

**Memorial University**

**TEACHING AND LEARNING RETREAT  
APRIL 30, 2014**

**SUMMARY REPORT**

---

---

# TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>1</b>
<b>OVERVIEW OF THE SESSION FORMAT .....</b>	<b>1</b>
<b>KEY FINDINGS FROM THE SESSION.....</b>	<b>2</b>
<b>CLOSING REMARKS .....</b>	<b>5</b>
<b>APPENDIX A: ATTENDANCE LIST .....</b>	<b>6</b>
<b>APPENDIX B: VERBATIM FINDINGS BY TEACHING AND LEARNING RECOMMENDATIONS.....</b>	<b>9</b>
<b>APPENDIX C: VERBATIM FINDINGS BY THEME .....</b>	<b>20</b>
<b>TABLES:</b>	
<b>Table 1: Suggested Priorities of Teaching and Learning .....</b>	<b>3</b>
<b>Table 2: Key Ideas from Presentation by Ken Steele .....</b>	<b>4</b>



## INTRODUCTION

---

In May 2011, Memorial University adopted a Teaching and Learning Framework. The teaching and learning community of Memorial has successfully implemented many initiatives in the last three years, such as the first-year success program for students and the teaching skills and enhancement program for educators among others, to meet the recommendations of the framework.

For the 2014-2015 fiscal year, the University has committed \$1.2 million toward continued development of the Teaching and Learning Framework. The next step is to develop a plan for deployment of the funding in support of the framework recommendations. To assist with the process, a one-day retreat was held on April 30, 2014 for the teaching and learning community.

The morning session consisted of greetings from President Gary Kachanoski, opening remarks from the Provost Dr. David Wardlaw (via video), a keynote presentation by Ken Steele entitled "*Innovation in Teaching and Learning*" followed by discussion, and a presentation by Dr. Doreen Neville which summarized how the initial \$1 million planning fund was deployed over the past three years to support teaching and learning at Memorial. Dr. Wardlaw's video and copies of Mr. Steele's and Dr. Neville's presentations can be accessed at <http://blog.delts.mun.ca/teachingandlearning/>.

The afternoon session was designated to engage participants in discussions on priorities and initiatives for going forward. The following is a summary report on the afternoon session, including: an overview of the session format; key findings from the session; closing remarks; and appendices with information collected in the session.

## OVERVIEW OF SESSION FORMAT

---

The afternoon session of the teaching and learning retreat was facilitated by Kim Myrick of the Centre for Institutional Analysis and Planning and recorded by external consultant Janice Cooper. A three-hour agenda was implemented to achieve the purpose of the session. The session was broken into two parts and included small group activities followed by large group activities. Participants were arranged into small groups and seated at separate tables to facilitate the activities.

In part one of the session, participants engaged in activities to generate priorities for future development of teaching and learning at Memorial. Activities included:

1. **Small Group Activity:** All participants in each group were given a worksheet outlining the recommendations of the Teaching and Learning Framework and the work completed to date for each recommendation. The groups used the worksheet to identify and discuss gaps and opportunities in work to implement the framework. Each group established three key work priorities for the future.
2. **Large Group Activity:** All groups presented the work priorities they identified to the full group. Participants engaged in a large group discussion on the ideas that emerged from the presentations and offered additional comments and suggestions.

In part two, participants engaged in activities to generate additional ideas on initiatives that could be undertaken to enhance teaching and learning at Memorial. Activities included:

1. **Small Group Activity:** Each group was asked to reflect on and discuss concepts in the morning presentation on the latest trends in teaching and learning by Ken Steele (co-founder of *Academia Group* and editor of *Academia Top Ten*). Each group identified three innovative concepts that have potential for development at Memorial.
3. **Large Group Activity:** All groups presented their ideas to the full group. Participants engaged in a large group discussion on the ideas that emerged and offered additional comments and suggestions.

In closing, participants engaged in general discussion and expanded on certain ideas of the sessions with additional comments and suggestions.

## KEY FINDINGS FROM THE SESSION

---

A total of 60 people attended the afternoon session of the retreat (see Appendix A for the attendance list). The participants formed eight groups of five to eight people in each group. Overall, the session produced many comments and suggestions toward continued development of the Teaching and Learning Framework at Memorial. The verbatim findings were matched to the recommendations of the framework on the worksheet used in part one (see Appendix B).

In part one of the session the participants suggested a number of priorities for the future work of teaching and learning and they related to recommendations 1, 4, 5, 8, 11, 13 and 14 of the framework. The suggested priorities are summarized by recommendation in Table 1 on the following page.

**TABLE 1: SUGGESTED PRIORITIES OF TEACHING AND LEARNING**

RECOMMENDATION	SUGGESTED PRIORITIES
<b>1</b> The University community identifies people and structures responsible for realizing the Teaching and Learning Framework and enhancing the teaching and learning community at Memorial University	<ul style="list-style-type: none"> <li>▪ Develop a permanent teaching and learning organizational structure, including:               <ul style="list-style-type: none"> <li>➢ An office of teaching and learning with central commitment, funding and resources</li> <li>➢ Unit-level commitment and resources</li> <li>➢ Interconnectedness with other frameworks (research and public engagement) with an overarching committee</li> </ul> </li> </ul>
<b>4</b> Instructional design and delivery support available to all educators	<ul style="list-style-type: none"> <li>▪ Develop universal design principles for curriculum and facilities</li> <li>▪ Develop tools to achieve instructional excellence</li> <li>▪ Establish mandatory training on support for diverse and vulnerable learners</li> </ul>
<b>5</b> Assistance for students who are experiencing academic challenges, especially in first year	<ul style="list-style-type: none"> <li>▪ Expand the first-year success program for all learners</li> <li>▪ Establish support for diverse and vulnerable learners</li> <li>▪ Create pan university funding and support for Writing Centre</li> </ul>
<b>8</b> Recognition of teaching quality (including in the promotion and tenure process, in the establishment of University awards and Chairs and the support of research in the scholarship of teaching and learning)	<ul style="list-style-type: none"> <li>▪ Increase value of teaching and learning by:               <ul style="list-style-type: none"> <li>➢ Prioritizing teaching in promotion and tenure</li> <li>➢ Creating measures of evaluation and recognition of teaching quality</li> </ul> </li> </ul>
<b>11</b> Flexibility in course scheduling, delivery methods and evaluation strategies to accommodate the needs of our diverse learners and programs	<ul style="list-style-type: none"> <li>▪ Develop methods/tools for active learning and engagement</li> <li>▪ Recognize prior learning (e.g., transfer credit, challenge for credit)</li> </ul>
<b>13</b> Opportunities for engagement among students, educators and the community at large	<ul style="list-style-type: none"> <li>▪ Enhance communication and connectivity by being more inclusive in:               <ul style="list-style-type: none"> <li>➢ Reach to all stakeholders</li> <li>➢ Content and scheduling of teaching and learning initiatives</li> </ul> </li> </ul>
<b>14</b> A teaching and learning plan that includes a monitoring and evaluation framework	<ul style="list-style-type: none"> <li>▪ Establish evaluation and effectiveness of overall teaching and learning at Memorial</li> <li>▪ Identify value for each stakeholder group</li> <li>▪ Incorporate "student voice" - student feedback</li> </ul>

In the small and large group discussions of part one, there seemed to be general consensus that the development of the priorities of recommendation #1 would be key to the success of work on the other recommendations of the framework.

Part two of the session produced additional ideas for further work on the recommendations of the Teaching and Learning Framework. Based on the presentation by Ken Steele, the participants suggested a number of ideas around concepts of organizational structure and development, active learning and engagement, hybrid/blended learning, and learning outcomes (most conceivably related to recommendations 1, 8, 11, 12 and 14 of the Teaching and Learning Framework – see Appendix B). The key ideas from part two are summarized by concept in Table 2 on the following page.

**TABLE 2: KEY IDEAS FROM PRESENTATION BY KEN STEELE**

<b>CONCEPT</b>	<b>KEY IDEAS</b>
<b>Organizational Structure and Development</b>	<ul style="list-style-type: none"> <li>▪ Develop unit-level teaching and learning committees</li> <li>▪ Establish tenure track teaching chairs in each unit to assist other faculty as mentors</li> <li>▪ Emphasize teaching and learning in search for faculty</li> <li>▪ Prioritize research about teaching and learning at Memorial and disseminate the research for development</li> </ul>
<b>Active Learning and Engagement</b>	<ul style="list-style-type: none"> <li>▪ Introduce interactive textbooks, electronic texts, assistive technology (eg. large print software)</li> <li>▪ Develop apprenticeship and mentoring initiatives</li> <li>▪ Investigate methods of active learning and engagement (e.g., use of gaming to address learning challenges)</li> </ul>
<b>Hybrid/Blended Learning</b>	<ul style="list-style-type: none"> <li>▪ Develop innovative pedagogical opportunities (e.g., flipped classrooms, hybrid learning) in math and other appropriate subjects</li> <li>▪ Develop alternative content delivery (how it is structured and scheduled)</li> <li>▪ Further expand web facilitated teaching and learning</li> <li>▪ Apply MIT model: Year 1 online, Year 2 on campus, Year 3 on job</li> <li>▪ Investigate ways to enhance flexibility, responsiveness and proactiveness in learning methods and infrastructure</li> <li>▪ Create greater flexibility in program schedules, activities, and delivery</li> <li>▪ Expand use of technology for situated learning and virtual environments</li> <li>▪ Move toward open resources (in addition to textbooks)</li> <li>▪ Evaluate student needs and wants – student feedback</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>▪ Define standard objectives of learning (what the institution deems necessary and what students want/need for careers and life skills)</li> <li>▪ Link learning outcomes to competencies</li> <li>▪ Map standard competencies that reflect ideal qualities of a Memorial student as identified at Teaching Learning framework (rather than focusing on specific courses)</li> <li>▪ Design measures to evaluate learning outcomes against competencies</li> </ul>

Further to the above summary, Appendix C shows the findings of the session re-organized under three common themes that were identified as follows: 1) organizational structure and development, 2) community development and support (communication and connectivity), and 3) teaching and learning development and support (including subthemes named educator, learner, active learning and engagement, hybrid/blended learning, and learning outcomes). Appendix C is attached to provide an alternative way of evaluating the findings for planning purposes related to teaching and learning at Memorial University.

## CLOSING REMARKS

---

The retreat provided many ideas to help begin planning the next phase of development for teaching and learning at Memorial. From a broad perspective, the suggested next steps are:

1. To present the findings of the retreat to the Steering Committee (Deans), Working Group and Advisory Committee Chairs of the teaching and learning community and the office of the Provost for feedback.
2. To use the information from the retreat, the content of the framework, and past experiences and successes to design a plan for the development of a strategic teaching and learning plan for Memorial.
3. To present the plan to the teaching and learning community.

# **APPENDIX A**

## **ATTENDANCE LIST**

## TLF Retreat - Attendance at Afternoon Session

April 30, 2014

<u>NAME</u>	<u>DEPARTMENT</u>
Doreen Neville	Associate VP Academic
Albert Johnson	DELTS
Kim Myrick	CIAP
Janice Cooper	External Consultant
Sandy Woolfrey-Fahey	Marketing/Communications
Jennifer Moran	DELTS
Donna Hardy-Cox	Social Work
Trudi Johnson	Education
David Philpott	Education
Susan Cleyle	DELTS
Angie Clarke	MI
Ryan Murphy	MUNSU
Paul Chancey	CIAP
Shane O'Dea	Arts - English
Eric Gill	Engineering
Shelly Kawaja	First Year Success
Andy Fisher	Engineering
Lorraine Busby	QEII
Lorna Adcock	QEII
Pam Phillips	DELTS
Larry Bauer	Business
Christine Castagne	Nursing
Alice Gaudine	Nursing
Tracy Thorne	Academic Advising
Shona Perry-Maidment	Student Recruitment
Sharon Pippy	CIAP
Bonnie Simmons	DELTS
Roxanne Preston	Student Recruitment
Judy Casey	Scholarships/Awards
Ruth North	Blundon Centre
Kim Kelly	Social Work
Denise Hooper	Faculty of Arts
Michelle Sullivan	Social Work
Hadija Drummond	ESL, Grenfell
Beth Ann Austin	Math
Robert Leamon	MUNSU
Bert Riggs	QEII
Matthew Janes	Grenfell

<b><u>NAME</u></b>	<b><u>DEPARTMENT</u></b>
Valerie Burton	Arts - History
Andy Foster	Science
Cecilia Reynolds	Deputy Provost (Students)
Michelle DuRand	Biology
Anna Hicks	DELTS
Joyce Fewer	Social Work/DELTS
Ginny Ryan	Writing Centre
Sebastien Depres	Arts - Anthropology
Jason Geary	DELTS
John Hoben	DELTS
Terry Bishop-Sterling	Arts - History
Evan Simpson	Philosophy
Derek Howse	MI
Charlene Walsh	MI
Christine Molloy	MI
Angie Clarke	MI
Rob Wells	DELTS
Bruce Belbin	HFCS
Darren Newton	Analyst - International
Juanita Hennessey	ISA
Sonja Knuston	International Centre
Jane Costello	DELTS
Ruth Hickey	DELTS

**APPENDIX B**

**VERBATIM FINDINGS BY  
TEACHING AND LEARNING  
RECOMMENDATIONS**

Teaching and Learning Recommendations	What Has Been Done	What Needs to Happen (Comments/Suggestions)	What are Priorities and Key ideas
<p>1. The University community identifies people and structures responsible for realizing the Teaching and Learning Framework and enhancing the teaching and learning community at Memorial University.</p>	<ul style="list-style-type: none"> <li>• Doreen Neville and Albert Johnson continue to provide leadership</li> <li>• Advisory Committee Chairs, Work Group and Steering Committee oversight continuing</li> <li>• Communication and administrative support obtained through one time funding (ended in 2013)</li> <li>• Communications support through the office of the provost and VP(A)</li> <li>• Held two campus-wide consultation sessions for students, faculty and staff (GC)</li> <li>• Identified enhancements to implement and Established a Teaching and Learning Group (GC)</li> <li>• Integrated Teaching and Learning into the strategic planning process (MI)</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent teaching and learning structure</li> <li>• Central (overarching) resources, funding and buy-in</li> <li>• Establishment of a teaching and learning office</li> <li>• Creation of an office and VP for teaching and learning</li> <li>• Office of Teaching and Learning equal to offices of Engagement and Research</li> <li>• Interconnectedness of pillars</li> <li>• Collaborating committee of 3 frameworks – oversight committee</li> <li>• 3 pillars are interconnected</li> <li>• Individual unit teaching initiatives</li> <li>• Structure revisited – responsibility for teaching and learning has been split into 3 portfolios currently – something needs to be formalized in terms of a structure and perhaps realign portfolios</li> <li>• Currently have 3 champions in 3 VPs academic - have office that reports to all 3</li> <li>• Most of the work of teaching and learning would be fostered if an Office was established – people allocated to focus on this</li> <li>• Components are all there but the challenge going forward will be connectivity - teaching and learning can be dispersed but needs to be connected under one office - there is a need to address the planning that underlies the operations</li> <li>• Bring Carl Wieman to MUN to provide leadership</li> <li>• Pilot idea of having individuals in each department well linked – similar to communications person</li> <li>• Structure – unit level teaching and learning committees</li> <li>• Tenure track teaching chairs in each Unit – job is to assist other faculty as mentor</li> <li>• VP of research must be a champion of teaching and learning</li> <li>• Public engagement champion should also be champion teaching and learning</li> <li>• Enduring change depends on structure</li> </ul>	<p><b>Priorities (Pt 1):</b></p> <ul style="list-style-type: none"> <li>• Permanent Teaching and Learning structure</li> <li>• Office of Teaching and Learning</li> <li>• Central (overarching) resources, funding and buy-in</li> <li>• Individual unit teaching initiatives</li> <li>• Interconnectedness of pillars</li> <li>• Collaborating committee of 3 frameworks – oversight committee</li> </ul> <p><b>Key Ideas (Pt 2):</b></p> <ul style="list-style-type: none"> <li>• Structure – unit level teaching and learning committees</li> <li>• Tenure track teaching chairs in each Unit – job is to assist other faculty as mentor</li> </ul>

Teaching and Learning Recommendations	What Has Been Done	What Needs to Happen (Comments/Suggestions)	What are Priorities and Key ideas
<p>2. Student and educator engagement in the first year and throughout programs (including appropriate class sizes, suitability of formal learning spaces, interaction with inspiring people and ideas)</p>	<ul style="list-style-type: none"> <li>• Technology upgrades to student laboratories (MI)</li> <li>• Program enhancements: Safety and Emergency Response Training (SERT) Centre, Bachelor of Technology and Bachelor of Maritime Studies (MI)</li> <li>• Review of the Grenfell Core Curriculum (GC)</li> <li>• WOW experience blog launched September 2011 <a href="http://teachingandlearning.mun.ca">teachingandlearning.mun.ca</a></li> <li>• Award winning Teaching and Learning Community Website launched in September 2012</li> <li>• Workshop series on engagement in large classes with Leslie Reid and Melissa Boyce, University of Calgary</li> <li>• Established Project Engage in Teaching for a three year pilot September 2013</li> <li>• Comprehensive strategy for the assessment of educator and student engagement in progress and scheduled for completion early in 2015</li> </ul>		

Teaching and Learning Recommendations	What Has Been Done	What Needs to Happen (Comments/Suggestions)	What are Priorities and Key ideas
<p>3. Comprehensive student support services that are integrated and coordinated</p>	<ul style="list-style-type: none"> <li>• Inventory of student support services completed</li> </ul>	<ul style="list-style-type: none"> <li>• Stepped care in health and mental health which integrates fitness, mental fitness programs (including online) more widely accessible, stepped to intensity of need ranging for health promotion, illness prevention up to acute and critical care (this will require some investment to pilot programming - \$50k)</li> <li>• Quiet phase of healthy campus - talking about m.h., campus responsible for health and vulnerable learners, universal Curriculum design conversations</li> <li>• Official role out of healthy campus direction (requires seed funding to get large grants)</li> <li>• Policy development (revision of disabilities, adapt code of conduct to responsibilities policy)</li> <li>• Formalize Inter-professional approach to healthy campus through a research based centre</li> </ul>	
<p>4. Instructional design and delivery support available to all educators</p>	<ul style="list-style-type: none"> <li>• Teaching and Learning website developed</li> <li>• Teaching skills enhancement program has completed its second year. 150 faculty and graduate students have participated in the program</li> <li>• Faculty and staff participated in the TSEP (GC)</li> <li>• Teaching Support on Grenfell Campus (GC)</li> <li>• A Revitalized Teaching Committee (GC)</li> <li>• Embedded teaching support in the Faculty of Engineering and the School of Social Work</li> </ul>	<ul style="list-style-type: none"> <li>• Universal design principles for curriculum and facilities</li> <li>• Develop tools to achieve excellence</li> <li>• Mandatory training to support for diverse and vulnerable learners</li> <li>• Put teachers in classrooms with support</li> <li>• Is everyone on campus in education? - sometimes teachers do not really understand what education is - teachers do not always have the tools or understanding to do this</li> <li>• Discussions like this should occur more often – often overestimate the learning that happens when we are lecturing – there is not one model for everyone – learning can also happen during exercises – how can we foster this?</li> </ul>	<p><b>Priorities (Pt 1):</b></p> <ul style="list-style-type: none"> <li>• Universal design principles for curriculum and facilities</li> <li>• Develop tools to achieve excellence</li> <li>• Mandatory training to support for diverse and vulnerable learners</li> </ul>

Teaching and Learning Recommendations	What Has Been Done	What Needs to Happen (Comments/Suggestions)	What are Priorities and Key ideas
	<ul style="list-style-type: none"> <li>• DELTS is offering a suite of professional development experiences for educators delivered in a blended format with extensive web-based resources</li> </ul>		
<p>5. Assistance for students who are experiencing academic challenges, especially in first year</p>	<ul style="list-style-type: none"> <li>• First Year Success pilot launched in September 2012 in the Faculty of Arts</li> <li>• Steps to Success Program (GC)</li> <li>• Review of Summer Bridge Program (GC)</li> <li>• Developed a Writing Centre on MI campus (MI)</li> <li>• Report completed regarding students requiring accommodations for learning needs associated with disabilities and/or mental health issues - Healthy Campus Model recommended</li> <li>• Report nearing completion on students who are vulnerable because of diverse culture and/or second language, expected Summer 2014</li> </ul>	<ul style="list-style-type: none"> <li>• Support success of all learners – not just 1st year</li> <li>• First year success for all</li> <li>• Evaluate and expand first year success program</li> <li>• Support for diverse and vulnerable learners</li> <li>• Pan university funding and support for Writing Centre – currently funded by Arts but needs to be expanded beyond this</li> <li>• Inclusive – importance of this – what do we mean by this – all kinds of support available on campus – if vulnerable learners are part of framework then follow through and do more for them</li> </ul>	<p><b>Priorities (Pt 1):</b></p> <ul style="list-style-type: none"> <li>• Support success of all learners – not just 1st year</li> <li>• First year success for all</li> <li>• Evaluate and expand first year success program</li> <li>• Support for diverse and vulnerable learners</li> <li>• Pan university funding and support for Writing Centre – currently funded by Arts but needs to be expanded beyond this</li> </ul>

Teaching and Learning Recommendations	What Has Been Done	What Needs to Happen (Comments/Suggestions)	What are Priorities and Key ideas
6. Comprehensive orientation for all incoming undergraduate and graduate students	<ul style="list-style-type: none"> <li>• Planning underway for next year</li> </ul>		
7. Appropriate orientation for all incoming educators	<ul style="list-style-type: none"> <li>• TLF introduced during Faculty Orientation starting in 2011 and are followed up with brown bag lunches over a one year period</li> </ul>		
8. Recognition of teaching quality (including in the promotion and tenure process, in the establishment of University awards and Chairs and the support of research in the scholarship of teaching and learning)	<ul style="list-style-type: none"> <li>• Three new teaching awards launched: one for early tenured faculty, one for non-faculty educators, and one graduate student supervision</li> <li>• SCSU Teaching Awards (GC)</li> <li>• Proposal to establish an externally funded university teaching chair was submitted to the president; it appears likely that the institution will instead pursue internal funding of faculty level chairs (still under consideration)</li> <li>• Communications activities shine a light on high quality teaching and learning on an ongoing basis</li> <li>• Regular framework feature in the Gazette in every third issue</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition and evaluation of teaching</li> <li>• Evaluating and recognizing teaching</li> <li>• Teaching recognition</li> <li>• Increased value of teaching</li> <li>• Prioritize teaching in promotion and tenure</li> <li>• Emphasis on teaching and learning in search for faculty</li> <li>• Research grant applications, including research chairs</li> </ul>	<p><b><u>Priorities (Pt 1):</u></b></p> <ul style="list-style-type: none"> <li>• Recognition and evaluation of teaching</li> <li>• Increased value of teaching</li> <li>• Prioritize teaching in promotion and tenure</li> </ul> <p><b><u>Key Ideas (Pt 2):</u></b></p> <ul style="list-style-type: none"> <li>• Emphasis on teaching and learning in search for faculty</li> </ul>

Teaching and Learning Recommendations	What Has Been Done	What Needs to Happen (Comments/Suggestions)	What are Priorities and Key ideas
9. Recognition of the contribution of all educators and partners in the teaching and learning enterprise	<ul style="list-style-type: none"> <li>Teaching award for non-faculty educators launched</li> </ul>	<ul style="list-style-type: none"> <li>Academic side of house addressed but non-academic also needs to be addressed – perhaps recognition award for staff re. teaching and learning</li> <li>Need more teaching and learning opportunities that involve community partners – recognition of this</li> </ul>	
10. Informal gathering/learning spaces for all members of the university community	<ul style="list-style-type: none"> <li>Gathering space in the Arts Atrium and the second floor of the chemistry building enhanced</li> <li>Funding to enhance student gathering space in HKR and education buildings allocated in CTIF 2012/13</li> <li>Gathering space on the second floor alcove in the Education building</li> <li>Support for additional gathering spaces will be brought forward for funding consideration through CTIF.</li> </ul>		
11. Flexibility in course scheduling, delivery methods and evaluation strategies to accommodate the needs of our diverse learners and programs	<ul style="list-style-type: none"> <li>A presentation has been made to the Senate Committee on Course Evaluation outlining a number of options available to faculty for formative and summative evaluation of courses other than the CEQ.</li> <li>Professional development experience offered each semester to educators on formative and summative course evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Active learning and engagement</li> <li>Recognition of prior learning – transfer credit, challenge for credit</li> <li>Currently have capability for students to create virtual environments – are we aware of this – will allow us to create better learning opportunities – part of it is we don't know what we don't know – functioning in isolation</li> <li>Notion of inter-disciplinary approach – e.g., Arts and Humanities on decline – can we take courses from a thematic and integrate in other programs (e.g., problem solving) – find ways to make what we teach and create more meaningful to students</li> <li>Students have to buy in to this approach also – what do students want – is there learning that needs to be done in first year to prepare for this</li> </ul>	<p><b><u>Priorities (Pt 1):</u></b></p> <ul style="list-style-type: none"> <li>Active learning and engagement</li> <li>Recognition of prior learning – transfer credit, challenge for credit</li> </ul> <p><b><u>Key Ideas (Pt 2):</u></b></p> <ul style="list-style-type: none"> <li>Active learning and engagement suggestions</li> <li>Hybrid/blended learning suggestions</li> </ul>

Teaching and Learning Recommendations	What Has Been Done	What Needs to Happen (Comments/Suggestions)	What are Priorities and Key ideas
		<ul style="list-style-type: none"> <li>• How we assess what students want and need – how can we include students in forums like this?</li> <li>• Student union happy to participate in further forums – want to be part of conversation</li> </ul> <p><b>Hybrid/Blended Learning:</b></p> <ul style="list-style-type: none"> <li>• Make full use of innovative pedagogical opportunities (eg. flipped classrooms, hybrid learning) in math and other appropriate subjects</li> <li>• Alternative classrooms and scheduling – content delivery and how it is structured</li> <li>• Further expand our web facilitated teaching and learning</li> <li>• Apply MIT model - yr. 1 online, yr. 2 on campus, yr. 3 on job</li> <li>• Look at current blended and new blended – what do students need/ want - what works</li> <li>• Flexibility, responsiveness and proactiveness in learning methods and infrastructure</li> <li>• Flexibility in terms of schedule, delivery methods, courses, programs, activities</li> <li>• Expand use of technology for situated learning – create virtual environments</li> <li>• Move toward open resources – not just textbooks – making accessibility less of an issue</li> <li>• Further expand our web facilitated teaching and learning</li> <li>• Development of online tools have dual purpose as material can be used in classroom</li> <li>• Things that get students through online courses (eg. quizzes), power of online learning is it lets students be self-paced – forces them to try it – importance of blended learning</li> <li>• Support side – first-year courses connected to supports – need online/hybrid supports as well such as online advising</li> </ul>	

Teaching and Learning Recommendations	What Has Been Done	What Needs to Happen (Comments/Suggestions)	What are Priorities and Key ideas
		<p><b>Active Learning and Engagement:</b></p> <ul style="list-style-type: none"> <li>• Focus on apprenticeship and mentoring</li> <li>• Interactive textbooks – huge impact reasonable simply</li> <li>• Learning engagement – gives students a sense of where they are going – why they (students) are there</li> <li>• Active learning – electronic texts, assistive technology (eg. large print software)</li> <li>• Fund pan-university Writing Centre technology</li> <li>• Investigate methods of learning - gamification, learning technologies</li> <li>• Gamification – power of game is addressing the challenge and pushing through – failing is not such a big deal in gaming – student learns through failure – recognize the importance of planners learning from failing</li> <li>• Developing a good online course takes a lot of time – this needs to be understood and recognized</li> </ul>	
<p>12. Course and program evaluation strategies to measure achievement of learning outcomes</p>	<ul style="list-style-type: none"> <li>• Curriculum mapping activities completed in the Faculty of Education and ongoing in the School of Nursing, Faculty of Engineering and Applied Science, the School of Social Work, and the School of Pharmacy</li> <li>• Instructional designers and teaching consultants in DELTS have develop a menu of student evaluation options for consideration by educators</li> <li>• Professional development sessions on student assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes and competencies – link curriculum to competencies and course objectives</li> <li>• Competencies that reflect ideal qualities of a MUN student across curriculum as identified in the Teaching Learning framework</li> <li>• Competency mapping and specifics that students need rather than specific courses</li> <li>• Objective of learning – what institution deems necessary and what students want/need for career/life skills</li> <li>• Evaluation of learning - determine competencies and then measure, how best to measure and evaluate outcomes/methods of delivery</li> <li>• Teaching and learning contract between teacher and student should be put in place at beginning of semester - student would also have input to this not just teacher driven</li> <li>• Focus of morning presentation was on measuring short term (e.g., how students perform in university etc.) – need to look at what this means for students later – our role as educators is to provide leadership so that they can use and apply and retain material down road</li> </ul>	<p><b>Key Ideas (Pt 2):</b></p> <ul style="list-style-type: none"> <li>• Outcomes and competencies – link curriculum to competencies and course objectives</li> <li>• Competencies that reflect ideal qualities of a MUN student across curriculum as identified in the Teaching Learning framework</li> <li>• Competency mapping and specifics that students need rather than specific courses</li> <li>• Objective of learning – what institution deems necessary and what students want/need for career/life skills</li> </ul>

Teaching and Learning Recommendations	What Has Been Done	What Needs to Happen (Comments/Suggestions)	What are Priorities and Key ideas
		<ul style="list-style-type: none"> <li>• Recognize that not all students are self-starters – you can have all the technology you want but not all students are going to prepare, so how does one prepare for this?</li> <li>• Common reason to shift from distance to on campus is time management, students need to be prepared for this and need self-starting skills– is there an assumption that students will automatically adapt to this way of delivery?</li> <li>• Career relevance – need to be mindful of this; not necessarily its most important function – students attend university because of other reasons too</li> <li>• Career has lost a lot of coinage in last while – not just about paid work but also means series of life choices (being good family member, person contributing to sustainable world etc.) – parents often use word career but what they want is that bigger opportunity for their son/daughter – a better life of course</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of learning - determine competencies and then measure, how best to measure and evaluate outcomes/methods of delivery</li> </ul>
<p>13. Opportunities for engagement among students, educators and the community at large</p>	<ul style="list-style-type: none"> <li>• Planning will now commence to provide students with opportunities for service learning and other forms of experiential learning</li> <li>• Student award for self-directed learning in progress</li> <li>• Professional Development experienced offered on Experiential Learning</li> <li>• Math Circles Outreach Program (GC)</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and connectivity</li> <li>• Reach the unreachable – all stakeholders</li> <li>• Inclusive communication/ scheduling for teaching and learning initiatives</li> </ul>	<p><b>Priorities (Pt 1):</b></p> <ul style="list-style-type: none"> <li>• Communication and connectivity</li> <li>• Reach the unreachable – all stakeholders</li> <li>• Inclusive communication/ scheduling for teaching and learning initiatives</li> </ul>

Teaching and Learning Recommendations	What Has Been Done	What Needs to Happen (Comments/Suggestions)	What are Priorities and Key ideas
<p>14. A teaching and learning plan that includes a monitoring and evaluation framework</p>	<ul style="list-style-type: none"> <li>• Evaluation plan for initiatives under each TLF recommendation has accompanied each proposal</li> <li>• Overall evaluation metrics for all three frameworks (Research, Teaching and Learning, and Engagement) being developed in consultation with CIAP</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of Overall Plan</li> <li>• Effectiveness and evaluation of teaching and learning</li> <li>• What's in it for me – identify value for each stakeholder group</li> <li>• Incorporate "student voice"</li> <li>• Student feedback</li> <li>• Prioritize research about teaching and learning at MUN and disseminate this research</li> <li>• Keep at forefront – what do we want to be good at – don't take on everything – focus on what we want to be recognized for</li> <li>• Many programs highlighted this morning are new and we need to see how they play out</li> <li>• Currently have program reviews – similar to a compliance issue – natural place for this type of thing to happen – becomes more development and less of a compliance exercise – would allow to do something with resources already in place</li> </ul>	<p><b>Priorities (Pt 1):</b></p> <ul style="list-style-type: none"> <li>• Evaluation of Overall Plan</li> <li>• Effectiveness and evaluation of teaching and learning</li> <li>• What's in it for me – identify value for each stakeholder group</li> <li>• Incorporate "student voice" - student feedback</li> </ul> <p><b>Key Ideas (Pt 2):</b></p> <ul style="list-style-type: none"> <li>• Prioritize research about teaching and learning at MUN and disseminate this research</li> </ul>

**APPENDIX C**  
**VERBATIM FINDINGS BY THEME**

Theme	Findings
<p><b>1.0 Organizational Structure and Development</b></p>	<p><b><u>Priorities and Key Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Permanent teaching and learning structure</li> <li>• Central (overarching) resources, funding and buy-in</li> <li>• Creation of an office and VP for teaching and learning</li> <li>• Office of Teaching and Learning equal to offices of Engagement and Research</li> <li>• Individual unit teaching initiatives</li> <li>• Structure – unit level teaching and learning committees</li> <li>• Tenure track teaching chairs in each Unit – job is to assist other faculty as mentor</li> <li>• Emphasis on teaching and learning in search for faculty</li> <li>• Prioritize research about teaching and learning at MUN and disseminate this research</li> <li>• Evaluation of overall plan</li> <li>• Effectiveness and evaluation of teaching and learning</li> </ul> <p><b><u>General Discussion Comments:</u></b></p> <ul style="list-style-type: none"> <li>• Structure revisited – responsibility for teaching and learning has been split into 3 portfolios currently – something needs to be formalized in terms of a structure and perhaps realign portfolios</li> <li>• Currently have 3 champions in 3 VPs academic - have office that reports to all 3</li> <li>• Most of the work of teaching and learning would be fostered if an Office was established – people allocated to focus on this</li> <li>• Components are all there but the challenge going forward will be connectivity - teaching and learning can be dispersed but needs to be connected under one office - there is a need to address the planning that underlies the operations</li> <li>• Enduring change depends on structure</li> <li>• Bring Carl Wieman (nobel prize winning physicist who has re-focused his efforts on science education) to MUN to provide leadership</li> <li>• Pilot idea of having individuals in each department well linked – similar to communications person</li> <li>• Keep at forefront – what do we want to be good at – don't take on everything – focus on what we want to be recognized for</li> <li>• Many programs highlighted this morning are new and we need to see how they play out</li> <li>• Currently have program reviews – similar to a compliance issue – natural place for this type of thing to happen – becomes more development and less of a compliance exercise – would allow to do something with resources already in place</li> </ul>

Theme	Findings
<p><b>2.0 Community Development and Support (Communication and Connectivity)</b></p>	<p><b><u>Priorities and Key Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Communication and Connectivity</li> <li>• Reach the unreachable - all stakeholders</li> <li>• Incorporate "student voice"</li> <li>• Student Feedback</li> <li>• Inclusive communication/scheduling for teaching and learning initiatives</li> <li>• What's in it for me – identify value for each stakeholder group</li> <li>• Collaborating committee of 3 frameworks – oversight committee</li> <li>• Interconnectedness of pillars</li> </ul> <p><b><u>General Discussion Comments:</u></b></p> <ul style="list-style-type: none"> <li>• Academic side of house addressed but non- academic also needs to be addressed – perhaps recognition award for staff re. teaching and learning</li> <li>• Three pillars are interconnected</li> <li>• VP of research must be a champion of teaching and learning</li> <li>• Public engagement champion should also be champion teaching and learning</li> <li>• Communication and connectivity</li> <li>• How we assess what students want and need – how can we include students in forums like this?</li> <li>• Student union happy to participate in further forums – want to be part of conversation</li> <li>• Students have to buy in to this approach (hybrid and active learning) also – what do students want – is there learning that needs to be done in first yr. to prepare for this</li> <li>• Inclusive – importance of this – what do we mean by this – all kinds of support available on campus – if vulnerable learners are part of framework then follow through and do more for them</li> <li>• Discussions like this should occur more often – often overestimate the learning that happens when we are lecturing – there is not one model for everyone – learning can also happen during exercises – how can we foster this?</li> <li>• Is everyone on campus in education? - sometimes teachers do not really understand what education is - teachers do not always have the tools or understanding to do this</li> <li>• Currently have capability for students to create virtual environments – are we aware of this – will allow us to create better learning opportunities – part of it is we don't know what we don't know – functioning in isolation</li> <li>• Notion of inter-disciplinary approach – e.g., Arts and Humanities on decline – can we take courses from a thematic and integrate in other programs eg. problem solving – find ways to make what we teach and create more meaningful to students</li> <li>• Research grant applications, including research chairs</li> <li>• Need more teaching and learning opportunities that involve community partners – recognition of this</li> </ul>

Theme	Findings
<b>3.0 Teaching and Learning Development and Support:</b>	
<b>3.1 Educator</b>	<p><b><u>Priorities and Key Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Prioritize teaching in promotion and tenure</li> <li>• Recognition and evaluation of teaching</li> <li>• Tools to achieve excellence (educator instructional design and delivery)</li> <li>• Increased value of teaching</li> <li>• Universal design principles for curriculum and facilities</li> <li>• Mandatory training to support diverse and vulnerable learners</li> </ul> <p><b><u>General Discussion Comments:</u></b></p> <ul style="list-style-type: none"> <li>• Teaching recognition</li> </ul>
<b>3.2 Learner</b>	<p><b><u>Priorities and Key Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Support success of all learners – not just 1st year</li> <li>• First year success for all</li> <li>• Evaluate and expand first year success program</li> <li>• Support for diverse and vulnerable learners</li> <li>• Active learning and engagement</li> <li>• Pan university funding and support for Writing Centre – currently funded by Arts but needs to be expanded beyond this</li> <li>• Recognition of prior learning – transfer credit, challenge for credit</li> </ul> <p><b><u>General Discussion Comments:</u></b></p> <ul style="list-style-type: none"> <li>• Stepped care in health and mental health which integrates fitness, mental fitness programs (including online) more widely accessible, stepped to intensity of need ranging for health promotion, illness prevention up to acute and critical care (this will require some investment to pilot programming - \$50k)</li> <li>• Quiet phase of healthy campus - talking about m.h., campus responsible for health and vulnerable learners, universal Curriculum design conversations</li> <li>• Official role out of healthy campus direction (requires seed funding to get large grants)</li> <li>• Policy development (revision of disabilities, adapt code of conduct to responsibilities policy)</li> <li>• Formalize Interprofessional approach to healthy campus through a research based centre</li> </ul>
<b>3.3 Active Learning and Engagement</b>	<p><b><u>Priorities and Key Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Focus on apprenticeship and mentoring</li> <li>• Interactive textbooks – huge impact reasonable simply</li> <li>• Active learning – electronic texts, assistive technology (e.g., large print software)</li> <li>• Investigate methods of learning - gamification, learning technologies</li> </ul> <p><b><u>General Discussion Comments:</u></b></p> <ul style="list-style-type: none"> <li>• Gamification – power of game is addressing the challenge and pushing through – failing is not such a big deal in gaming – student learns through failure – recognize the importance of planners learning from failing</li> <li>• Developing a good online course takes a lot of time – this needs to be understood and recognized</li> <li>• Learning engagement – gives students a sense of where they are going – why they are there</li> <li>• Fund pan-university Writing Centre technology</li> </ul>

Theme	Findings
<b>3.0 Teaching and Learning Development and Support</b>	
<b>3.4 Hybrid/ Blended Learning</b>	<p><b><u>Priorities and Key Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Make full use of innovative pedagogical opportunities (e.g., flipped classrooms, hybrid learning) in math and other appropriate subjects</li> <li>• Alternative classrooms and scheduling – content delivery and how it is structured</li> <li>• Further expand our web facilitated teaching and learning</li> <li>• Apply MIT model - yr. 1 online, yr. 2 on campus, yr. 3 on job</li> <li>• Look at current blended and new blended – what do students need/want - what works</li> <li>• Flexibility, responsiveness and proactiveness in learning methods and infrastructure</li> <li>• Flexibility in terms of schedule, delivery methods, courses, programs, activities</li> <li>• Expand use of technology for situated learning – create virtual environments</li> <li>• Move toward open resources – not just textbooks – making accessibility less of an issue</li> </ul> <p><b><u>General Discussion Comments:</u></b></p> <ul style="list-style-type: none"> <li>• Put teachers in classrooms with support</li> <li>• Development of online tools have dual purpose as material can be used in classroom</li> <li>• Things that get students through online courses (e.g., quizzes), power of online learning is it lets students be self-paced – forces them to try it – importance of blended learning</li> <li>• Support side – first year courses connected to supports – need online/hybrid supports as well such as online advising</li> </ul>
<b>3.5 Learning Outcomes</b>	<p><b><u>Priorities and Key Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Outcomes and competencies – link curriculum to competencies and course objectives</li> <li>• Competencies that reflect ideal qualities of a MUN student across curriculum as identified at Teaching Learning framework</li> <li>• Competency mapping and specifics that students need rather than specific courses</li> <li>• Objective of learning – what institution deems necessary and what students want/need for career/life skills</li> <li>• Evaluation of learning - determine competencies and then measure, how best to measure and evaluate outcomes/ methods of delivery</li> </ul> <p><b><u>General Discussion Comments:</u></b></p> <ul style="list-style-type: none"> <li>• Teaching and learning contract between teacher and student should be put in place at beginning of semester - student would also have input to this not just teacher driven</li> <li>• Focus of morning presentation was on measuring short term (e.g., how students perform in university) – need to look at what this means for students later – our role as educators is to provide leadership so that they can use and apply and retain material down road</li> <li>• Recognize that not all students are self-starters – you can have all the technology you want but not all students are going to prepare, so how does one prepare for this?</li> <li>• Common reason to shift from distance to on campus is time management, students need to be prepared for this and need self-starting skills– is there an assumption that students will automatically adapt to this way of delivery?</li> <li>• Career has lost a lot of coinage in last while – not just about paid work but also means series of life choices (being good family member, person contributing to sustainable world etc.) – parents often use word career but what they want is that bigger opportunity for their son/daughter – a better life of course</li> <li>• Career relevance – need to be mindful of this; not necessarily its most important function – students attend university because of other reasons too</li> </ul>