



2022-23

ANNUAL REPORT



Georgian | Centre for Teaching
and Learning

TABLE OF CONTENTS



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Ashley Preist
Kim Reid
Iain Robertson
Faith Visentin

DESIGN
Aneesh Abdulkader

04	The CTL story
06	Our mandate, vision, priorities and goals
08	CTL 2022-24 strategy map
10	Strategic and academic plan alignment
16	CTL team roles and responsibilities
19	Awards and recognition
22	Major conferences
26	Summary of CTL offerings 2022-23
28	Workshop feedback
30	CTL 2022-23 highlights reel
34	Celebrating faculty competencies
36	Faculty testimonials
38	CTL data 2022-23
42	CTL research
48	CTL’s commitment to Indigenization
50	CTL’s commitment to EDI&B
52	Contact us



DEAN’S WELCOME



With great pleasure, I welcome you to reflect upon the journey of learning and growth that has defined our institution over the 2022-23 academic year.

We’re excited to share our Centre for Teaching and Learning (CTL)’s collective remarkable achievements, advancements and contributions that have enriched our teaching and learning community.

As Dean, I’m deeply inspired by the passion and dedication demonstrated by our faculty. Your hard work, transformative teaching practices and ongoing community engagement enhance the student learning experience at Georgian. CTL is pleased to work alongside you as we strive to make Georgian College a primary higher education destination for students and faculty.

Enjoy our annual report and please contact us to learn more about what we do and how you can get involved!

Sincerely,

Mark Ihnat

Mark Ihnat
Dean, Centre for Teaching and Learning

THE CTL STORY

The Centre for Teaching and Learning (CTL) facilitates academic professional development (PD) with emphasis on the quality of the student learning experience.



Our focus is on internal and external professional development that leads to improved student learning through improved teaching and learning practices, systems and support. We're intentional in our approach to framing and scaffolding excellent teaching practice.

Our interconnected team of faculty, staff, students and administrators goes above and beyond to support Georgian's teaching and learning community.

Our dedicated CTL team represents a broad range of experience and expertise in assessment, course design and development, multimedia and educational technology, extended and virtual reality and teaching in traditional and multi-modal environments.



We strive to meet our faculty where they are while inviting our colleagues to collaborate and engage in learning and development that promotes growth, expansion and fluidity in teaching practice.



We also support the development of inclusive and anti-racist practices, Indigenization, and equity, diversity, inclusion and belonging strategies and support connection to the United Nations Sustainable Development Goals through changemaking and social innovation.



We offer a variety of professional development opportunities, including asynchronous learning, synchronous workshops, intensive courses, and one-to-one consultations.



We bridge to the college's strategic priorities and encourage meaningful connections to faculty competence, innovation and teaching excellence.

The following report captures CTL initiatives, activities, events, consultations, awards and data collection from Sept. 1, 2022, through Aug. 31, 2023: the 2022-23 academic year.

OUR MANDATE, VISION, PRIORITIES AND STRATEGIC GOALS



Mandate

Develop and facilitate faculty professional development opportunities that focus on creating and implementing high-quality student learning experiences; implementing evidence-based practices that emphasize intentionality and enquiry; implementing research into higher education and enhancing teaching and learning practices throughout the college.



Vision

To inspire excellence by igniting curiosity, connecting communities and supporting bravery at the leading edge of teaching and learning.



Core priorities

1. Promote professional teaching practices at the postsecondary level through workshops, mentoring, learning pathways, communities of practice and open dialogue opportunities concentrating on teaching strategies and technology integration.
2. Develop and create instructional resources for teaching and learning.
3. Implement a model for new full-time and part-time faculty orientation and development.
4. Support the development of skills in all academic areas to encourage the implementation of informed curriculum delivery decisions.
5. Provide support and facilitate continuous improvement in college curriculum.
6. Facilitate skill development for the effective use of technology for teaching and learning.
7. Create, embed and support technological resources to enhance teaching and learning practices.



CTL strategic goals

- Contribute to a dynamic, engaging, teaching and learning ecosystem, grounded in evidence-based practice that paves the path to faculty and student success.
- Advocate for and support faculty on their professional learning journey to ensure quality course, curriculum and assessment design and delivery, aligned with the academic plan.
- Advance the navigation and integration of educational, immersive and adaptive technologies to support flexible, personalized and engaging learning experiences.

CTL 2022-24 STRATEGY MAP



STRATEGIC AND ACADEMIC PLAN ALIGNMENT

Georgian’s CTL is dedicated to ensuring that all our work is aligned with both the strategic and academic plans.

During the 2022-23 academic year, our work focused on the following key pillars and action items related to both the strategic and academic plans.

Strategic plan alignment




ACCELERATED
SUCCESS

Extraordinary
experiences

From an accelerated success, extraordinary experiences perspective, work done by the extended reality team (XR) ensured increased immersive learning in the curriculum and supported robust faculty focused XR professional development.

Flexible technology
enabled learning

On the flexible technology-enabled learning front, the CTL instructional design team continued to offer multi-modality support and training through the Pathways program and the CTL Blackboard team rolled out a new version of our LMS, Blackboard Ultra and continued to work on establishing effective practices and LMS standards.

INNOVATIVE
COLLABORATION

Related to Georgian’s focus on innovative collaboration, CTL continues to support the strategy to “graduate students with the skills and mindset to be innovative thinkers and changemakers.”

We offer workshops, consultations, a Community of Practice (CoP) and asynchronous resources that support faculty in integrating the skills and mindsets associated with changemaking and social innovation: empathy, teamwork, leadership and opportunities to practise changemaking.

Additionally, the Growing a Region of Changemakers project, funded by the Community College Social Innovation

Fund (\$360,000 over three years administered by NSERC) entered year two. A co-researcher and a member of the Community Research Circle are both faculty developers on the CTL team. Another member of CTL helps faculty navigate the Tech Stewardship program via a CoP. CTL also participates in the United Nations Sustainable Development Goals (UN SDGs) Steering Committee. One sub-committee was tasked with early explorations in curricular and co-curricular opportunities for UN SDG alignment for faculty. The UN SDGs provide an accessible approach to changemaking for faculty and students.

One member of the CTL team is a change leader at Georgian and was involved in the successful Changemaker Campus Designation and re-Designation awarded in June of 2023. Our renewal extends until 2027.

STRONG
FOUNDATIONS

Concerning strong foundations, the CTL continued to work closely with both the Centre for Equity, Diversity, Inclusion and Belonging and with the Indigenous Strategies office to ensure that our faculty community was indeed focused on EDI&B and Indigenous perspectives when it came to curriculum development and their corresponding teaching practices.





CTL launched a new LMS, Blackboard Ultra and successfully migrated **1,000+** faculty to the new platform.

Academic plan alignment



CTL offered highly flexible, research-based, Quality Matters inspired multi-modality training pathways to over 100 faculty, resulting in

100+
engaging flex, hybrid and online courses.



MODERN FLEXIBLE LEARNING

One of the main pillars of the plan focuses on modern, flexible learning and a commitment to students, ensuring they have more choices to learn their way. This has led to increased student satisfaction, success and a commitment to offering modern learning experiences while embedding future-ready skills such as critical thinking, authentic problem-solving, communication and collaboration into all curricula.

Furthermore, the college committed to ensuring that courses were highly engaging, followed UDL principles, leveraged multi-modalities, integrated educational technology, embedded open educational resources, leveraged a modern LMS experience (Blackboard Ultra), used data analytics and introduced adaptive learning platforms when applicable.

The CTL continued to lead the way in 2022-23, ensuring that all objectives were met.

Continued to support and promote critical educational technologies, including technology like H5P and PollEverywhere, to ensure high degrees of interactivity and engagement in traditional and non-traditional course modalities.

Launched a new LMS, Blackboard Ultra and successfully migrated 1,000+ faculty to the new platform.

Launched brand new LMS faculty-centric reports leveraging Blackboard Analytics.

Launched an Adaptive Platform pilot – Cerego – for Coms 1016 faculty and courses.



INNOVATIVE TEACHING

Another critical pillar focuses on innovative teaching, which involves establishing a support network enabling faculty to deliver exceptional teaching and learning experiences through high-impact practices such as inquiry-based projects and alternative assessments.

Georgian College continues to invest in faculty development through our CTL and faculty communities of practice. Work in this

area focused on increasing the growth of XR-based curriculum, strengthening faculty peer networks, investing in faculty development, designing and launching a faculty competency framework, mentoring non-full-time faculty and growing opportunities in research.

Once again, the CTL continued to meet its objectives in 2022-23 in this category. Some highlights of this work are below:



Launched the first-ever Academic League of Champions, a faculty-driven community exploring the challenges and opportunities related to academic integrity.



Successfully integrated XR curricula into the following programs: Architectural Technology, Indigenous Studies, English for Academic Purposes, Maritime Bridge Navigation, Digital and Visual Arts, Interactive Media – Web.



Developed a by-faculty-for-faculty competency framework known as the Georgian Innovative Faculty Competency Framework.



In partnership with Institutional Research, several research initiatives were launched exploring the impact of CTL multi-modality training on faculty determining their comfort levels when delivering flex and hybrid courses post CTL training.



DEEPENED AND EXPANDED INDIGENIZATION

The final critical pillar that aligns with the CTL's work in 2022-23 is the work done in deepening and expanding Indigenization.

The CTL hired an exceptional new Faculty Developer, *E-kinoozhiwed* (the one that guides us), who has not only launched several essential Indigenization workshops but has also worked closely with the Office of Academic Quality, ensuring that current and new curriculum development is developed with an Indigenous lens in mind.



CTL TEAM ROLES AND RESPONSIBILITIES



Mark Ihnat
Dean

In his role as the Dean, with the help of a tremendous team, Mark advances resources, opportunities and support related to faculty development and professional learning. That includes supporting our faculty when it comes to learning technologies and our LMS, promoting the development and

review of our pathways focusing on building out courses in multiple modalities (e.g., hybrid, flex, dual synchronous), promoting a host of full-time and part-time faculty professional development opportunities and being an avid cheerleader for our ground-breaking virtual reality (VR) and augmented reality (AR) projects.

Digital Learning and LMS Administrator

Primary point of contact for the system administration, functionality and services of the Learning Management System (LMS) - Blackboard Ultra.



Colleen terHaar

Digital Learning and LMS Technologists

Provide support to faculty by overseeing the teaching and learning and educational and pedagogical elements as it relates to the Learning Management System (LMS), Blackboard Ultra and related LMS educational technologies/platforms – including analytics and accessibility tools.



Steven Kooy



Faith Visentin

Faculty Developers

Aim to foster a culture of teaching excellence, advance new initiatives in teaching and learning and support individual faculty members’ goals for professional development.



Melanie Doyle
Faculty Developer:
Trauma-informed
pedagogy/UDL



Emma Greenfield
Faculty Developer: *E-kinoozhiwed*;
Indigenization, reconciliation,
social justice education



Tracy Mitchell-Ashley
Faculty Developer:
Competency Framework;
Changemaking pedagogy



Iain Robertson
Faculty Developer:
Faculty Competencies/
UDL



Samantha Sullivan Sauer
Faculty Developer: Academic
Integrity, Program Coordinator
Support/STEM

Instructional Design Technologists

Provide technical support for pedagogical approaches using technologies, suites of technologies or emerging technological solutions to enhance all course delivery modalities with a focus on classroom engagement, assessment creation and much more.



Karina Meija



Ashley Priest



Bert Slessor



Liam Squires

Instructional Designers

Provide expertise and leadership in assisting faculty to develop curriculum and course content for all course delivery modalities and collaborates with faculty, providing recommendations and feedback related to course deployment and implementation



Amy Goruk



Kim Reid



Anthony Tilotta

Multimedia Specialist

Provides multimedia production support and training to faculty and the CTL including the design and production of videos, podcasts, interactive digital learning tools, AI generated content and communication materials.



Aneesh Abdulkader

XR Manager

Responsible for developing and executing an immersive technology strategy, researching and recommending appropriate XR investments for the college, seeking funding and partnerships to support the XR expansion, leading projects and committees and oversight for XR asset management.



Rob Theriault

XR Support and Development Specialist

Supports the use of XR technologies (virtual, mixed and augmented reality) on site and remotely, designs and deploys XR assets and environments and collaborates with various academic areas, faculty and instructional designers to help deliver Georgian's immersive learning XR experience.



Victor Skierski

04

AWARDS AND RECOGNITION

Members of the CTL team were recognized in multiple ways for their work during the 2022-23 academic year.

Board of Governors Team Awards

The **Move2Ultra team** (faculty blackboard support) was recognized for its leadership and the level of support and service provided to the Georgian community through the migration project.

The **Flourishing Five Pack team** (which included faculty developers) was recognized for developing a set of five interconnected micro-certificates that Georgian students can take for free to develop their skills and the mindset needed to succeed academically and personally.





Industry recognition

Anthology (Blackboard) approached the **Move2Ultra Team** to be interviewed as a case study showcasing the unique faculty-centred approach taken for the migration to Ultra. The case study and recorded videos are set to be published and shared with Anthology's international clients.

The Immersive Technology team received two awards:

Gold Indigenous Education Award 2022

from CiCAN and the World Federation of Colleges and Polytechnic for innovative use of virtual reality for language learning presented to the Indigenous Studies and Immersive Technology teams.

Rob Theriault received the **Virtual World Society's highest honour**, given to people whose work in immersive technologies, now or in the past, has made an outstanding difference to the global immersive landscape and to whom others can turn to as role models and for inspiration.

Grants and funding

- **The Immersive Technology team** played a significant role in securing a number of grants, including:
 - The Future Skills Canada Grant (\$900,000) - completed
 - The OVIN Regional Future Workforce Program (\$500,000) - completed
 - The CiCan Grant "Life Beyond Turtle Island" (\$200,000) - started in 2023, involves the development and use of VR technology to inspire Indigenous youth to travel and see the world
- In collaboration with Conestoga College and Loyalist College, a team from Georgian College was awarded a \$39,500 **Virtual Learning Strategy grant from eCampusOntario** to produce an engaging chemistry (general, organic and biochemistry) textbook that can be used across multiple programs across the college (including career prep, college and degree level courses). The textbook will replace an expensive commercial text that will soon be out of print but is currently used across Georgian College in at least 10 different courses. Approximately 600 students, annually, could use this OER textbook at Georgian College alone. This OER textbook will feature rich customized graphics, visuals and interactive activities for students to assess their learning (eg. H5P).
- The CTL team were recipients of **several Big Ideas awards** in the inaugural Big Ideas Challenge. These included the non-full-time Faculty Onboarding project and the Digital Storytelling project.

MAJOR CONFERENCES

In 2022-23, CTL’s diverse teams participated in conferences across various sectors fostering collaboration and knowledge exchange for impactful growth.

Instructional Design team

In response to student requests and feedback (post-pandemic) for more choice and flexibility in their learning experiences, Georgian’s Instructional Design (ID) team was tasked with creating a pathway for educators to gain knowledge, understanding and experience in teaching in Hyflex (coined GC Flex at Georgian) teaching and learning experiences.

The ID team developed the Flex Course Development Program (FlexCDP) and based on its tremendous success supporting Georgian faculty through the design, development and delivery of fully flexible courses for students, shared their success at three

conferences on both provincial and national stages: TESS2022 and CALL2023 – The Hybrid Experience: Designing the Future of Learning, as well as STLHE 2023 – Flexible Learning at Georgian College.

The presentations were met with so much excitement and enthusiasm for Georgian’s model, the ID team was asked to champion a provincial working group (through ETC – Educational Technology Committee) to mentor other post-secondary institutions through the creation of their own Hyflex teaching training and support for faculty.



↓
The ID team shared their **FlexCDP success** at three conferences on both provincial and national stages.



Blackboard team

After a year-long journey to transform and modernize the teaching and learning experience at the college, The Centre for Teaching and Learning’s (CTL) Move2Ultra team was invited to speak at the 2023 Blackboard Anthology Together conference in July.

Faith Visentin, Colleen terHaar and Liam Squires presented to university and college representatives worldwide. They shared how the human-centred and innovative approach Georgian adopted was a key factor in the successful college-wide transition from Blackboard Original to Blackboard Ultra.

In collaboration with IT, CTL and academic areas across Georgian, the Move2Ultra team guided more than 1,000 full- and part-time faculty through synchronous and asynchronous training. It supported the development of over 2,000 course shells.

Compared to other institutions, it was Georgian’s emphasis on human-centred design and user experience that got Blackboard’s parent company’s (Anthology) attention.

Their presentation, “Instructor-Centric Change Management: How a Humanistic Approach Shaped a One Year Transition to Bb Ultra”, guided the international audience through how Georgian transitioned the learning management system environment. The team shared strategies that other institutions can employ to enjoy similar success.

The Bb Team was also asked to present to the Michigan state-wide Bb User Group (2023) to share the “Instructor-Centric Change Management: How a Humanistic Approach Shaped a One Year Transition to Bb Ultra” presentation.



Georgian's
Virtual Reality team
gave a total of
27
presentations.

Faculty Development team

One member of the Faculty Development (FD) team, also a member of the CCSIF Research Team, presented on changemaking initiatives at ISRIC in Halifax this academic year with a well-attended session titled "Amplifying Impact: Designing Tools to Measure Growth in Social Innovation".

The FD team also took their presentations to a national stage at STLHE where they shared information about their groundbreaking work in developing consistency and coherency for faculty work with their presentation titled "Innovative Georgian Faculty Competency Framework".

The FD team presented on their OER work with a session at ChemED 2023 titled "Enhanced Introductory College Chemistry Textbook – An OER (Open Educational Resources) Journey" with partners from Georgian, Conestoga and Loyalist College. Additionally, a presentation at the Indigenous Mathematics and Education Conference at Lakehead University titled "Relationships and Reciprocity: Indigenous Mathematics and Education Conference" examined ways to align math/STEM teaching with Indigenous learning.

VR team

Under the leadership of Rob Theriault, the Georgian Virtual Reality team gave a total of 27 presentations (in both virtual and in-person mediums) over the 2022-23 academic year, with a total of 3,187 participants.

Georgian's VR team continue pushing the boundaries of possibility and are highly regarded as international leaders in the world of XR and VR in education.

Most notably, Rob delivered two keynote presentations. The first at Yale University, an invite-only face-to-face event titled "Medicine in the Metaverse" at which Rob presented "XR at Georgian College".

The next being "Exploring and Deploying XR in Education" at the University of Michigan XR Summit, where Rob presented to an impressive 140 participants at the face-to-face event.



SUMMARY OF CTL OFFERINGS 2022-23

CTL offers a wide variety of professional development opportunities to faculty, whether they're part-time, partial load, or full-time.

Our offerings support faculty wherever they are on their teaching journey, from new hires directly from industry, to teaching veterans who have decades of experience and everything in between.



Workshops and drop-in support

- Blackboard
- Akindi
- Turnitin
- H5P
- PollEverywhere
- Screenpal (formerly Screencast-o-matic)
- Microsoft Teams
- WebEx
- Assessment
- Classroom climate
- Instructional skills workshop

Modality pathways

- OCDP
- FlexCDP
- THT
- FlexConnect
- OnlineLink
- HybridLink
- FlexLink
- DualSync

Faculty learning communities

- Becoming a changemaker institution
- James Lang cheating lessons
- Movement in learning
- No-read FLC
- Small teaching
- Unravelling faculty burnout

Communities of practice

- Technology stewardship practice
- Changemaking faculty journey community of practice

Workshop series

- Foundations
- Mental health and well-being
- Teaching with tools
- Trauma Informed pedagogy
- ADP
- CDI
- Course design sprint
- Teaching squares



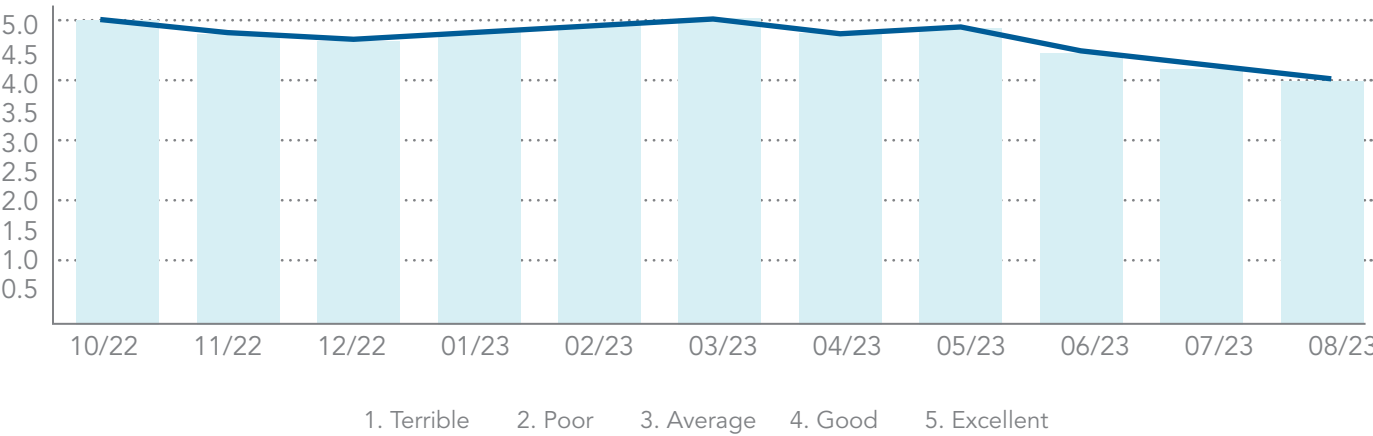
WORKSHOPS FEEDBACK

We continually evaluate the effectiveness of our workshops and the feedback is generally positive and encouraging. This feedback underscores the impact of our efforts in shaping the Innovative Georgian Faculty Competency Framework.

Workshop rating



Average overall satisfaction score over time



Faculty feedback highlights

Facilitators were humanizing, knowledgeable, all contributed well to demonstrating that they understand the experience of a new facilitator.

Great facilitation, model of teamwork and enthusiasm, effort and interest, multi-faceted interactive opportunities.

I like that it validated some of my thoughts around AI and introduced a new tool that I can implement both in my classes and meetings.

The awareness that a new tool is available and that it's free. I've been paying for another app that does the same thing.

Peer to peer collaboration. The whole process which has culminated in a best practices document.

Practical examples that we could use immediately.

CTL 2022-23 HIGHLIGHTS REEL

Artificial Intelligence faculty champions

How can we teach and learn with integrity and effectiveness in a world where artificial intelligence is everywhere? That was the question Georgian College asked faculty members in winter 2023.

A group of volunteer instructors joined a six-week online conversation, facilitated by the Centre for Teaching and Learning, where they exchanged their views, stories and struggles related to this topic. They also developed case studies that show the ethical and practical problems that teachers and students face related to academic integrity in the era of artificial intelligence.

Their work became the first chapter of a Pressbook that shows how instructors can collaborate and grow together.

This project illustrates the benefits of creating a shared space for instructors to think about how teaching and learning are transforming in the digital age.

The ideas and suggestions from the forum participants will help shape the policies, resources and professional development opportunities for the college community.

The Centre for Teaching and Learning plans to keep this project going in the future, intending to widen the range and diversity of instructor voices and experiences.



Flex modality training pathway

In response to a more robust return to on-campus learning post-covid, the Centre for Teaching and Learning designed, developed and launched three tiers of flex modality support and training for Georgian faculty.

“Faculty members were generally highly engaged with the training” which ranged from Flex Course Develop Program (FlexCDP) – for faculty developing a full GC flex course, FlexLink – for faculty who are adapting a previously developed flex course for their own purposes and FlexConnect – for faculty who are adapting a course (for flex) that they have previously developed for online delivery.

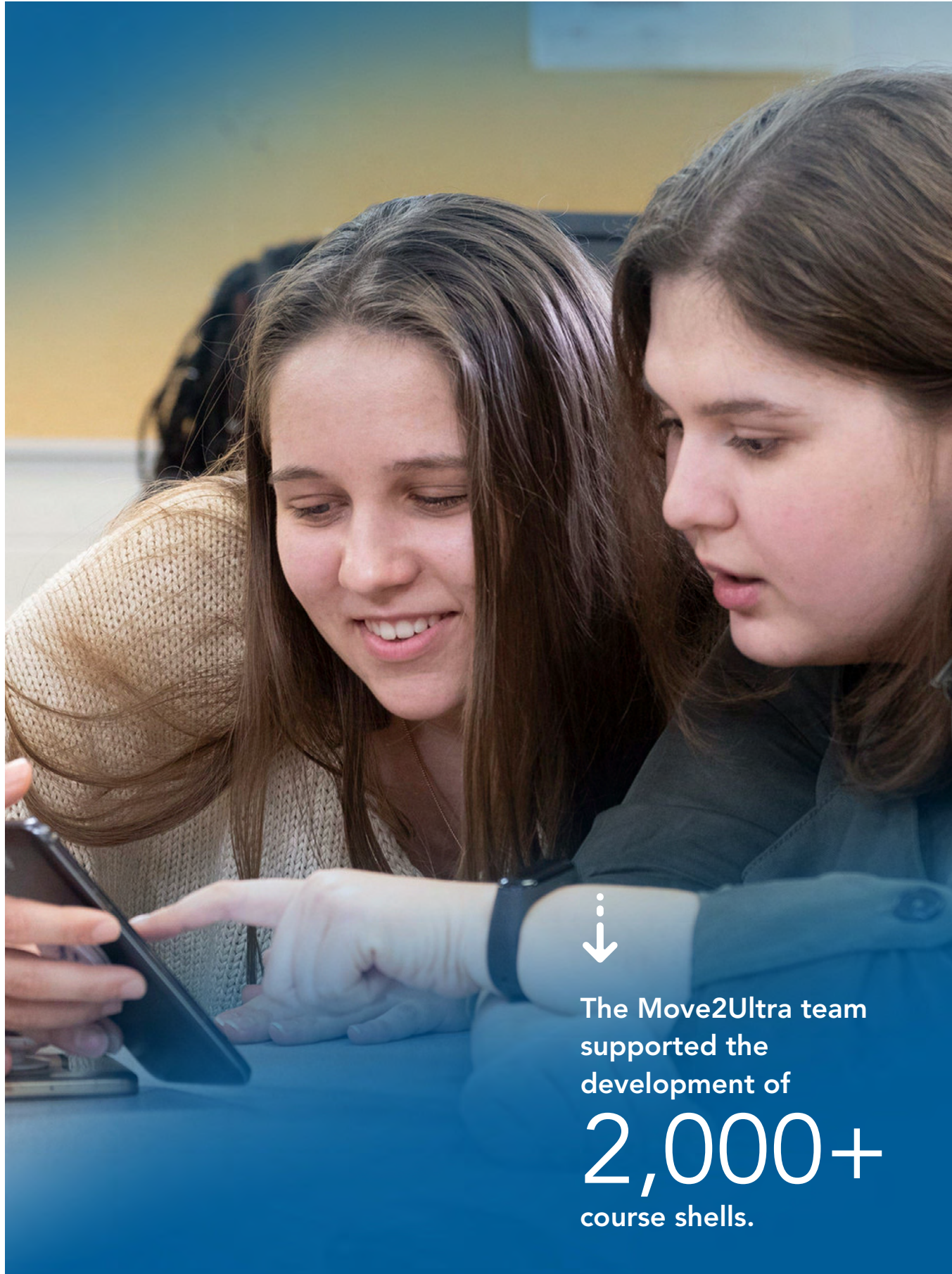
The three pathways have seen incredible traffic and the college has seen great success in moving courses and in some cases entire portfolios to flexible delivery that ensures students can access learning when, where and how it works best for them. As an additional bonus, “faculty noted substantial improvements in their level of preparedness” (see research results in the CTL data section of this report).



Between fall 22 and summer 23,

155

courses were designed and developed through the FlexCDP, 11 programs were offering fully flex options, with another five working toward full flex delivery options.



The Move2Ultra team supported the development of
2,000+
course shells.

Move2Ultra

Similar name – big changes. Although Blackboard Ultra might not sound much different than Blackboard Original, the CTL Blackboard team knew that the Georgian community was going to need support in a big way to handle the transition and they delivered.

Rebranding themselves as the “Move2Ultra” team, training and course migration began in late summer 2022 with a targeted selection of program areas.

Over the course of the year, the Move2Ultra team guided more than 1,000 full- and part-time faculty through training and supported the development of over 2,000 course shells.

By the end of summer 2023, nearly all courses had been moved to the new learning management system and Georgian was officially a Blackboard Ultra college.

The year-long journey to transform and modernize the teaching and learning experience at the college emphasized human-centred design and user experience, an approach unique enough in the postsecondary industry that it caught Anthology’s attention. Anthology invited the Move2Ultra team to the annual Anthology Together conference in Nashville to share their process and experience with an international audience.

You can find a version of their presentation on Anthology’s YouTube channel: Instructor-Centric Change Management: How a Humanized Approach Shaped the Transition to Ultra. The team also had their work highlighted in a case study on Anthology’s website: Changing Hearts and Minds with a Humanistic Approach to [Change Management](#).



CELEBRATING FACULTY COMPETENCIES

Throughout the 2022-23 academic year, CTL offered meaningful connections for faculty to engage with and inform the development of the Innovative Georgian Faculty Competency Framework.

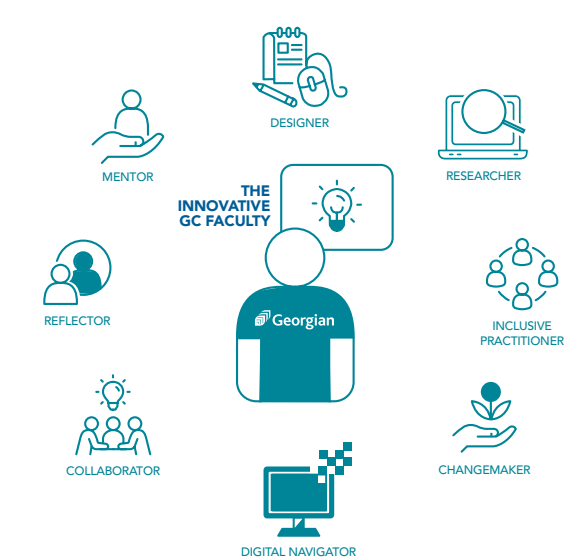
The framework was published as part of the [2022-24 Academic Plan](#) (see page 15). The following is a summary of key activities related to the Faculty Competency Framework that took place during this period.

 The framework was revised and updated based on feedback from faculty members, academic leaders and other specific groups within the college. Over 30+ members of our Georgian community shared their insights to inform the model.

 Georgian peers were offered over 18+ opportunities to connect with the framework development team. These included synchronous in-person and virtual workshops and the opportunity to provide feedback in asynchronous written form or by video.

 A common language and a clear set of criteria for supporting and enhancing faculty growth from emerging through performing and transforming the teaching and learning ecosystem was unearthed from these consultations.

 Initial tagging of Centre for Teaching and Learning workshops and activities began in the winter of 2023.



The Faculty Competency Framework was identified as a foundation for creating and delivering a range of learning opportunities and resources for faculty members, such as workshops, webinars, online modules, peer observation, mentoring and coaching.

Additionally, it honours and celebrates the competence that faculty bring to their educator role from other experiences outside of Georgian.



FACULTY TESTIMONIALS

We're honoured and awe-inspired by the amazing faculty who have shared their thoughts related to the professional learning and connection opportunities we provide. We're so appreciative of these faculty voices.



"Working with CTL has expanded my knowledge in the many modalities of teaching. They have provided key knowledge in creating and delivering hybrid and Flex courses while considering the holistic needs of their students."

"The H5P workshop was very helpful and informative. I learned how to create interactive and gamified content for my students using this free and easy tool. The CTL team was very supportive and responsive throughout the workshop and beyond."

"The Focus on Teaching Conference was an excellent event for team building faculty and staff at Georgian. Sharing our knowledge by presenting to others is the best way forward into the increasingly technical world of today and tomorrow."

"I thought the [Focus on Teaching] conference was very good and very well organized after the hiatus [;] it was great to be able to interact with people in person and enjoy the sessions that I had signed up for."

"I really appreciated the FlexCDP workshop offered by CTL. It helped me to design my course in a way that is accessible, inclusive and student-centred. I learned how to use various tools and strategies to enhance student engagement and collaboration in online and blended environments."

"The CTL team was instrumental in helping me transition my ESL course to an online format. They provided me with guidance and feedback on how to use Moodle effectively, how to design assessments and rubrics and how to communicate with my students online. They were always available and friendly whenever I had a question or a concern."

"The OCDP training was a valuable experience for me as an instructor. I learned how to apply the principles of instructional design and curriculum development to my own courses. The CTL team was very knowledgeable and professional and they facilitated a collaborative and reflective learning process."

"The Faculty Competency Framework" is a collaborative and connective way for faculty to connect, grow and improve their practice. It addresses many important areas that an educator can grow and flourish and it provides a framework that outlines who faculty are, what faculty do and who faculty ought to be. It honours the journey of faculty – past, present and future – with indefinite learning."

CTL DATA 2022-23

THE YEAR IN NUMBERS



Ed Tech data

The Instructional Design Technologist team had over 275* interactions with faculty by request, workshop, or drop-in session.

Our most popular supported tool, by far, is ScreenPal (formerly Screencast-o-matic).

Over the year, faculty further supported active learning and student engagement through H5P interactive content.

Our faculty created

2,240

videos on ScreenPal under the CTL account.

We witnessed

960+
new H5P content
creations.

We saw

1,200+
H5P content
updates.

We increased

H5P use by
50+
faculty.

Faculty Development data

The faculty developer team offered unique sessions including workshops, sessions, Communities of Practice (CoPs), Faculty Learning Communities (FLCs), drop-ins, coaching sessions as well as asynchronous resources addressing diverse topics such as humanizing, changemaking, academic integrity, keys to teaching and learning, classroom climate cultivation, inclusive teaching, Indigenization, assessment design, movement and learning, mental health and well-being and other important topics. Additionally, we supported new full-time and non-full-time faculty in several ways.



New non-full-time faculty support

The FD team supported new non-full-time faculty in numerous ways including through the T@G Orientation, the new faculty Community of Practice and opportunities for one-on-one coaching and drop-ins. The following represents T@G data for participants in the 2022-23 academic year:

New full-time faculty support

Academic
Development Program

29
faculty participants

Teaching@Georgian
(T@G) Orientation

8 Sessions : 122 Registrants

Pathway data

The 2022-23 academic year saw 176 faculty complete CTL professional development pathways that support online, hybrid and GC Flex delivery.

52 faculty participated in professional development specifically for the delivery of either online, hybrid, or GC Flex delivery (separate from course development).

44 GC Flex courses
were developed.

46 Online courses
were developed.

34 Hybrid courses
were developed.



→

Social media data

The Centre for Teaching and Learning had a significant social media presence. We saw the following usage:

X (TWITTER)

1,600+ followers

1,700+ impressions



YOUTUBE

9,900+ views

158 hours watched

15,000+ impressions

26 public videos were created and uploaded

#1 watched video: AIM Introduction video with 7,700 views



→

XR integration and exploration data

The XR team has made significant efforts to connect across the institution. As of the 2022-23 academic year, XR is integrated in curricula in the following programs:

- Architectural Technology
- Indigenous Studies
- English for Academic Purposes
- Maritime Bridge Navigation
- Digital and Visual Arts
- Interactive Media – Web.

We’re exploring XR in 20 other disciplines and have created several digital twins for EAP, chemistry and opticianry.

17 events

4,300+ participants

Over the 2022-23 academic year, we hosted a total of 17 XR events both at Georgian campuses and externally. 4,308 participants were engaged in these sessions.

Most notably, we participated in the SWERVE Event with the Nuclear Innovation Institute at the Southampton Coliseum. This was the largest event (two days) we have ever been to, at which there were approximately 3,000 participants who experienced XR.

The other notable events were the OVIN Grant AutoXR events at which there were 1,200 participants from over 12 high schools, Georgian and Carleton University.

CTL RESEARCH

In addition to the data that represents our impact across the teaching and learning ecosystem at Georgian, we’ve also had the opportunity to participate in applied research projects.

GC Flex research project

Georgian College and the Centre for Teaching and Learning have invested significant time and resources to help faculty develop and deliver GC Flex courses. A survey of both faculty and students was conducted in fall 2022.

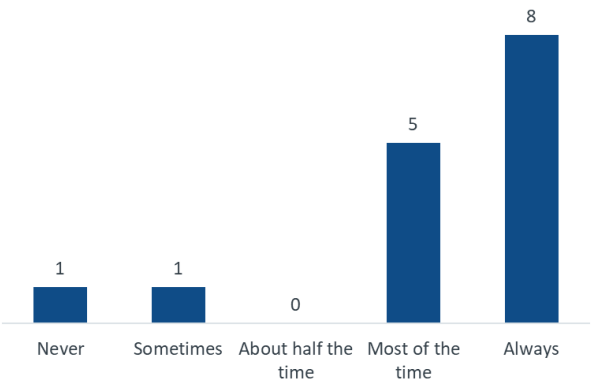
Faculty engagement (training)

According to the data, nine in ten (86.6%) faculty reported participating in weekly session most of the time or always. Engagement levels varied by training program.

- FlexCDP and FlexConnect had extremely high engagement (100% participated most or the time or always).
- FlexLink appeared to have low engagement (0% most of the time/always)*.

53% participated via online synchronous options.

Frequency of participation in weekly training sessions (n=15)



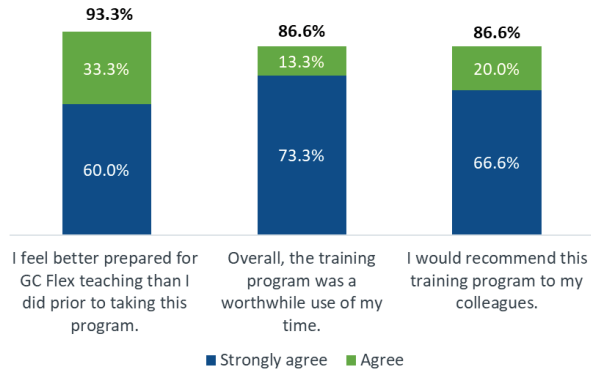
Faculty preparedness (delivery)

Most respondents felt the training was helpful in preparing them for GC Flex teaching.

Significantly, 93.3% of participants felt more prepared because of the training. Most also consider the training program worthwhile (86.6%) and indicated they would recommend it to colleagues (86.6%).

Lastly, after training, respondents felt better prepared to handle key GC Flex teaching tasks.

To what extent do you agree/disagree with the following statements? (n=15)

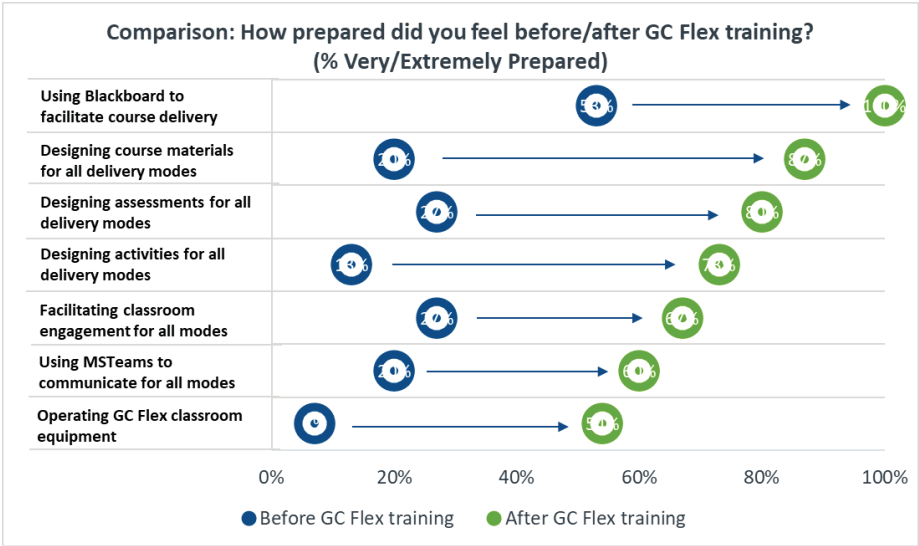


In addition, respondents felt certain training elements were particularly useful:

- Blackboard shell reviews (100% Extremely/very helpful)
- One-on-one supports (92.9% Extremely/very helpful)
- MS Teams supports (92.9% Extremely/very helpful)

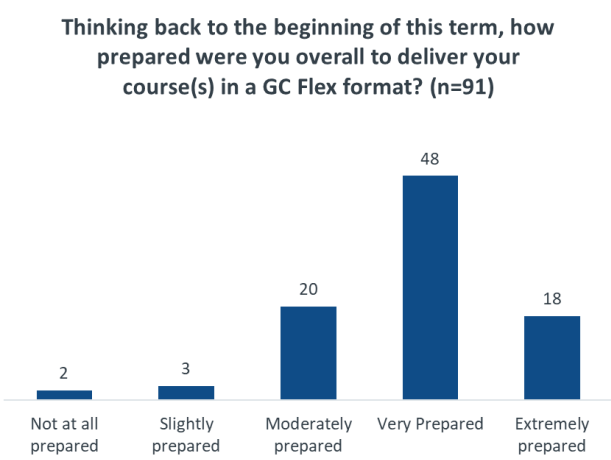
Feeling of preparedness improved for all major GC Flex teaching tasks. The largest improvements include:

- Designing course materials (+67 % pts.)
- Designing activities (+60 % pts.)
- Blackboard facilitation (61.9% very/extremely useful)
- Classroom equipment operation (59.5% very/extremely useful)
- Facilitating activities (50.0% very/extremely useful)





The training was deemed especially effective for the following:



Three quarters (72.5%) of respondents said they felt very or extremely prepared to teach GC Flex; only one in 20 (5.5%) were slightly/not at all prepared after the GC Flex professional development; conversely, four out of five found the training at least moderately useful.

Overall experience/satisfaction with GC Flex

The following areas of strength were highlighted by participants:

- Classroom equipment (58.1% very good/excellent)
- Technical support (53.3% very good/excellent)

CEREGO Adaptive Learning research project

Purpose

This project aimed to find and deploy an adaptive learning platform that could help improve specific grammar skills for first semester college students in communication courses.

Rationale

The average literacy rates among Canadian students entering postsecondary institutions are declining. This impacts student work and learning outcomes. Students need help with basic skills such as grammar, punctuation and sentence structure. Consequently, because students are evaluated through written assessments, they may not meet learning outcomes successfully because of poor written communication skills.

Both native English speakers and English as a Second Language college students continue to need help with English grammar in their written communication although the specific grammar skills needing

improvement vary greatly among first semester college students. There was an appetite to acquire a machine learning, adaptive platform solution that could enhance students’ overall grammar and fluency leading to improved written communication skills.

Project objectives

In Ontario, college and advanced diploma programs must include communication skills and learning outcomes as part of the Ministry of Colleges and Universities (MCU) College Program Standards.

To meet this requirement, most first-year students at Georgian College enrol in COMM 1016: Communication Essentials. In this course, students learn and practise their research, writing and presentation skills. Due to a full curriculum, professors need more time to differentiate, teach and review foundational skills (e.g., punctuation, grammar and sentence structure) needed to be proficient in English.





Faculty have created extracurricular content to address this issue and target these foundational English skills. This research study aimed to investigate if Cerego, an adaptive learning platform, can support learning these foundational English skills.

Communication faculty created multiple grammar lessons for students to practise through the Cerego platform.

This platform is designed to adapt to the individual learner using a variety of algorithms that track the learner's progress and adjust the difficulty of content accordingly.

Student progress was monitored through regular assessments and feedback from instructors and learners to assess whether these objectives had been met.

Key stakeholders

- The Centre for Teaching and Learning
- Liberal Arts and the COMM 1016 faculty and students
- Research team: James Fielding, Isabelle Deschamps, Ruwindhu Hettige Don
- Faculty standouts: Linda Thomason, Amanda Quibell, Emily Cramer, Nergis Mazid, Grant Vander Berg

Approach

This project was a two-semester-cycle iterative design process. During the fall 2022 and winter 2023 semesters, the Cerego platform was launched to half a dozen Comm 1016 courses, and student-faculty feedback was collected and analyzed.

Based on the pilot and the data collected, conversations regarding extending the use of Cerego would be on the table in addition to making necessary modifications to the Cerego modules. The project was also closely monitored to ensure that students and faculty were well supported.

Key results

To evaluate Cerego, the learning gains between two groups of students were analyzed: one group used Cerego for grammar content delivery, while the other group used a conventional text-based learning approach.

A statistical analysis was performed using Partial Least Squares Structural Equation Modeling (PLS-SEM) on a dataset comprised of 390 complete records. Figure 1 provides the path analysis results.

The results indicated that Cerego did not significantly enhance students' grammar assessment outcomes in comparison to the traditional text-based method, as indicated by the failure to reject the null hypothesis that there was no difference between the two groups of students.

This outcome might be attributed to Cerego's stated focus on increasing memory retention, whereas the acquisition of grammar skills may potentially benefit more from varied contextual practice.

The study indicates a need for further research to confirm Cerego's effectiveness in memory reinforcement and determine the key adaptive learning platform factors that increase grammar acquisition.

In addition, the analysis showed a significant correlation between faculty and students' post-assessment scores and overall grades, indicating that instructors are a critical factor in student educational outcomes.

The project also highlighted challenges in maintaining student response rates for research purposes and stressed the importance of maintaining strict controls over assessments in future validation studies to ensure reliability. Further investigation is recommended to delve deeper into these findings and their implications for educational methodologies.

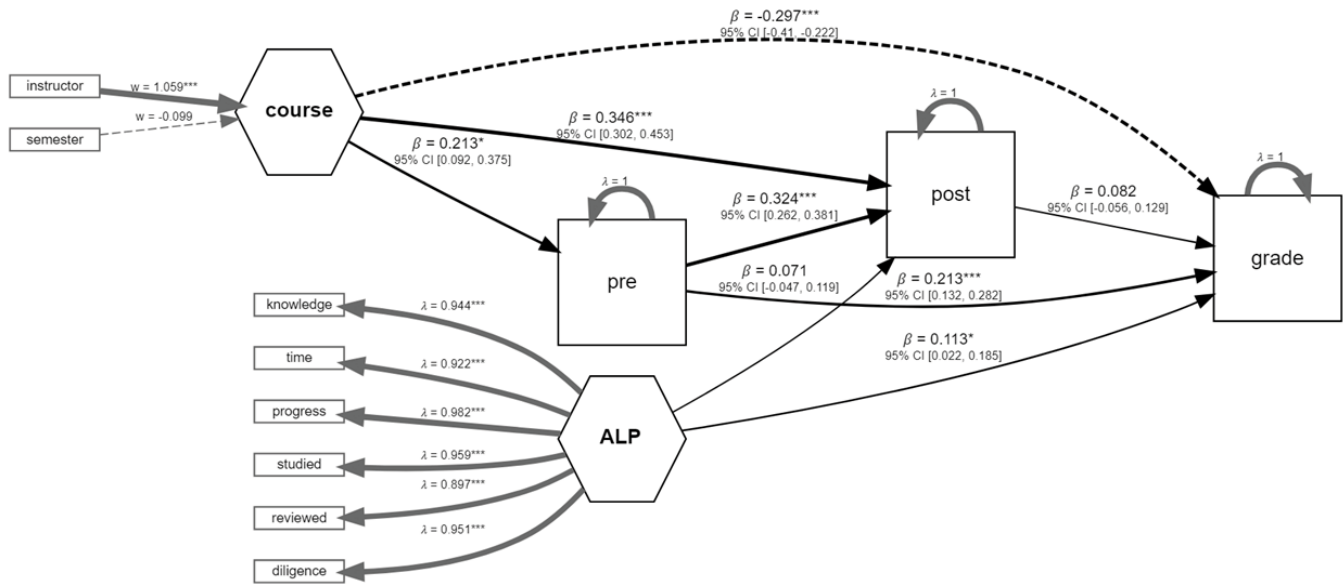


Figure 1

CTL'S COMMITMENT TO INDIGENIZATION

The Centre for Teaching and Learning (CTL) has supported Indigenous initiatives as part of its Indigenization strategy spanning 2022-23.

During this time, CTL has engaged in the following Indigenization-focused activities:



We collaborated with Indigenous Services to integrate an Indigenous lens into the **Innovative Georgian Faculty Competency Framework**.



We supported the Office of Academic Quality in enhancing **Indigenous-focused learning outcomes and curriculum**, reflecting a commitment to advancing Indigenous education.



We played a pivotal role in launching **Orillia's Truth and Reconciliation Trail** and thus contributing to the dissemination of Indigenous knowledge and history within the college.

CTL has also made efforts to **increase the number of Indigenization-focused faculty development series and sessions**, such as Skoden, the Decolonization Café Drop-in and two Learning Circles, Restoring Power and Place and Colonized Classrooms Learning Circles. These initiatives have fostered meaningful dialogue and awareness among faculty about Indigenous issues.

CTL has also taken steps to integrate **Indigenous perspectives into pre-existing faculty development series and sessions**, including the Academic Development Program, Course Design Sprint, Teaching@Georgian Orientation and OCDP/FlexCDP. The re-envisioning of these core CTL offerings has helped increase awareness about and model how Indigenous knowledge and practices can be embedded into the teaching and learning ecosystem at Georgian College.



CTL'S COMMITMENT TO EDI&B

In our commitment to fostering equity, diversity, inclusion and belonging (EDI&B), CTL continues to collaborate with the Centre for Equity, Diversity, Inclusion and Belonging (CEDI&B) as we work to support faculty.

In the 2022-23 academic year, we demonstrated our commitment to EDI&B principles in the following ways:



We offered support to faculty in the form of **Faculty Learning Communities (FLCs) and Communities of Practice (COPs)**.



We sought input from the Centre for EDI&B that informed the **Georgian Innovative Faculty Competency Framework**. This was especially important for the faculty role of being an inclusive practitioner.



We **prioritized collaboration with the Centre for EDI&B** so that our efforts could be aligned and amplified.

These vital connections provided opportunities for educators to engage deeply with EDI&B principles. They fostered dialogue, collaboration, growth and continuous learning and reinforced our commitment to fostering an inclusive and equitable learning environment.

As we move forward, our commitment to EDI&B remains unwavering. Through our collaborative efforts and innovative initiatives, we continue to pave the way for a more equitable and inclusive educational ecosystem, enriching the experiences of our students and faculty.



Thank you for taking the time to read our annual plan. Now we want to hear from you. Please share your thoughts on how we can make our next annual plan even better.

We promise to look at any suggestions that come our way and take action to implement the recommendations and ideas that we value so greatly.

So, what would you like to see?



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