
MINUTES

Subcommittee on Teaching and Learning
Friday, June 10, 2016 (11:00am – 12:30pm)
McLennan Library Building, room MS-74

Present: Adam Finkelstein, Glenn Zabowski, Hoi Kong, Ian Henderson, Jessica Head, Jean-Paul Remillieux, Laura Winer (Chair), Laurent Mydlarski, Nancy St-Pierre (Secretary), Pete Barry, Svetlana Komarova

Regrets: Angela Campbell, Bronwen Low, Carole Urbain, Elizabeth Nash, Jacqueline Leclair, Lucy Lach, Parvesh Chainani, Robin Beech, Sujata Madan, Yvonne Steinert

Guests: Professor Ken Ragan, Department of Physics
Professor Laura Pavelka, Department of Chemistry

1. Administrative

- Adoption of the agenda
- Approval of the minutes, February 23, 2016
- Business arising:

The administrative portion of the agenda was adopted as circulated.

2. Meeting objectives

By the end of the meeting, the subcommittee should have:

- Received updates on various pilot projects using educational technologies in classrooms;
- Provided feedback on a draft document regarding strategies for healthy program design.

3. Discussion

a) Updates on educational technology pilots supporting assessment

Adam Finkelstein (TLS), Professor Ken Ragan (Physics), Professor Laura Pavelka (Chemistry)

During the last academic year, TLS has worked in partnership with various Faculties to pilot three assessment tools: Respondus LockDown Browser, Crowdmark, and Peerceptiv. Discussion ensued on the pros/cons of the tools with Professors Ragan and Pavelka providing feedback on their experience with Crowdmark.

Highlights were as follows:

- *Respondus LockDown Browser*: locks the online testing environment in myCourses so that an online exam can be held in a teaching space. Students must bring their own laptop and the program locks down the browser. This allows the instructor to increase the number of assessments by reducing the logistics of booking an exam room and facilitating grading and thus provide more feedback to the students. Students in the pilots were initially resistant

(fear of the unknown) but following the first exam, they were much more open. The School of Continuing Studies uses this software extensively with success.

- *Crowdmark*: manages asynchronous grading with multiple graders. Both Prof. Ragan and Prof. Pavelka noted that although the software is resource-intensive (requires scanning each exam), their overall their experience was positive. Providing feedback is quite easy as the grader can copy/paste comments which is a great time saver. Once grading is complete, students are not able to modify the exam. This allows TAs to feel more confident that an exam has not been doctored should a student appeal the grade. In addition, gender and ethnic biases are reduced as the graders do not know whose exam they are grading.
- *Peerceptiv*: manages online peer assessment process. Once the student assignments have been uploaded, Peerceptiv scrambles the submissions and farms out the work for peer review. Students only receive feedback on their assignment once they've completed their reviews. Students can also provide comments on the feedback their work received. It should be noted that the pedagogical implications for Peerceptiv can be quite challenging so assignments must be thought through very carefully. It was also noted that French-language assignments can be tricky as language knowledge may limit the reviewer pool.

All three tools will be moving to a soft launch in Fall 2016, and members were encouraged to get in touch with Adam should they or their colleagues like more information.

b) Strategies for Healthy Program Design

Laura Winer (TLS)

As requested by APC and the Deputy Provost, Laura presented a draft document which contained elements of course design that contributes to healthy learning environments from a pedagogical perspective. Five overarching themes (with examples) were identified:

- 1) Provide structures that facilitate common intellectual experience
- 2) Emphasize diversity and global learning
- 3) Facilitate undergraduate/Faculty interaction
- 4) Create structures to produce program-level takeaways
- 5) Emphasize individual learner development

Members discussed the draft and provided some feedback. It was suggested that it be expanded to include physical health such as taking into consideration the number of hours/day students would be sitting down. Members were encouraged to forward examples or to provide more feedback should they wish once they'd had a chance to reflect on the document.

There being no further business, the meeting was adjourned at 12:35pm.