learning to Program Outcomes, Course Outcomes and assessment strategies. Additionally, the software provides guidance and tips on utilizing best practices in Instructional Design and Universal Design methodologies to promote academic inclusion.

Course Peer Review

The CTL, in partnership with Planning and Development, adopted and adapted an international quality framework for online courses called Quality Matters. Faculty were trained to use this framework to design, develop and review the quality of online courses.



3 programs
piloted using
the software



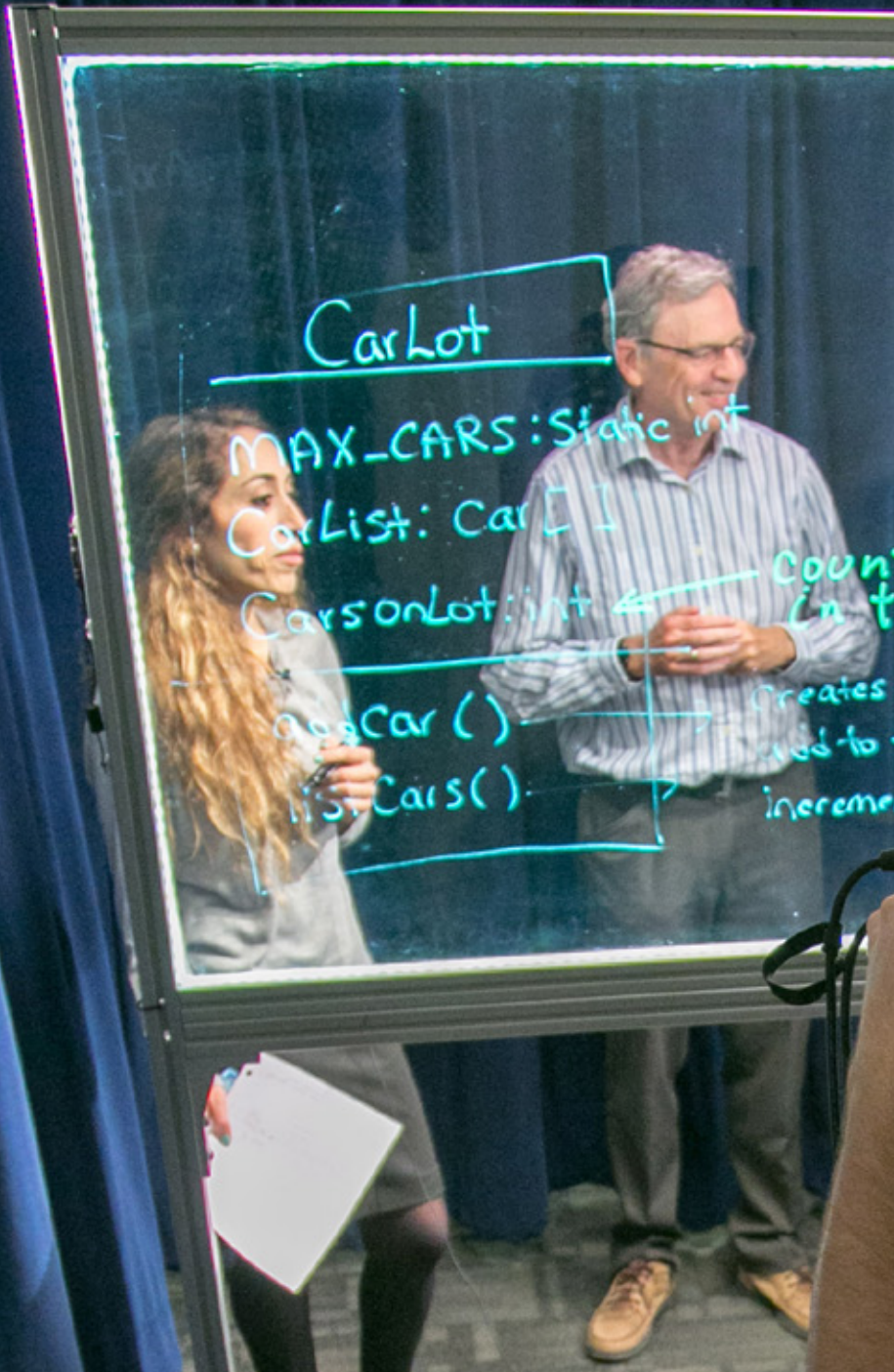
20 faculty trained
to use the
software

11 courses were
refreshed using
the Quality Matters
framework

44+
courses were built and reviewed

ENHANCING FACULTY PROFILE

The CTL is committed to enhancing the profile of Humber's faculty. This in turn increases students' access to faculty and course content, builds a sense of community amongst learners and serves as a platform for sharing innovative teaching methods and ideas.





Creative Productions

Since its inception, the Creative Productions team has worked with faculty and staff to develop and produce more than 500 videos for over 140 academic projects. Students, too, have made use of the Creative Productions studios, giving video shout-outs to over 170 talented faculty in just over 3 short years.



5 other educational institutions are now using a lightboard, with 5 more planning to build one, all as a result of seeing Humber's lightboard videos and/or presentations



More than

300

studio interactions in
2015-16

The Creative crew has
worked with more than

90

unique faculty and staff
members to create
educational content



The Lakeshore A/V Graphics satellite
location has been transformed into a
multi-purpose Creative Studio

HumberEDU YouTube channel views:

84 000+

↑ **71%** increase from
last year



314

new subscribers



500+

videos since inception

2015-16 Activity and success stories from the creative department:



A new sound effects library, consisting of over 30,000 easily searchable sound effects, and exclusively available to the editors and faculty who use the CTL Creative Studios

New inventory solution - with barcoded identification and customizable reporting - for tracking equipment reducing repair costs



Ensemble, Humber's first video upload and delivery platform, allows faculty to easily upload, create, share, stream, caption and annotate video content

Due to increased faculty demand, CTL Creative Productions has grown, with new videographers, editors and support staff to assist in the creation of engaging digital content, and to help ensure that projects are delivered even quicker than before





NEXT Magazine

NEXT magazine, which is published twice a year by Humber Press, highlights the many ways in which Humber faculty, staff and students have gone beyond the norm. Each issue is written primarily by Humber students. The Spring/Summer 2016 issue was written by the first cohort of students in the new Professional Writing and Communications program administered by the School of Liberal Arts and Sciences.

Each issue also features profiles of outstanding faculty and staff, and provides answers to difficult questions about teaching and learning.

This past year, NEXT has featured stories on small business successes of Humber students, new faculty awards, the new Traditional Chinese Medicine program, new Humber-built tech, Humber's drone pilot program, and much more.

HUMBER PRESS

New Publications

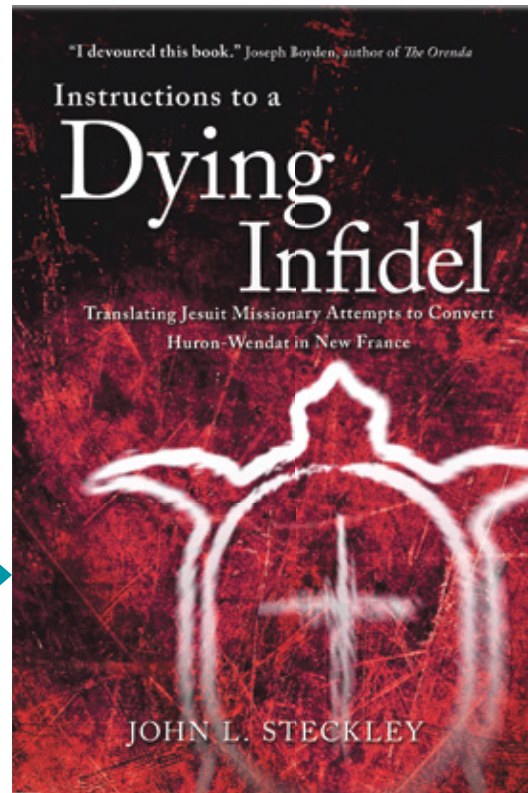
Over the past 12 months, Humber Press has been enormously active in supporting the scholarly work and practice of Humber faculty. In addition to continuing to build its operations and expand its reach, the press has produced some outstanding new publications across a number of genres and subject areas.

PRAISE FOR JOHN L. STECKLEY'S *INSTRUCTIONS TO A DYING INFIDEL*:

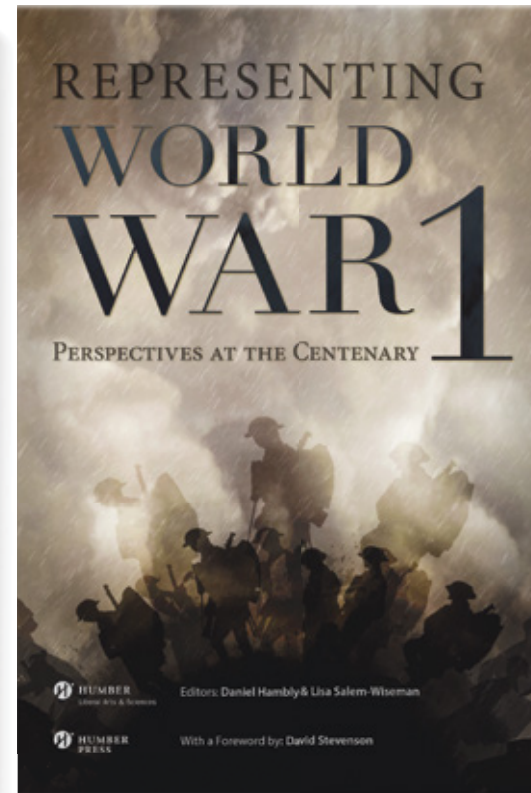
"I devoured this book. Steckley's words fire the imagination."

JOSEPH BOYDEN, GILLER PRIZE-WINNING NOVELIST

Last fall, Humber Press published two ambitious new works:



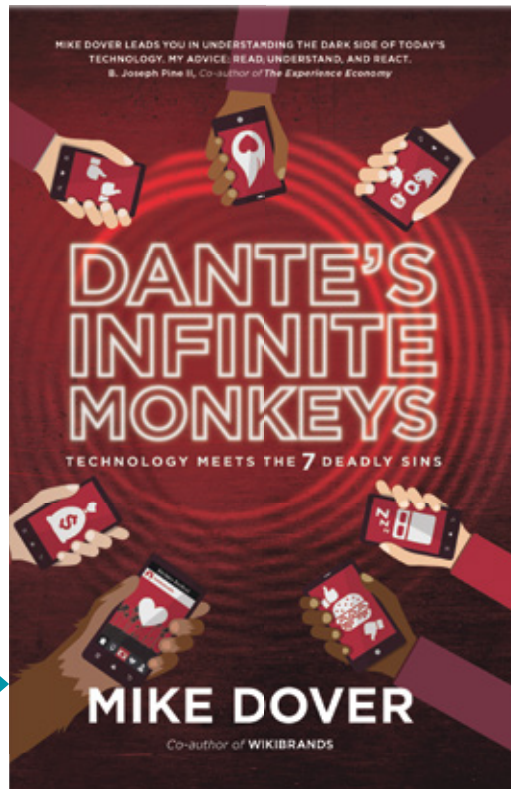
John L. Steckley's *Instructions to a Dying Infidel* is a groundbreaking work of scholarship and translation that brings to light a significant historical document and shows many of the ideas that have animated the troubled history of relations between Christians and Canada's First Nations people. The book was enthusiastically endorsed by York history professor Carolyn Podruchny and award-winning novelist Joseph Boyden.



Representing World War I: Perspectives at the Centenary is a collection of thought-provoking and provocative papers drawn from the 2014 conference held by the School of Liberal Arts and Sciences and hosted by the International Festival of Authors. The second volume of conference papers is currently in production.

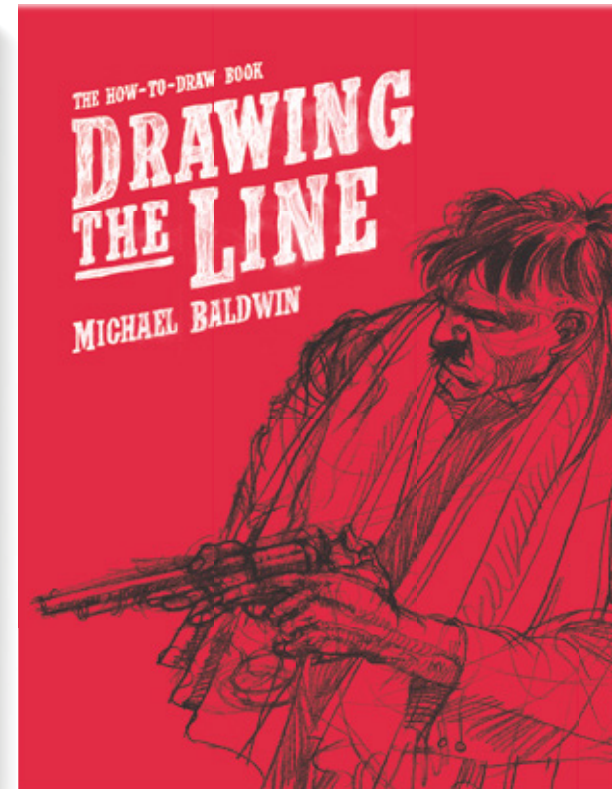
“Read it so that you can avoid living it (hopefully).”

CHUNKA MUI, AUTHOR OF
THE NEW KILLER APPS



Humber Press edited and developed two exciting new books, published in Fall 2016:

Dante's Infinite Monkeys by Mike Dover (Business School), a lively and thoroughly researched tour of the worst parts of our new digital utopia.



Drawing The Line by Michael Baldwin (Applied Tech), a must-have book for art and design students, instructors, and artists.

“I don’t know where else you will find a book that is as packed with such useful information and amazing drawings.”

BRUCE THOMSON,
INDUSTRIAL
DESIGN

Humber Press continued to support the publication of the ***Humber Literary Review***, a new literary magazine run by the School of Liberal Arts & Sciences. In 2015-16, the HLR was nominated for a National Magazine Award, and had some its work included in the annual Best Canadian Poetry anthology.

New Scholarly Journals

In addition, Humber Press has assisted with the launch of three new online, open-access scholarly journals:

- **Journal of Innovation in Polytechnic Education (JIPE):** in collaboration with the SoTL initiative (See p.16)
➤ jipe.ca
- **Journal of Traditional Chinese Medicine and Acupuncture (JTCMA):** in collaboration with the School of Health Sciences
➤ jtcma.ca
- **Canadian Journal of Students' Applied Research (CJSAR):** in collaboration with faculty from across the institution
➤ cjsar.ca

All three journals will publish their inaugural issues in 2017.

INNOVATION AWARDS

Recognizes college employees who have designed and implemented significant innovations that positively impact the education of students at Humber College.

LEAGUE FOR INNOVATION OF THE YEAR AWARD 2016

John Bourgeois

HUMBER INNOVATION AWARDS 2016

Alvina Cassiani

Tony Nuccitelli

Magno Cidade

Michael Thomas

Rebecca Moyal

Adrian Venuti

JOHN AND SUSANNE ROUECHE AWARD 2015

Celebrates outstanding contributions and leadership by outstanding community college faculty and staff, who are recognized in a series of activities and promotions, and honored at special events at the League for Innovation's spring conference.

Bernard Aron

Craig MacCalman

Rick Simone

Doug Wright





Contact

The Centre for Teaching & Learning

D225, North Campus
Humber College
205 Humber College Blvd.
Toronto, ON M9W 5L7

Visit our website:

 humber.ca/centreforteachingandlearning



Follow us:
@EileenDeCourcy



Subscribe to us:
youtube.com/HumberCTL

**WE ARE
HUMBER**