

Memorandum

Teaching & Learning Services
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TO: Board of Governors
FROM: Laura Winer, Director, Teaching & Learning Services
SUBJECT: Overview of Teaching & Learning Services
DATE: December 10, 2020
DOCUMENT #: GD20-30

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE & EXPECTED OUTCOME An overview of activities, initiatives and developments of Teaching & Learning Services (TLS) is provided to the Board of Governors for information.

BACKGROUND & RATIONALE Presentations feature regularly on Board agendas in order to keep Board members apprised of the University's academic and campus activities.

The following presentation has been prepared by the Director of Teaching & Learning Services and provides an overview of the following elements of the unit:

- Mandate and change in reporting structure
- Selected activities pre-COVID
- COVID response: Remote Delivery Task Force
- University and Unit challenges post-COVID

ALIGNMENT WITH MISSION AND STRATEGIC PRIORITIES Presentations of University Faculties and Units apprise the Board of the University's academic priorities.

COMPLIANCE WITH UNIVERSITY POLICY University Faculty and Unit presentations are a regular feature on Board agendas.

COMPLIANCE WITH LEGISLATION/ EXTERNAL REGULATIONS There are no external legislation requirements applicable.

RISK FACTORS There are no risk factors applicable.

SUSTAINABILITY CONSIDERATIONS	There are no sustainability considerations associated with this presentation.
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IMPACT OF DECISION AND NEXT STEPS	N/A
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MOTION OR RESOLUTION FOR APPROVAL	N/A
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APPENDICES	Appendix A: Presentation
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Teaching and Learning Services

Activities and Initiatives Pre, During,
and Post-COVID

Presentation to the McGill University Board of Governors

December 10, 2020



McGill

Teaching and
Learning Services

Dr. Laura Winer
Director

Who we are

~30 academic, professional, and administrative staff with education and experience in:

- Scholarship and research in teaching and learning
- Higher education
- Learning technologies
- Instructional design
- Learning spaces
- Online learning
- Communications
- Administration
- Finance and human resources

Ably supported by 30+ students

[+ Learn more](#)

TLS mandate and reporting

TLS provides resources, support, recognition, and development opportunities to instructors, students, and the McGill community.

- January 1, 2020 – new Associate Provost (Teaching and Academic Programs)
 - TLS now reports to Associate Provost (Teaching and Academic Programs) rather than Deputy Provost (Student Life and Learning)

What we do

Selected activities pre-COVID

Support for program and course (re)design and teaching

- Course Design Workshop
- Assessment and Feedback Group
- Teaching for Learning blog
- Course evaluations

Faculty partnerships

- Engineering (ELATE)
- Management
- Science (Office for Science Education)

Recognizing and rewarding teaching

- Thank A Prof
- Teaching awards

Policy work

- Revision of University Student Assessment Policy (co-lead)

Spaces

- Teaching and Learning Spaces & University Teaching Labs
- The New Vic

Online education

- Bachelor of Nursing (Integrated)

Professional skills development workshops for students

- SKILLS21: learning strategies; time management; Equity, Diversity, and Inclusion (EDI)
- SKILLSETS: 3MT, Supervision

Scholarship of teaching and learning

Recent contributions to the development of the field

- [Whitepaper: Disruption in and by Centres for Teaching and Learning During the COVID-19 Pandemic: Leading the Future of Higher Ed](#)
- [Learning Space Rating System](#) (EDUCAUSE)
- *What's an assignment that helped you learn? The Survey Says...* POD 2020 Innovation Award

Ongoing activities

- Collaborative research with instructors and colleagues from other universities
- Presentations at national and international conferences
- Publications in scholarly journals

And then, COVID

Remote Delivery Task Force (RDTF)

Academic Planning

Worked closely with Senior Academic Leadership and Associate Deans from all Faculties

Staffing and collaborations

Redeployed, “borrowed,” and hired staff

Drafted *Guidelines for Remote Teaching and Learning*

Provided framework within which instructors could operate

Faculty Matters and Academic Leadership Forum

Remote Teaching focus and included in numerous events

And then, COVID

Instructors

Created *Teaching Remotely During a Time of Disruption* web page

↑ 333% increase in page views vs 2019

Implemented Remote Learning Assistant (RLA) program

Webinars 84 offerings of 25 new content areas and 3,500+ attendances

Consultations 162 individual or small group

Videos > 40 developed to support remote teaching

Software 20+ new tools enabled: Zoom + discipline-specific

Students

Direct Support

- Created a [Resources for students](#) section with:
 - Parallel suites of activities to support student learning
 - Five webinars offered 11 times with 482 attendances
- Enhanced [SKILLS21](#) and [SKILLSETS](#)

Accessibility (in collaboration with the Office for Students with Disabilities)

- Video captioning
- Accessibility Learning Assistants (Winter 2021)

Living with COVID in Winter 2021

- **Enhanced support for instructors**
 - Remote Learning Assistance (RLA) program (on-going)
 - Implement Accessibility Learning Assistant program
 - Improve TLS Knowledge Base (KB)
 - Increase variety of both general and specific software tools ([approved tools](#))
- **Targeted support for students:**
 - Increase focus on time management, motivation, engagement
 - Develop peer academic support program: e.g., [Stay on Track](#)

Where are we going?

A post-COVID University will:

- Maintain increased focus on teaching and learning
- Need more flexibility for instructors and students
- Require a more fluid concept of “contact hours”
- Blur the divide between physical and virtual teaching and learning
- Challenge the (Re)design of classrooms and labs to respect evolving norms for physical distancing and other requirements
- Shine a brighter spotlight on EDI, accessibility, Anti-Black racism, Indigenous communities, health and wellness

Ongoing opportunities

- Develop approaches to manage community expectations
- Continue to foster and develop internal partnerships
- Work to address long-standing assumptions about teaching and learning
- Integrate broader societal concerns into the teaching and learning framework

More information

- [Teaching and Learning Services](#)
- [SKILLS21](#)
- [SKILLSETS](#)
- [Mercury](#)
- [Thank A Prof](#)
- [Teaching for Learning blog](#)
- [myCourses](#)
- [Polling](#)

Questions?

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