

# Orientation to Teaching at the UofL Handbook



# Orientation to Teaching at the UofL Handbook

*Your Quick Guide*

*JOERDIS WEILANDT*

LETHBRIDGE UNIVERSITY TEACHING CENTRE



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# Introduction

JOERDIS WEILANDT

Oki and welcome to the University of Lethbridge!



*Image taken from University Campus Collection Canto – no copyright indicated*

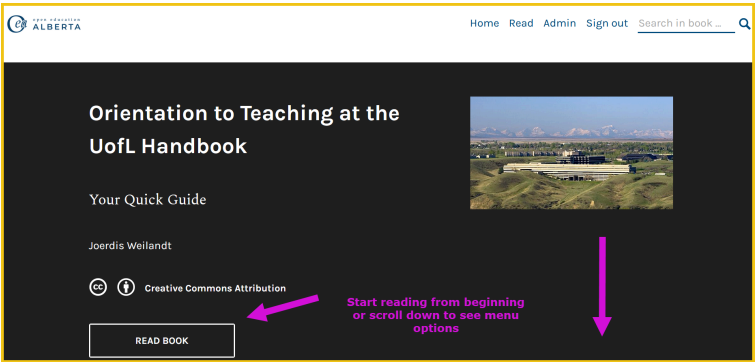
Hopefully, our institution will be the place where you can grow your full academic potential and realise all the vital goals you've set for your career. There is no doubt that in addition to your research and community service, your teaching will be of equally great impact as it is going to connect you with the future generations of people, whom your valuable input, directions and support will empower to contribute to an equitable, fair, and sustainable world.

This **Handbook** intends to ease incoming faculty and staff into their transition of teaching at the University of Lethbridge. It is

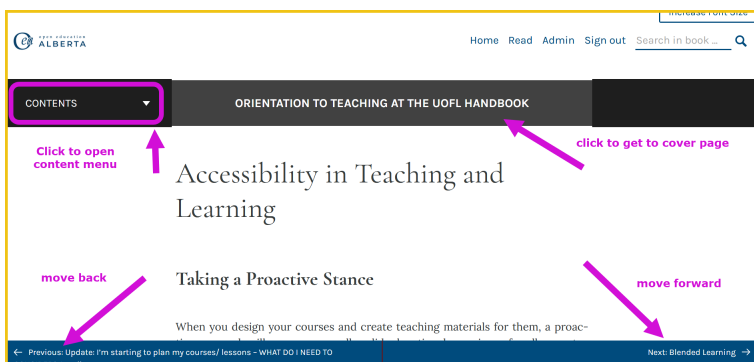
organised in chapters, in which you can find information pertaining to planning of teaching, accessing the infrastructure of support for your teaching and places where students get assistance for their learning.

You will soon see how much the university values and support supports teaching, and how different communities have formed around it which invite you to join them, so you can connect to other educators to discuss your classroom-specific needs and/ or receive the in-time assistance you will need to develop different teaching-related competencies over time.

The screenshots below show how you can navigate the book either through the content menu on the top left or by hitting the PREVIOUS/ NEXT button on the bottom of the page.



*Pressbooks Orientation Handbook Cover Page*

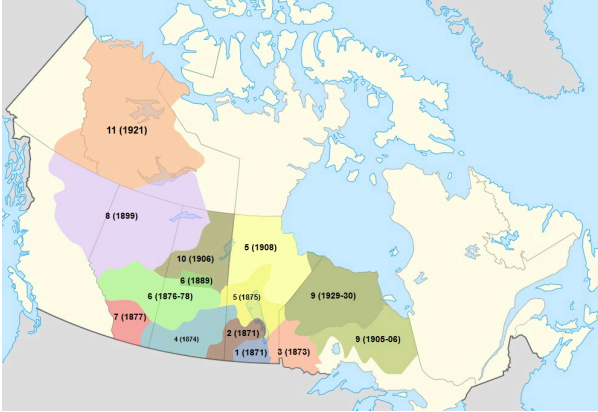


*Example Chapter*





# University Land Acknowledgement



*This map shows the Treaties Canada made with different indigenous peoples including Treaty 7 (1877).*



It is anticipated that individuals at the University will open each University meeting and gathering with an acknowledgement of the Blackfoot Confederacy territory. Further, individuals may, at their discretion, use either the long or short statement for opening remarks in University gatherings. These statements are presented

as examples to use in acknowledging the Blackfoot people and their territory.

**Long Statement for large institutional meetings or small public events:**

*Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University of Lethbridge acknowledges and deeply appreciates the Siksikaitsitapii peoples' connection to their traditional territory. We, as people living and benefiting from Blackfoot Confederacy traditional territory, honour the traditions of people who have cared for this land since time immemorial. We recognize the diverse population of Aboriginal peoples who attend the University of Lethbridge and the contributions these Aboriginal peoples have made in shaping and strengthening the University community in the past, present, and in the future.*

**Sample Short Statement for opening remarks at small, internal events/meetings:**

*Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University is located in traditional Blackfoot Confederacy territory. We honour the Blackfoot people and their traditional ways of knowing in caring for this land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community.*

**Sample Statement for Calgary Campus to be used at events/meetings at the Calgary Campus:**

*Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University of Lethbridge is located on the Bow Valley College Campus located in traditional Niitsitapi territory in the City of Calgary. We honour the Blackfoot people and their traditional ways of knowing in caring for this land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community.*

- **Siksikaitsitapii** (Sik-si-kay -tsida-be) is Blackfoot for Blackfoot Confederacy

- **Blackfoot Confederacy** comprises the Kainai, Piikani, Amskapiipikani, and Siksika First Nations
- **Niitsitapi** is Blackfoot for “Blackfoot-speaking real people”
- Blackfoot Elder Bruce Wolf Child named the University of Lethbridge “**Iniskim**”

**Approved June 13, 2019**

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## **Blackfoot and Other Indigenous Peoples Protocol Handbook**

For more information relating to the hosting of university events that incorporate recognition of Blackfoot and Indigenous cultures and/or hosting Blackfoot and other Indigenous peoples at the University of Lethbridge, please download the following file: [Final Version Indigenous Protocol Handbook September 2020](#)

# Alberta OER Publishing

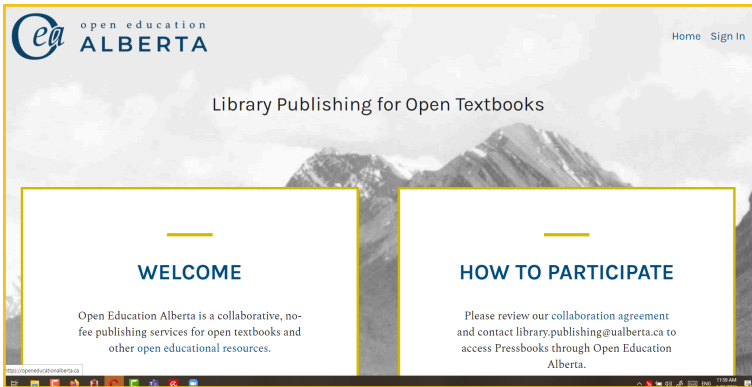
JOERDIS WEILANDT AND DR. RUMI GRAHAM

This book is hosted through the collaborative, no-fee publishing service [Open Education Alberta](#) Publishing project that is hosted at the U of A and connects several post-secondary institutions in Alberta.

In its set up and intention the UofA Pressbooks instance is very similar to the open textbook infrastructure in B.C. and Ontario, where all educators have equal access to the respective instances to create their own textbooks for teaching or adapt existing ones to better suit their individual classroom contexts.

- The **BC CAMPUS Open Textbook Collection** can be accessed here: <https://open.bccampus.ca/browse-our-collection/find-open-textbooks/>
- The **eCAMPUS Ontario Open Library** can be accessed here: <https://openlibrary.ecampusontario.ca/>

**If you are interested in creating your own Pressbooks for Teaching and/ or Research**, please reach out to either [Jördis Weilandt](#) in the UofL Teaching Centre or Dr. [Rumi Graham](#) in the UofL Library. We will be delighted in assisting you in the locating suitable OER for your teaching set up of your own Pressbooks account and navigate copyright permissions as necessary.



*Open Education Alberta website landing page*

# Sessions 2021: July 21 and August 25

## Welcome to the Orientation to Teaching 2021



### 1. Welcome and Introductions (Jeff)

- Land Acknowledgement and Introductions (15 mins)
- Talking Circle (~30 mins)

### 2. Teaching Centre Supports (10 min) Erin

Intro Infograph

- TC Teaching Development Programming
- Grad Students Teaching Development

- SoTL Mentorship

### 3. University Teaching/ Learning Services (10 min) Joerdis

- Planning your Courses
- Service Infrastructure
- Teaching Development Support

### 4. Student Support (10 mins) Erin

- Academic Writing Centre
- Accommodated Learning Centre
- Counselling Services
- Student Success Centre
- Agility

### 5. Q and A

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## I. Welcome and Introductions

Ok!, and welcome to the University of Lethbridge.

Our University's Blackfoot name is *Iniskim*, meaning *Sacred Buffalo Stone*.

The University is located in traditional Blackfoot Confederacy territory. We honour the Blackfoot people and their traditional ways of knowing in caring for this land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community.



## Talking Circle

Identify an object of your in your immediate surrounding.

Share some information with the circle relating to your:

- an object close to you
- you current location
- your Pandemic experience
- your teaching (e.g. approach, training, preferences, planned format in the fall etc.)
- your research
- your questions for our session today



## PART I

# I'M NEW – WHAT DO I HAVE TO DO TO GET READY TO TEACH?

**This part compiles information pertaining to the following topics:**

[Registration Procedure \(ID, IT ID and Bridge\)](#)

[Responsibilities of Members as Teachers](#)

[Instructional Policies in Academic Calendars](#)



# Registration Procedure (ID, IT ID and Bridge)

Please make sure you follow the 3 steps indicated below since they will grant you full access to the University support infrastructure:

**STEP 1:** Upon your hire, your Department arranges for your registration with the [Registrar's office](#), where an ID will be issued for you.

**STEP 2:** You can now use your U of L ID to request an [IT ID](#) through the Information Technology Department, which has set up an [online ID request page for you](#). The initial card is free—replacing a damaged, lost or stolen card is \$16.

**STEP 3:** Finally, you will need to set up your [BRIDGE Account](#) for you in order to access your **Moodle classes and many other of the university related services.**

# Responsibilities of Members as Teachers

Your responsibilities of faculty and instructors as members as teachers are outlined in the Article 11.01.1 of the [Faculty Handbook](#).

## Faculty Handbook

### Article 11

#### 11. Rights and Responsibilities

##### 11.01 Academic Freedom

- 11.01.1 The Board and Association recognize the need to protect academic freedom. Academic freedom is generally understood as the right to teach, engage in scholarly activity, and perform service without interference and without jeopardizing employment. This freedom is central to the University's mission and purpose and entails the right to participate in public life, to criticize University's mission and other administrations, to champion unpopular positions, to engage in frank discussion of controversial matters, and to raise questions and challenges which may be viewed as counter to the beliefs of society.
- 11.01.2 Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching, scholarly activity and service in an honest and careful search for knowledge.
- 11.01.3 Members shall respect the academic freedom of others despite differences of opinion.
- 11.01.4 Academic freedom does not diminish the obligation of Members to fulfill their duties and responsibilities as defined within this Handbook.
- 11.01.5 The Board and the Association recognize their respective responsibilities to defend academic freedom as specified in this Article. These responsibilities may include, but are not limited to, providing legal support to Members in matters that arise from the exercise of academic freedom in accord with Article 11.01, educating Members on the rights and responsibilities related to academic freedom, and promoting academic freedom.

##### 11.02 General Rights and Responsibilities

- 11.02.1 The Board recognizes a duty to provide, and Members have the right to, a safe workplace free from unfair discrimination, harassment, or abuse of authority and to provide facilities and support services consistent with a Member's duties and responsibilities as identified in this Handbook.
- 11.02.2 Procedures for the resolution of complaints regarding Article 11.02.1 shall be without recrimination or retribution unless the complaints are frivolous or vexatious.
  - (a) Complaints about a Member pursuant to this article shall be addressed to the Member, unless the complainant has good reason to fear personal harm or offense. If so, or if the complainant is dissatisfied with the response, the complaint shall be addressed to the Member's Dean/University Librarian.
  - (b) If the Dean/University Librarian cannot hear, receive or act on the complaint(s) in a reasonable time, or should not hear or receive the complaint(s) for reasons of a reasonable apprehension of bias, the complaint(s) shall be referred to that person among the remaining Deans/University Librarian with the most decanal service at the University, and this person shall be deemed to be the appropriate Dean/University Librarian in accordance with Article 9. If necessary, the Office of the Vice-President (Academic) shall direct the complaint to the appropriate Dean/University Librarian. The Member shall be informed of the complaint immediately upon its inclusion in the Member's Personal File.
- 11.02.3 The Board and the Association shall make efforts to promote and preserve good will among all Members of the University community.

You can find any updates relating to the Handbook directly on the [ULFA website](#).

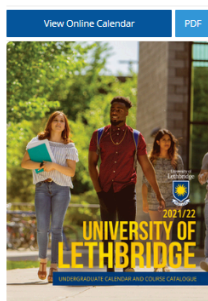
# Instructional Policies in Academic Calendars

When teaching at the University of Lethbridge, the requirement is to follow the policies outlined in the current [University of Lethbridge Academic Calendars](#).

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These policies serve to protect the interests of both students and instructors. The information within them walks you through all important matters relating to admission, registration, academic regulations, graduation and all schools/ departments at the university. Especially relevant to your teaching interactions with your students will be the **sections on the ACADEMIC REGULATIONS, POLICIES, AND PROGRAM REQUIREMENTS** as those the policies relating to grade appeal, student discipline, assessment of student learning, etc.

## Undergraduate Calendar (2021/2022)

[View Online Calendar](#)[PDF](#)

One of Canada's top-ranked universities and leading research institutions, the University of Lethbridge is a community of inspiring lights united by one common purpose — you. Your education. Your future. And the limitless ability you have to make an important difference in the world.

[Application and Document Deadlines](#)[Program Planning Guides](#)[Academic Advising](#)[Calendar Updates](#)[Dates and Deadlines \(Academic Schedule\)](#)[Fees Schedules](#)[Previous Undergraduate Calendars](#)

## Graduate Calendar (2021/2022)

[View Online Calendar](#)[PDF](#)

The University of Lethbridge is a comprehensive academic and research institute, which offers Graduate Certificates, Graduate Diplomas, Master's and Doctoral programs spanning over 75 disciplines to meet the demands of researchers and working professionals.

[Application and Document Deadlines](#)[Policies and Procedures](#)[General Program Guidelines](#)[Calendar Updates](#)[Dates and Deadlines \(Academic Schedule\)](#)[Fees Schedules](#)[Previous Graduate Calendars](#)





## PART II

# I'M STARTING TO PLAN MY COURSES/ LESSONS - WHAT DO I NEED TO CONSIDER?

**The following pages will provide compile succinct introductory information related to the planning of your teaching.**

Don't hesitate to reach out for an individual consultation with the Teaching Team to discuss any of the topics in more detail or request assistance.

[Accessibility in Teaching and Learning](#)

[Blended Learning](#)

[How to Choose Technology for Teaching](#)

[Classroom Technology](#)

[Copyright](#)

[Creating a Supportive Classroom Climate](#)

[Course Design](#)

[Course Outlines/ Syllabi](#)

[Do I need to use a textbook?](#)

[Equity, Diversity and Inclusivity](#)

[New Technologies for Teaching](#)

[Moodle – the University Learning Management System](#)

[Open Educational Resources \(OER\)](#)

[Student Assessment / Update](#)

[Territorial Statements](#)

[UDL – Universal Design for Learning](#)

[Using the Testing Centre](#)

[Weaving Indigenous Ways of Thinking/ Practice into your Curriculum](#)

[Writing Learning Outcomes](#)

# Accessibility in Teaching and Learning

## Taking a Proactive Stance

When you design your courses and create teaching materials for them, a proactive approach will ensure an equally valid educational experience for all your students including those with undocumented disabilities.

The accordion below compiles some of the most important pieces to understanding the rationale behind accessible teaching as well as ways for its implementation.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://openeducationalberta.ca/orientationhandbook/?p=362#h5p-2>

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## Checklist for Creating Accessible Content

Your proactive approach will make your content accessible to all your learners by default including those who:

- have a learning disability

- are in a location where they cannot play or hear audio
- are not native English speakers and need written-word formats to support understanding
- have a physical disability (as listed below)
  - are blind or have low vision
  - have poor contrast vision
  - are deaf or hard of hearing
  - are colour blind and cannot differentiate between certain colours
  - are using a device with monochrome display
- have a form of cognitive disability

The following list of questions will guide you in the creation of specific accessible content for your course. The guiding questions presented for each of the content items will detail what makes them accessible. For your convenience, you can download a one-page checklist for quick reference on the bottom.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openeducationalberta.ca/orientationhandbook/?p=362#h5p-3>

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## One-Page Checklist for Download

You can download a one-page word document by clicking on the link: [Accessibility Checklist](#).

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## Request Teaching Centre Assistance to ensure accessibility in your courses

Our [Teaching Development Facilitators](#) will be delighted to meet with you and support you in the implementation of accessibility measures in your courses. Please reach out to any one of us in your team to discuss your needs.

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### References:

AEM. Getting Started with Presentation Accessibility [handout]. <https://aem.cast.org/binaries/content/assets/aem/creating-aem/getting-started-with-presentation-accessibility.pdf>

Coolidge, A., Doner, S., Robertson, T., & Gray, J. (2018). Accessibility Toolkit—2nd Edition. BCcampus – OpenEd. <https://opentextbc.ca/accessibilitytoolkit/>

University, R. (2017). Ryerson Open Textbook Authoring Guide. Ryerson University. <https://pressbooks.library.ryerson.ca/authorsguide/>

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## Digging Deeper (Further Readings)

Strategies, D. E., & School, T. C. (2020). *Understanding Document Accessibility*. The Chang School, Ryerson University. <https://pressbooks.library.ryerson.ca/docs/>

# Becoming an Anti-Racist Educator

ERIN REID

(DRAFT version — this resource was originally created for graduate students and is in the process of being updated for faculty)

This chapter aims to introduce you to conceptual and practical concepts and information related to becoming an anti-racist educator. This chapter is organized as follows:

- **[Contextualize](#)** – History and systems of oppressions in higher education
  - [Anti-Indigenous racism](#)
  - [Anti-Black racism](#)
  - [Anti-Asian racism](#)
- **[Acknowledge](#)** – Acknowledge privilege and bias
  - [Implicit bias](#)
  - [White privilege and Microaggressions](#)
- **[Allyship](#)**
  - [Resources for BIPOC GTAs](#)
- **[Act](#)** — Identify ways to address systems of oppression work alongside BIPOC and engage in the lifelong process of learning and unlearning

- [More Anti-Racist resources for educators](#)

### Overview

While we have seen how framing conversations around equity, diversity, and inclusion in education in the language of culturally relevant pedagogy can be useful, there are those who argue that this approach does not go far enough. In today's political climate of polarization, increasing racially motivated hate crimes, a strong movement has emerged calling for educators to do more than simply become 'aware', but rather to take an active anti-racist and anti-oppression stance in the classroom to mitigate prevalent social injustice. This chapter explores some key concepts in this movement and considers how you, as a GTA, may draw on these in your own teaching journey.

Please note that the information presented here is just the tip of the ice-berg and meant to provide a starting point for your journey into becoming an anti-racist educator.

## 1. Contextualize

### *Racism in Canada*



To take a deeper dive into understanding the history of

racism in Canada, read through [this brief summary](#) by the Canadian Centre for Diversity and Inclusion.

Learn more about how Canada's recent creation of two national holidays (Aug. 1st and Sept. 30) as Emancipation Day and [National Day for Truth and Reconciliation](#) highlights Canada's attempt to come to terms with its long history of racism. To learn more about the history of slavery in Canada, including the slavery of Indigenous people, [click here](#).

## *Racism in Higher Education*



Central to the argument that Canadian educators in university settings must work harder to mitigate the harms of racism in their classrooms is the understanding of how prevalent racism is our institutions of higher education. Read this [article by Dan Cantiller](#) providing a summary of the literature on the impact of racism on students in Canadian universities. Unfortunately, racism in Canada takes many forms. Below are some resources about some of the most prevalent forms of racism.

## Anti-Indigenous Racism

As a starting point for contextualizing anti-Indigenous racism in Canada, begin by visiting this open-source Indigenous Education Resources by Jean-Paul Restoule for OISE, University of Toronto. In this module, you will learn about the harmful effects of stereotyping and racism on Indigenous communities and individuals. Click on this [link to begin](#).

To continue your learning journey, visit [ULeth's Indigenous](#)



## Anti-Black Racism

Although Canada and Canadians are often depicted as being open and accepting of diversity, Canada has a long history of racism towards the Black community, participated in the enslavement of Black people for hundreds of years. Through slavery and other impacts of colonization, Canada's white population were often the recipients of great social and economic advantages that were not afforded to the Black community (Mayorga & Picower, 2017). The impacts of this history can be seen in the educational context in the way that Black students:

- Frequently underperform academically
- Experience higher rates of high school dropouts
- Experience a greater likelihood of facing punitive measures



To deepen your own understanding of the history of anti-Black racism faced by Black Canadians, watch this 2 minute video documenting the history of Africville in Nova Scotia, Canada:



*One or more interactive elements has been excluded from this version of the text. You can view them online*

here: <https://openeducationalberta.ca/orientationhandbook/?p=837#oembed-1>

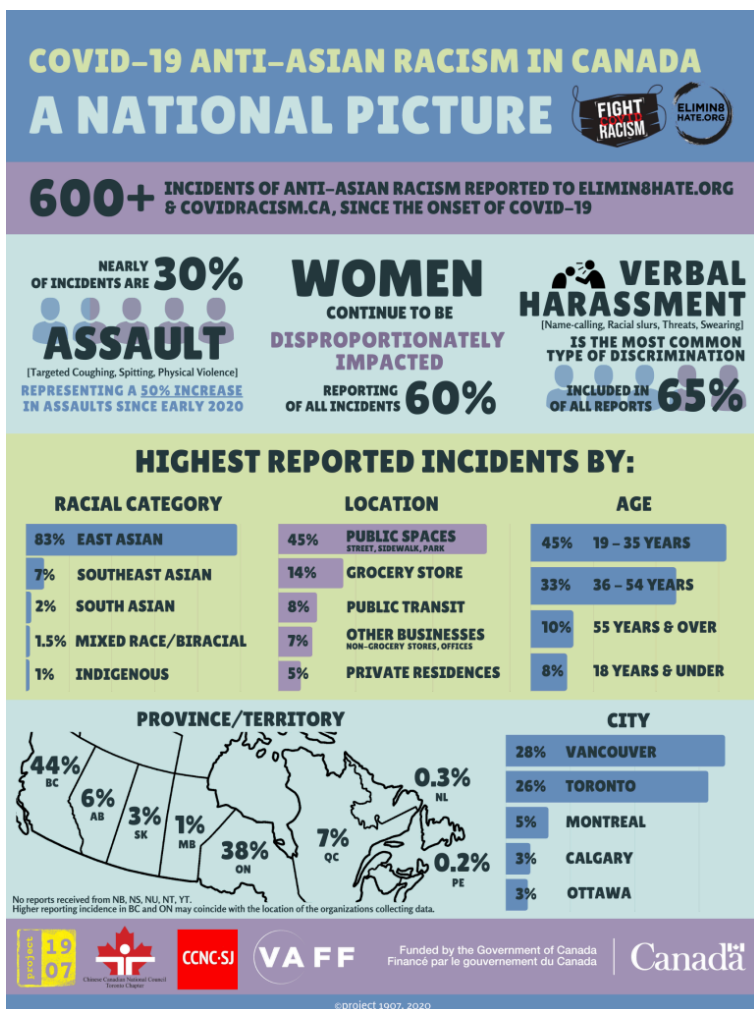
To learn more about the history of Africville, check out the [Canadian Encyclopedia's article here.](#)

Alberta has its own little known history of Black settlers to the province. [Learn more here.](#)

## Anti-Asian Racism

Unfortunately, there has been a long history of anti-asian racism in Canada as well. [Click here](#) and scroll down to the timeline.

Today, anti-Asian racism has increased dramatically since the beginning of the COVID-19 pandemic. Take a look at this info graph by the Chinese Canadian National Council for Social Justice:



## 2. Acknowledge

### The Basics

As a great starting point to familiarize yourself with some key conceptual definitions in anti-racist education, start by completing

the excellent “Basics” module created by the [Calgary Anti-Racism Education](#).

## *Implicit Bias*

To gain a better understanding of implicit bias and how it may impact our work in the classroom, the Kirwan Institute for the Study of Race and Ethnicity provides this tool. Please complete Module One. Click here to begin: [Implicit Bias Training](#)

## *White Privilege and Microaggressions*

You’ve already seen how learning about Whiteness and White privilege are a part of becoming an anti-racist educator. To continue this learning, take a look at the following resources:

- Peggy McIntosh’s classic essay about White privilege is still a great starting point: [Unpacking the Invisible Knapsack](#)
- Learn about [microaggressions](#) from the Student Diversity Initiative and Indigenous Initiatives at the Centre for Teaching, Learning and Technology at UBC.
- A succinct [two-page resource categorizes](#) examples of microaggressions into themes and their messages adapted from D.W. Sue (2010).

## 3. Allyship

- [Creating a Safe space for dialogue on anti-racism](#) by the Canadian Centre for Diversity and Inclusion.
- As GTAs you may witness racism or other forms of discrimination among your students. Part of being a good ally

means learning how to act when you witness harassment of anyone due to their race, sex, religion, color, gender, size, orientation, disability, age, or origin. This resource by the Hollaback movement provides an effective strategy for bystanders, using what they call the [5 Ds of Distract, Delegate, Document, Delay, and Direct.](#)

- For more resources on how to be an ally, with a focus on being an ally in the fight against anti-asian racism, the Munk School of Global Affairs and Public Policy at the University of Toronto has compiled an [amazing list.](#)

### *Resources for BIPOC*

Conversations about race and racism can be exhausting for BIPOC (Black, Indigenous, and all People of Colour) folks who are often burdened with the task of educating white people. In recognition of this, here are a few resources focused on helping BIPOC with self-care.

- [Resources for self-care](#) for BIPOC and non-binary folks created by the Unplug Collective
- [Racial stress Tool-kit](#)
- Listen to this podcast from the Black Visions Collective about [sustaining yourself when confronting violence.](#)

## 4. Act and deepen understanding

### *Activity: Case study*

- Read the [following cases](#) and consider whether you have experienced something similar in a classroom.
- Reflect on how the teacher in that situation responded and what they might have done differently.
- Now consider a similar situation occurring in your own classroom/lab/tutorial group.
- Feel free to [share your reflections here](#).

## More Resources

While the information presented above should provide a solid starting point for all those journeying towards becoming an anti-racist/anti-oppression educator, there are many more resources available. Here are a few that have been useful in the creating of this module:

- A well-organized and curated list of conceptual and practical resources by [Racial Equity Tools](#).
- University websites offering higher education-oriented resources for educators:

- [Queens University](#)
  - [University of British Columbia](#)
  - [University of Guelph](#)
- 

## References

- Ash, Allison N.; Hill, Redgina; Risdon, Stephen; and Jun, Alexander (2020) “Anti-Racism in Higher Education: A Model for Change,” *Race and Pedagogy Journal: Teaching and Learning for Justice*: Vol. 4 : No. 3 , Article 2. Retrieved from: <https://soundideas.pugetsound.edu/rpj/vol4/iss3/2>
- Mayorga, E., & Picower, B. (2017). Active solidarity: Centering the demands and vision of the black lives matter movement in teacher education. *Urban Education*, 53(2), 212-230. doi:10.1177/0042085917747117
- Sue, Derald Wing, *Microaggressions in Everyday Life: Race, Gender and Sexual Orientation*, Wiley & Sons, 2010.

# Blended Learning

## Blended Learning

### Definition

All teaching scenarios that are not exclusively delivered face-to-face or online can be summarized under the umbrella term ‘Blended’ or ‘Hybrid Learning’, which thus means a deliberate combination of digital content and/ or activities with in-class instruction. Viewed on a spectrum, blended learning takes a position in between digitally enhanced in-classroom instruction and fully online delivery. Many educators make deliberate decisions which portions of face-to-face instruction to replace with online components as to *“find [...] a harmonious balance between online access to knowledge and face-to-face human interaction”* (Osguthorpe & Graham, 2003).

### Why Blend?

The majority of reasons why educators choose to blend their courses revolves around **accessibility**, **pedagogical effectiveness** and **course interaction**.

Replacing specific in-class components with online materials and activities increases the flexibility with which students can engage with the course content, the instructor and their peers in- and outside of the classroom. When surveyed on their blended learning experiences, students often like the ability to conveniently access course materials anytime and anyplace. For many students, online



resources are an ideal way to offset missed classes or improve understanding of course content through self-paced reviews.

For many instructors on the other hand, the motivation behind the design of blended learning experiences is the potential increase in teacher and student interaction. Instead of dedicating class time to lectures or extended explanations, students get opportunities to connect with the content and their peers through class discussions and a variety of practice activities. Many instructors find that the enhanced teacher and student interaction often leads to an overall improvement in student engagement and performance (Aycock et al., 2002; Dziuban & Moskal, 2001; Garnham & Kaleta, 2002).

Research supports the contention that student satisfaction and achievements seem to be higher in blended courses as compared to traditional face-to-face and fully online courses (Means, Toyama, Murphy, Bakia & Jones, 2009) for the abovementioned reasons.

*Watch this video for an introduction*

### **How to Blend?**

How many of the face-to-face components are replaced with online instruction varies widely depending on course instructional goals, student characteristics, instructor experience and teaching style, discipline, developmental level, and online resources. New learning technologies as for instance podcasting, internet-based audio and video communication, e-portfolios, web-annotation and social networking tools including blogs, websites and wikis create new blending potentials. Littlejohn and Pegler (2006) classify 'strong' and 'weak' blends to describe the continuum across big to small components of online learning.

There is no unified approach as to how to best blend each of the three different learning approaches below:

1. **Autonomous Online-Learning:** The students can decide when,

how often and where they want to do the digitally available tasks and activities.

2. **Synchronous Online Learning:** Students either attend virtually hosted lectures (webcasts) or do academic activities in an online learning environment synchronously at a set time (live chat, video conference, etc.). This allows learners to interact with their peers and instructor in real time.
3. **The traditional in-class instruction** takes place in a lecture hall, lab or seminar room, where students and educators interact with each other face to face at set times throughout an academic term.

While there is no agreement how much or how little digital engagement should be included in the blend, however, many researchers agree that sound pedagogical planning is more important than a singular focus on the percentage of online instruction to create well-paced cyclical and coherent learning experiences for the students ([Dziuban, Moskal & Hartman, 2005](#)). Arnold, Kilian, Thillosen, & Zimmer (2011) recommend staging the learning processes effectively and to also include a variety in interaction patterns. In the end, course objectives should be matched with appropriate teaching methods.

*“The emphasis is on pedagogy not technology. Ask yourself what isn’t working in your course that can be done differently or better online.”* (Garnham & Kaleta, 2002)

### **Types of Blended Learning**

[Clayton M. Christensen, Michael B. Horn und Heather Stalker \(2013\)](#) define 4 models, in which online and face-to-face instruction are combined differently:

**Rotation-Model:** The teacher plans how and when students

rotate between different learning modalities (at least one of which is online) within a course or subject. There are four Rotation submodels, namely the Station Rotation Model, the Lab Rotation Model, the Flipped Classroom Model and the Individual Rotation Model.

**Flex-Model:** Online Learning is the backbone of student learning here. Materials are provided for students to move on a fluid schedule among learning modalities. The instructor can be contacted for help and will also provide face-to-face support.

**A la Carte Model or Self-blend Model:** Students decide for themselves, if they want to supplement their regular courses with online offerings at other institutions.

**Enriched-Virtual model:** An online course contains face-to-face components that enhance the learning experience, such as at the beginning or the conclusion of an online course.

#### **What does it take to implement Blended Learning?**

A few key challenges need to be addressed order for students to succeed in blended learning courses. It is crucial that the instructor speaks to intentions behind the approach at the beginning of term. Students also need to be made aware of what the requirements from them are with regard to time management, the responsibility for personal learning and the technologies in use.

From a faculty perspective, the key challenges of teaching in a blended format are: (a) the time commitment, (b) lack of support for course redesign, (c) difficulty in acquiring new teaching and technology skills, and (d) the risk factors associated with this type of course (Voos, 2003; Dziuban & Moskal, 2001; Garnham & Kaleta, 2002).

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# Classes with Online/ Blended Elements

## Teaching Centre Technology Ecosystem



An interactive H5P element has been excluded from this version of the text. You can view it online here:

[https://openeducationalberta.ca/  
orientationhandbook/?p=825#h5p-8](https://openeducationalberta.ca/orientationhandbook/?p=825#h5p-8)



# Classroom Technology



**All classrooms on the university campus are equipped with the following items of Classroom technology:**

- classroom PC
- projector
- audio support (smaller rooms from the computer, larger rooms also have mics)
- VHS/DVD Players (not all rooms – being phased out as they break)
- Crestron control panel

However, you can expect **some additional features in some of the rooms**, among which are the following:

- symposium monitors (that you can annotate as you teach)
- LCD screens (in the place of projection)
- dual display (ability to display more than 1 source)

- surround sound (for presentation of movies)
- portable student microphones for audience participation
- BlueRay players in select classrooms
- document camera

A virtual visit the [Classroom Support website provides](#) you with the specifics on the equipment set-up in each rooms. You can also access tutorials that explain the basic technology available to you.

The key to using any of these features effectively is to get comfortable with them BEFORE you want to implement them in your class. You could either spend some time in your designated classrooms outside of class time to experiment with the technology provided or you contact IT to arrange for a walk-through with one of their staff. If you run into problems while experimenting with the classroom technology, you might find answers in the [FAQ](#). You can also reach out to IT by [leaving a work request](#).

If you are experiencing issues while teaching in a classroom, call **2490** for immediate support.

# Considerations when Choosing Technology for Teaching

## Content Menu

1. Meaning
2. Models
3. Infograph
4. References

### 1. Technology in learning can mean two things:

1. **the tools** you can be using, such as the **hardware, software, networks, web applications**
2. **the processes**, such as the **methods and strategies you can use for your instruction, the assessment and tracking of student learning, and the design of learning management systems**

### 2. Models Guiding Technology Selection

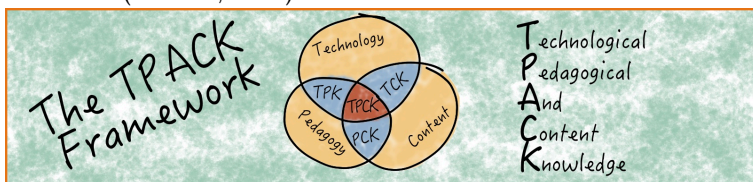
In times when digital and physical worlds are more intertwined, decision-making for digital technology becomes an ever more complex endeavour owing to the broad range of interacting variables which need to be considered to make fully informed choices. The following models are frameworks specifically designed

for educators as guides in their selection of educational technology for teaching and learning.

- [A: TPACK](#)
  - [B: SAMR](#)
  - [C: SECTIONS](#)
- 

## A The TPACK Model

In the definition of the term, its founders (Mishra and Koehler, 2006) emphasize the individuality of teaching and the unique contexts we all act within, which will have to inform our technology integration in similarly individual way. On his TPACK website Koehler asks, "[...] how can teachers integrate technology into their teaching? An approach is needed that treats teaching as an interaction between what teachers know and how they apply what they know in the unique circumstances or contexts within their classrooms." (Koehler, 2009)



TPACK is the complex interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK). The TPACK approach goes beyond seeing these three knowledge bases in isolation. The TPACK framework goes further by emphasizing the kinds of knowledge that lie at the intersections between three primary forms: Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge

(TPK), and Technological Pedagogical Content Knowledge (TPACK).

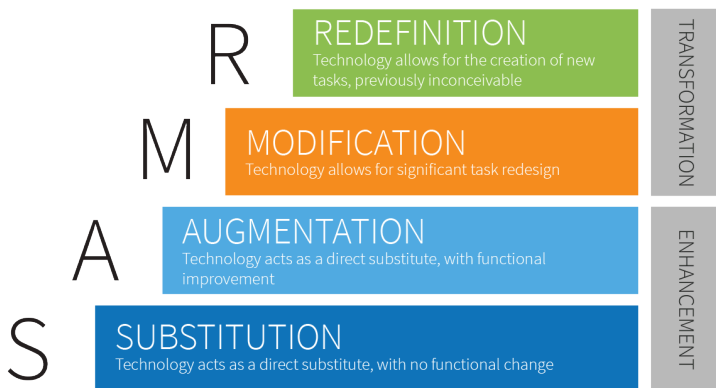
Effective technology integration for pedagogy around specific subject matter requires developing sensitivity to the dynamic, transactional relationship between these components of knowledge situated in unique contexts. Individual teachers, grade-level, school-specific factors, demographics, culture, and other factors ensure that **every situation is unique**, and no single combination of content, technology, and pedagogy will apply for every teacher, every course, or every view of teaching. (Koehler, 2012)

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## B The SAMR Model

Unlike TPACK, which highlights the interrelation between technology, pedagogy and content, the SAMR model aims to describe degrees to which technology integration can happen in teaching by establishing what the effects are. Technology integration is viewed as a spectrum with one-on-one replacements for “traditional” tools/ methods on the one end and with tools enabling the complete transformation of teaching on the other. The visual below depicts the four different stages in the model, which you can discern by asking yourself the following question:

***In how far does the integration of technology alter tasks and teaching?***

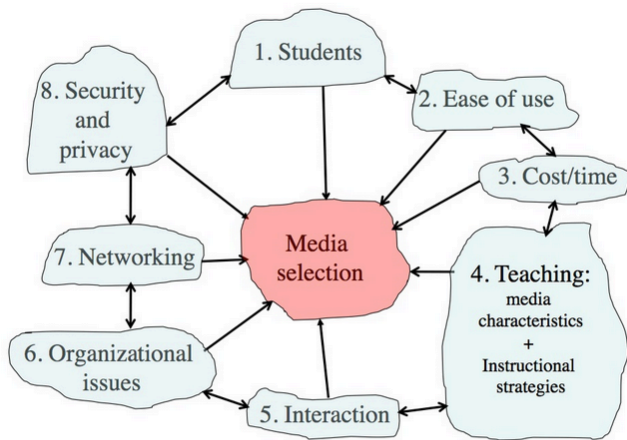


(L. H., 2017)

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## C The SECTIONS Model

The [SECTIONS model](#) (1, 2) is a widely applied framework for many educators in Higher Education. To teach effectively with technology, it is recommended that you **start your planning with a definition of the learning goals** you would want your students to reach by the end of a specific section in your course. This **sequencing of your course planning enables you to conduct an effective assessment of the potential technological tools that you could employ to help your students reach those goals**. You will then arrive at a **decision** that is pedagogically sound that **considers the ease of use of the tool for you and your students, the costs involved, and the support** you will require for your implementation. Each of the letters in the acronym SECTIONS stands for a unique aspect worth your consideration while you are evaluating a specific tool for teaching.



*Figure 8 The SECTIONS model*

[Bates \(2015\)](#)

### 3. At a glance



# How to select the best E-learning Tool for your classroom

Thinking of integrating a new ed tech tool in your classroom?

Consider the following criteria to help you determine if it's the right tool for your intended outcomes!

## ✓ Ed Tech Tool Checklist

- 

**1** **Functionality**

1 Is the tool easy to use and does it serve its purpose well within the classroom?

  - ✓ Scale - Can it be applied to various class sizes?
  - ✓ Ease of Use - Is it user friendly, reliable and an easy interface for both students and teachers?
  - ✓ Tech Support - Is there timely support available from campus-based staff or the platform itself?
  - ✓ Hypermediality - Can participants communicate using different forms of media in a flexible, nonlinear fashion?
- 

**2** **Accessibility**

2 Does this tool support multiple learning approaches and engagement for all students, including students with disabilities?

  - ✓ Accessibility Standards - Does the tool meet minimum World Wide Web Consortium guidelines for accessibility? ([www.w3.org](http://www.w3.org))
  - ✓ User Focused Participation - Does the tool consider the various needs, literacies and capabilities of each user?
  - ✓ Equipment - Does it require extra equipment for users?
  - ✓ Cost - How much time and money will you spend on implementing and utilizing this tool?
- 

**3** **Technicality**

3 What are the basic technological requirements to make the tool work?

  - ✓ Integration Capability - Can the tool be fully integrated or only embedded into Moodle? ([servicedesk@kpu.ca](mailto:servicedesk@kpu.ca) for assistance)
  - ✓ Operating System compatibility - Can learners effectively use the e-learning tool on a variety of platforms/browsers? (Laptop, mobile, Windows 10, Safari, Chrome etc)
  - ✓ Additional Downloads - Will my students be required to install an additional software or plug-in?
  - ✓ Critical to Course - If data housed on the e-tool was lost, how would this impact your course overall?
- 

**4** **Privacy and Security**

4 Is the personal information or intellectual property of myself or my students at risk?

  - ✓ Sign Up/Sign In - Ideally no user of an e-learning tool will be required to disclose personal information (demographics, name etc). If so, contact IT to help complete a risk assessment ([ITService@kpu.ca](mailto:ITService@kpu.ca))
  - ✓ Data Privacy & Ownership - Users should maintain privacy & copyright of their work & have control on how it is shared. If data is stored outside of Canada - need to inform students
  - ✓ Downloading - Make sure to download the tool off the original site of the vendor or product creator
- 

**5** **Applicability**

5 Does this tool positively contribute to the course outline and learning outcomes?

  - ✓ Customization & Facilitation - Can the tool be easily adapted to fit the learning outcomes and does it promote instructor presence through engagement, monitoring & feedback?
  - ✓ Constructive Alignment - Is there explicit alignment between instructor's intended learning outcomes and the e-tool?
  - ✓ Cognitive Presence - Does the tool promote higher order thinking and provide opportunities to give formative feedback?

Adapted from:

1. Search for eLearning Tool Evaluation by Lauren M. Anstey & Sarah P.J. Watson, copyright 2010 Centre for Teaching and Learning, Western University is made available under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. <http://creativecommons.org/licenses/by-nc-sa/4.0/>

2. Gates, Anthony (2018). Teaching in a Digital Age. Retrieved February 6, 2019 from <https://www.cer.ca/teaching-in-a-digital-age/>



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You can download the infographic in pdf format here: [Ed Tech Tool Checklist Infographic](#)

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<http://onlinelearningcurriculumcommittee.pbworks.com/f/mishra.pdf>

# Copyright

DR. RUMI GRAHAM

Are you planning to copy or distribute copyright-protected material to students in your class? If you are, please keep in mind that instructors are responsible for copyright clearance. See the University of Lethbridge [Copyright](#) website for guidance on a variety of copyright topics. If you need help with copyright clearance, [University Copyright Advisor office](#) staff will be happy to assist.

For example, is the item you wish to distribute to students in your course available in a Library subscription database? If so, the [Copyright Permissions Look-up tool](#) can help you find out if our license agreement permits you to place the PDF in Moodle or on E-Reserve. We recommend that you [link to online content instead of downloading it](#) whenever possible, as this permits the automatic collection of valuable usage data.

Are there films or other audio-visual content you wish to present in class? For on-campus classes, the *Copyright Act* provides users' rights for educational institutions that permit screening of films and public performances of copyrighted works on campus when the purpose is educational and the audience is primarily U of L students and staff. Find out more in the Copyright website [FAQ](#). Moodle is considered to be an extension of the University premises, but if you are teaching an online class and audio-visual content you wish to use is not in the Library's online collections, you can investigate possible options with the [University Copyright Advisor](#) office.

Will any class assignments involve your students' use of copyrighted content to create works? If this is a possibility, you may wish to alert them to other users' rights in the *Copyright Act* that they may find useful, including [fair dealing](#) and the [user-generated content](#) exception. For assistance in understanding the copyright implications or possible users' rights of any of your instructional

activities, please feel free to contact the [University Copyright Advisor office](#).

# Creating a Supportive Classroom Climate

As an instructor, you have the ability to conceptualize and shape specific aspects of an inclusive and supportive classroom climate while you plan your curriculum as well as when you move into teaching your courses. From your own experience, you have probably noticed how important the first day of any given course is in communicating to students how they will need to behave for the remainder of the term. Thus, Day 1 is your means to decide how welcome students will feel in the learning environment you create for them, how they perceive of you as a teacher and the approaches you take to teaching your course, how much they will get to interact with other students or you, etc.

**For ideas how to intentionally plan your first day in class, see the following resource:**

Lang, J. M. How to Teach a Good First Day of Class. Advice Guide. IN The Chronicle of Higher Education. Retrieved from: <https://www.chronicle.com/interactives/advice-firstday>

On their [Classroom Climate webpage](#), the Eberly Centre at the Carnegie Mellon University has summarized the importance of creating a supportive learning environment by describing “The teaching-learning process [...] as an inherently social act, and as instructors we need to be mindful of the quality of the social and emotional dynamics in our course, because they impact learning and performance. In fact, a well-established body of research has documented the effects of a “chilly classroom climate” on some students or groups of students, in particular women and other minorities (Hall, 1982).”

The following arguments further support efforts in intentional classroom management design and facilitation (Eberly Centre):

**Climate regulates the circulation and construction of**

**knowledge.** For instance, in an inclusive climate all students are more likely to volunteer different perspectives and thus enrich discussions; conversely, if some students or groups feel that their contributions are not as valued as those of others, they will withdraw from the conversation. As an example, women in technical fields often report feeling undervalued compared to their male peers.

**Climate engenders emotions that impact learning.** In a productive class, the learning experience is characterized by excitement for discovery, joy, satisfaction and pride at one's accomplishments. All these positive emotions have the effect of motivating students for further learning. Conversely, if the predominant emotions in a class are fear, shame or embarrassment for being wrong, or boredom and apathy about the content, these negative emotions will be highly demotivating to students (Ford, 1992).

**Climate can channel energies away from learning or toward it.** For instance, if gay or lesbian students feel it is not safe for them to be out in class, they tend to carefully monitor their participation for fear of inadvertently exposing themselves, limiting their engagement with the material. Conversely, in classes where they feel free to be themselves, they often capitalize on their personal experience of having challenged conventional assumptions by engaging with the material in creative ways (Renn, 1998).

**Climate impacts student persistence.** When the cumulative direct and indirect messages students perceive communicate that they are not as able as other students and don't belong in the course, students are less likely to stay in the course, the major, and even in the university (Tinto, 1993).

#### **Reference:**

Eberly Centre – Carnegie Mellon University. (n.d.). *Classroom Climate*. Retrieved 19 July 2021, from <https://www.cmu.edu/teaching/designteach/teach/classroomclimate/index.html>

# Course Design

There are different approaches you can take to planning your courses. The following resources might help you find your preferred way of making the many decisions necessary to ensure the success of all students in your courses. Careful planning at the course design stage will not only facilitate student learning, it will also help make your teaching easier and more enjoyable by allowing you choose specific approaches, methods and strategies that help realise your teaching intentions for your courses.

**To design an effective course, you need to:**

- Consider [timing and logistics](#)
- Recognize [who your students are](#)
- Identify the [situational constraints](#)
- Articulate your [learning objectives](#)
- Identify [potential assessments](#)
- Identify appropriate [instructional strategies](#)
- Plan your [course content and schedule](#)

**Reference:**

Eberly Centre Carnegie Mellon. Design your Course [website]. Retrieved from: <https://www.cmu.edu/teaching/designteach/design/index.html>



# Course Outlines/ Syllabi

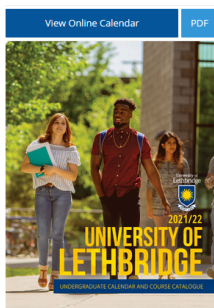
Faculty and instructors are required to provide a course outline to all students no later than the first class meeting, and to all students who subsequently join the class. The essential elements of the course as specified in the course syllabus shall not be altered after the ADD/ DROP deadline. However, recognizing that professional teaching requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, provided that no student is disadvantaged by the change.

The **section 4.8 ACADEMIC REGULATIONS** in the [current Academic Calendar](#) outlines:

- the content that must be included on all course outlines including the scheduling of assessment and the way by which student work will be evaluated
- expectation of students
- regulations surrounding the scheduling of assessments
- policy surrounding the return of graded student work
- the examination policy

You can find the academic schedule, including dates for first and last classes, the end of the add/ drop period, and any statutory holidays in the introductory section of the [Academic Calendar](#). Students can change classes during the add/ drop period without penalty. Students may withdraw from a class up until the last day of classes. Unless you have to cancel a class due to unforeseen circumstances, you should make alternate arrangements for missed classes.

## Undergraduate Calendar (2021/2022)



One of Canada's top-ranked universities and leading research institutions, the University of Lethbridge is a community of inspiring lights united by one common purpose — you. Your education. Your future. And the limitless ability you have to make an important difference in the world.

[Application and Document Deadlines](#)[Program Planning Guides](#)[Academic Advising](#)[Calendar Updates](#) ▼[Dates and Deadlines \(Academic Schedule\)](#) ▼[Fees Schedules](#) ▼[Previous Undergraduate Calendars](#) ▼

## Graduate Calendar (2021/2022)



The University of Lethbridge is a comprehensive academic and research institute, which offers Graduate Certificates, Graduate Diplomas, Master's and Doctoral programs spanning over 75 disciplines to meet the demands of researchers and working professionals.

[Application and Document Deadlines](#)[Policies and Procedures](#)[General Program Guidelines](#)[Calendar Updates](#) ▼[Dates and Deadlines \(Academic Schedule\)](#) ▼[Fees Schedules](#) ▼[Previous Graduate Calendars](#) ▼

Please check with your Department whether there are specific requirements for content or review of your course syllabus prior to teaching your courses.

For inspiration, you can browse [Dr. Marlo Steed's online courses](#) (Faculty of Education) or the current syllabus lists of the [Psychology](#) and [Health Sciences Departments](#).

# Culturally Responsive Teaching and Religious Literacy

ERIN REID

(DRAFT version — this resource was originally created for graduate students and is in the process of being updated for faculty)

This chapter examines the following:

- [Culturally responsive teaching](#)
- [Cultural insensitivity](#)
- [Religious literacy](#)
- [Strategies for becoming a more culturally responsive teacher](#)

## Culturally responsive teaching

Occupying a liminal space between being a professor with full control over curricular and pedagogical choices in the classroom and being a student who is on the receiving end of those choices, GTAs have a unique position and a unique set of needs when it comes to responding to these issues. This chapter seeks to clarify

conceptual understandings related to teaching in a culturally responsive manner, but aims to also provide strategies tailored to the GTA's unique position.

### *What is culturally responsive teaching and why it is important*

The call for culturally responsive pedagogy or teaching is not new, with scholars such as Ladson-Billings (1994) and Gay (2010) urging educators to consider cultural diversity among their students for decades. Culturally relevant or responsive teaching is important because it aims to educate students “intellectually, emotionally and politically by using cultural referents to impart knowledge, skills and attributes” (Ladson-Billings, p.17). Culturally responsive teaching is important because without this approach there is a danger that those educators in higher education, including GTAs, who are a part of the privileged dominant population (still largely white middle class), will unwittingly perpetuate structures that marginalize diverse students through cultural insensitivity.



Watch celebrated author, Ngozi Adichie discuss “The danger of a single story”:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/orientationhandbook/?p=834#oembed-1>

Chimamanda Ngozi Adichie's talk reminds us of how, regardless of our background, we all may fall into the dangerous habit of understanding a culture through only one lens or story. Given the important role of educators on their students, and given the increasing cultural diversity present in Canadian university classrooms today, it seems crucial that as GTAs, we reflect on our own level of cultural (in)sensitivity.

### *Cultural Insensitivity*

As Bennet (1996) has outlined, this cultural insensitivity can be categorized in six stages:

1. **Denial:** Does not recognize cultural differences
2. **Defense:** Recognizes some differences, but sees them as negative
3. **Minimization:** Unaware of projection of own cultural values; sees own values as superior
4. **Acceptance:** Shifts perspectives to understand that the same “ordinary” behavior can have different meanings in different cultures
5. **Adaptation:** Can evaluate other's behavior from their frame of reference and can adapt behavior to fit the norms of a different culture
6. **Integration:** Can shift frame of reference and also deal with resulting identity issues



Reflection:

- Can you think of times when you have been at earlier stages of cultural sensitivity to a culture that is/was not part of the dominant culture?
- Can you think of times when you witnessed or experienced cultural insensitivity?
- Can you think of something that happened that allowed you to become aware of this insensitivity?
- How might you respond if you were to recognize cultural insensitivity happening in your classroom?

### *Strategies for becoming a more culturally responsive educator*

There are many ways to become more culturally responsive and bring more equity into your classroom, as will be explored in subsequent chapters of this book. Here, we will look at two examples from scholars about strategies they use, A) Paul Gorski's Ground rules and B) Kimberely Tanner's 21 Strategies.

#### **A. Setting ground rules**

Educator Paul Gorski has noted how "Ground rules should be developed and adapted for every unique context. Appropriate ground rules may depend partially on age, region, and other contextual factors. The following list of common ground rules from

equity, diversity, and social justice related classes and workshops should serve only as a starting point for your process of creating a similar list suitable to your own situation”:

1. **Listen actively** – respect others when they are talking.
2. **Speak from your own experience** instead of generalizing (“I” instead of “they,” “we,” and “you”).
3. **Do not be afraid to respectfully challenge one another** by asking questions, but refrain from personal attacks – focus on ideas.
4. **Participate to the fullest of your ability** – community growth depends on the inclusion of every individual voice.
5. Instead of invalidating somebody else’s story with your own spin on her or his experience, **share your own story and experience.**
6. **The goal is not to agree** – it is to gain a deeper understanding.
7. **Be conscious of body language and nonverbal responses** – they can be as disrespectful as words.

–To deepen your learning, go to Paul [Gorski’s website](#).

### **B. Twenty-One Teaching Strategies**

Kimberly Tanner shared this checklist of strategies she uses to promote student engagement in her biology class. Use this as a self-assessment tool.

Self-assessment of equitable teaching strategies

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Giving students opportunities to think and talk about biology

- \_\_\_\_\_ 1. Wait time
- \_\_\_\_\_ 2. Allow students time to write
- \_\_\_\_\_ 3. Think-pair-share
- \_\_\_\_\_ 4. Do not try to do too much

Encouraging, demanding, and actively managing the participation of all students

- \_\_\_\_\_ 5. Hand raising
- \_\_\_\_\_ 6. Multiple hands, multiple voices
- \_\_\_\_\_ 7. Random calling using popsicle sticks/index cards
- \_\_\_\_\_ 8. Assign reporters for small groups
- \_\_\_\_\_ 9. Whip (around)
- \_\_\_\_\_ 10. Monitor student participation

Building an inclusive and fair biology classroom community for all students

- \_\_\_\_\_ 11. Learn or have access to students' names
- \_\_\_\_\_ 12. Integrate culturally diverse and relevant examples
- \_\_\_\_\_ 13. Work in stations or small groups
- \_\_\_\_\_ 14. Use varied active-learning strategies
- \_\_\_\_\_ 15. Be explicit about promoting access and equity for all students

Monitoring (your own and students') behavior to cultivate divergent biological thinking

- \_\_\_\_\_ 16. Ask open-ended questions
- \_\_\_\_\_ 17. Do not judge responses
- \_\_\_\_\_ 18. Use praise with caution
- \_\_\_\_\_ 19. Establish classroom community and norms

Teaching all of the students in your biology classroom

- \_\_\_\_\_ 20. Teach them from the moment they arrive
- \_\_\_\_\_ 21. Collect assessment evidence from every student, every class

Other equitable teaching strategies I use ...

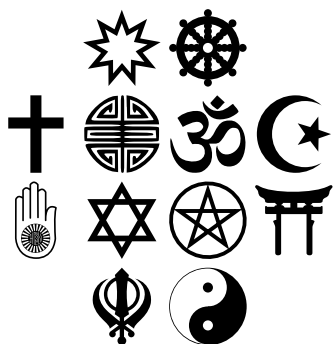
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### *Equitable and Culturally Responsive Strategies Activity*

- **Read** through Gorski's guidelines and Tanner's checklist above.
- **Reflect** on the following questions:
  - Which of these strategies do you find the most useful in becoming a more culturally relevant teacher and why?
  - Which of these strategies do you find the least useful and why? Another way to think about this is which of these strategies seems problematic to you, or unrelated to being a more equitable and culturally responsive educator?
  - Which of these strategies will you/have you tried in your classes? Can you give an example of how you will use (or how you have used in the past) this strategy and what challenges you predict may occur?
- **Post your response** to one of the these questions [here on Moodle.](#)

To learn more about culturally responsive or relevant pedagogy, check out [Inclusion Canada's resource here.](#)



## Religious literacy

For decades, educational theorists have been calling for a culturally relevant pedagogy (Delpit, 1995; Banks, 2006; Cochran-Smith, 2004;

Ladson-Billings, 1994, 2014; Nieto, 1994, 2017) that encourages teacher education programs to consider these intersections, but until recently, these calls generally neglected to include religious and/or spiritual identity as an aspect of diversity (White, 2009; Subedi, 2006). Given increasing religious diversity in Canadian higher education institutions, this lack of attention to equipping educators for religious and spiritual diversity in their classrooms is problematic for multiple reasons, including the potential to harm students through a failure to recognize an intrinsic part of their identities (Patrick, 2015; Guo, 2015).

Religious literacy is a kind of cultural competency that specifically focuses on religious or spiritual aspects of a person or community's identity. Harvard Divinity scholar, Diane Moore has defined a person who is religiously literate as possessing:

1) a basic understanding of the history, central texts (where applicable), beliefs, practices and contemporary manifestations of several of the world's religious traditions as they arose out of and continue to be shaped by particular social, historical and cultural contexts; and

2) the ability to discern and explore the religious dimensions of political, social and cultural expressions across time and place. has an awareness of both the basics of diverse religious beliefs and practices, but also of how religion influences and intersects with other aspects of our society, including social, political, economic, and historical realms.

Certainly, there are those who argue that religion or spirituality is something that should be relegated to the private sphere and has no place in a secular university. Indeed, you may ask, “Why think about religious literacy? Why isn’t cultural competency good enough?” However, as multicultural theorists have argued for decades, students bring their whole selves into the classroom. When we completely ignore or are ignorant of a part of someone’s identity that is at the core of who they are, not only do we risk creating the harm of misrecognition (Taylor, 1992), but we also miss an opportunity to understand our students better.



To learn more about religious literacy, watch this two-minute video from Harvard University:



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://openeducationalberta.ca/orientationhandbook/?p=834#oembed-2>

Extend your learning through these resources:

- [Centre for Civic Religious Literacy](#)
- [Harvard Divinity's Religion and Public Life project](#)

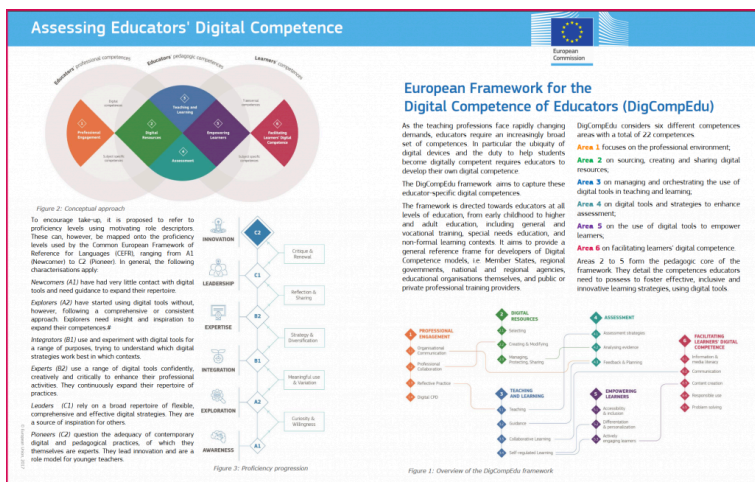
## References:


- Bennett, C. (1995). *Comprehensive multicultural Education: Theory and Practice* (3rd ed.). Massachusetts: Allen & Bacon.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass
- Tanner, K. (2013). [Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity](#), *CBE—Life Sciences Education*, 12:3, 322-331.

# Digital Competency Framework for Educators in Higher Ed (DigCompEdu)

The [Digital Competency Framework for Educators](#) in Higher Education details how digital technologies can be used to enhance and innovate education and training. Engaging with the framework in some capacity can help you build your digital teaching skills in the six described areas of digital competence over time.

Note you can use the framework as a tool to [self-evaluate your current digital proficiency level](#) to better strategise your future teaching development.



Synthesis of the DigCompEdu Framework					
					
1. Professional development	2. Digital Resources	3. Teaching and Learning	4. Assessment	5. Empowering Learners	6. Facilitating Learners' Digital Citizenship
<b>1.1 Organisational communication</b> To use digital technologies to enhance organisational communication with learners, parents and third parties. To contribute to collaboratively developing and improving organisational communication strategies.	<b>2.1 Selecting digital resources</b> To identify, assess and select digital resources for teaching and learning. To consider the specific learning objective, content, pedagogical approach, and learner group, when selecting digital resources and planning their use.	<b>3.1 Teaching</b> To plan for and implement digital to plan for and implement digital teaching process, so as to enhance the effectiveness of teaching interventions. To appropriately manage and orchestrate digital teaching interventions. To experiment with and develop new formats and pedagogical methods for instruction.	<b>4.1 Assessment strategies</b> To use digital technologies for formative and summative assessment. To enhance the diversity and suitability of assessment formats and approaches.	<b>5.1 Accessibility and inclusion</b> To ensure accessibility to learning resources and activities, for all learners, including those with special needs. To consider and respond to learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies.	<b>6.1 Information and media literacy</b> To incorporate learning activities, assignments and assessments which require learners to effectively use information needs; to find information and resources in digital environments; to organise, process, analyse and interpret information; and to compare and critically evaluate the credibility and reliability of information and their sources.
<b>1.2 Professional collaboration</b> To use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experiences and collaboratively innovating pedagogic practices.	<b>2.2 Creating and modifying digital resources</b> To modify and build on existing openly-licensed resources and other resources where this is permitted. To create or co-create new digital educational resources. To consider the specific learning objective, content, pedagogical approach, and learner group, when designing digital resources and planning their use.	<b>3.2 Guidance</b> To use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session. To use digital technologies to offer timely and targeted guidance and assistance. To experiment with and develop new forms and formats for offering guidance and support.	<b>4.2 Analysing evidence</b> To generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress, in order to inform teaching and learning.	<b>5.2 Differentiation and personalisation</b> To use digital technologies to address learners' diverse learning needs, by allowing learners to advance at different levels and speeds, follow individual learning pathways and goals.	<b>6.2 Digital communication &amp; collaboration</b> To incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication, collaboration and civic participation.
<b>1.3 Reflective practice</b> To individually reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community.	<b>2.3 Managing, protecting and sharing digital resources</b> To organise digital content and make it available to learners, parents and other educators. To effectively protect sensitive digital content. To respect privacy and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution.	<b>3.3 Collaborative learning</b> To use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments, as means for enhancing communication and collaboration and for collaborative knowledge creation.	<b>4.3 Feedback and Planning</b> To use digital technologies to provide targeted and timely feedback to learners. To adapt teaching strategies accordingly and to provide targeted support, based on the evidence generated by the digital technologies used. To enable learners and parents to understand the evidence provided by digital technologies and use it for decision-making.	<b>5.3 Actively engaging learners</b> To use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, open learning to new, real-world contexts, involve learners themselves in hands-on activities, scientific investigation and complex problem solving, or in other ways that increase learners' active engagement and creative expression.	<b>6.3 Digital content creation</b> To incorporate assignments and learning activities which require learners to express themselves through digital means, and to modify and create digital content in different formats. To teach learners how copyright and licenses apply to digital content, how to reference sources and attribute licenses.
<b>1.4 Digital Continuous Professional Development (CPD)</b> To use digital resources and resources for continuous professional development.		<b>3.4 Self-regulated learning</b> To use digital technologies to support self-regulated learning processes, i.e. to enable learners to plan, monitor and reflect on their own learning, provide evidence of progress, share insights and come up with creative solutions.			<b>6.4. Responsible use</b> To take measures to ensure learners' physical, psychological and social well-being while using digital technologies. To empower learners to manage risks and use digital technologies safely and responsibly.
					<b>6.5 Digital problem solving</b> To incorporate learning and assessment activities which require learners to identify and solve technical problems or to transfer technological knowledge creatively to new situations.

You can download the pdf format leaflet here:  
[digcompedu leaflet\\_en-2017-10-09\(7\)](#)

# Do I need to use a textbook?

As an instructor of a course, you have the academic freedom to choose what form of materials you want use to introduce and/or reinforce your class content. It could be a textbook, online resources, a collection of journal articles, etc. If you are teaching a multi-section course, you should check with your department head to see if there is a recommended textbook or readings associated with the course.

In case you decide on a textbook, you might want to consider negotiating price terms with the publisher so that you can make your choice with your students in mind. You can contact your department administration and/ or the U of L Bookstore to learn about deadlines and arrange for the commercial texts of your choice.

If you wish to adopt an Open Textbook or another openly licensed resource, you might find high-quality material in one of the [growing reputed OER repositories](#). The increasing global as well as national interest and support of Open Educational Resources (OER) has led to an astonishing growth in high-quality resources in all academic disciplines.

OER not only grant free access and redistribution rights, but also give you permission to modify the materials according to your specific teaching needs. The University of Lethbridge supports the adoption and/ or adaptations of OER. Feel free to contact the [Teaching Centre](#) for more information.

If you are interesting in curating a number of different resources from multiple sources, you might want to build your own course pack. The [University Copyright Office](#) is more than happy to assist you in that.

## **Interesting in Adapting or Creating your own Textbook for Teaching?**

Both the Library and the Teaching Centre can support you in the

adoption, adaptation or creation of a Pressbooks, an open source content management system designed for creating books. It is based on WordPress, and can export content in many formats for ebooks, webbooks or print. U of L educators can request an educational version by contacting Rumi Graham and Joerdis Weilandt.



# Equity, Diversity and Inclusivity

**DIVERSITY – EQUITY – INCLUSION –  
HUMAN RIGHTS – EQUALITY –  
INTERSECTIONALITY – ACCESSIBILITY –  
RECONCILIATION**

The University and your classrooms will need you to ensure that all student voices are given equal space and recognition, all students are seen as the unique persons they are who come with their diverse backgrounds, ideas, perspectives, and ways of knowing, which will not only enrich the learning interactions your students have with you and each other on our campus, but also allow for the growth and change that is necessary to make Canada a more socially just and equitable place than it currently is.

## **For primer, definitions and further resources**

Salim, Z. (2020). Diversity, Equity and Inclusion in Educational Development. Syracuse University. Licensed under CC-BY-NC-SA. Retrieved from <https://docs.google.com/document/d/1J1bgr8VAKCqilo-W7EOMGw3POHpXn-IOC0wzY0pcWM4/edit?usp=sharing>

## **Scholarly readings:**

- bell hooks, “A Revolution of Values: The Promise of Multicultural Change” (In: Chapter 17 of Simon During (ed.) *The Cultural Studies Reader*, 2<sup>nd</sup> ed., Routledge, 1999)
- Deandra Little, David A. Green, and Peter Felten, “Identity, Intersectionality, and Educational Development” (In: Chapter 1 of *New Directions for Teaching & Learning*, vol.

2019, iss. 158, Special Issue: Educational Development and Identity: Diversity and Inclusion)

- [Breaking Down Silos: Teaching for Equity, Diversity and Inclusion Across Disciplines – Article Review \(2018\) by Klodiana Kolomitro](#) of Hartwell, E. E., Cole, K., Donovan, S. K., Greene, R. L., Burrell Storms, S. L., & Williams, T. (2017). Breaking Down Silos: Teaching for Equity, Diversity, and Inclusion Across Disciplines. Humboldt Journal of Social Relations, 1(39), 143-162.
- [How Do You Intentionally Design to Maximize Success in the Academically Diverse Classroom? – Article Review \(2018\) by Klodiana Kolomitro](#) of Chandler, R., Zaloudek, J. A., & Carlson, K. (2017). How Do You Intentionally Design to Maximize Success in the Academically Diverse Classroom?. New Directions for Teaching and Learning, 2017(151), 151-169.
- Henry, James, Li, Kobayashi, Smith, Ramos, Enakshi, James, Carl E., Li, Peter S., Kobayashi, Audrey, Smith, Malinda S., Ramos, Howard, & Enakshi, Dua. (2017). [The equity myth: racialization and indigeneity at Canadian universities](#) / Frances Henry, Enakshi Dua, Carl E. James, Audrey Kobayashi, Peter Li, Howard Ramos, Malinda S. Smith. UBC Press.
- Sánchez-Flores, M. J. (2017). [Mindfulness and complex identities in equity training: A pilot study](#). *European Review of Applied Sociology*, 10(14), 20-33. <https://doi.org/10.1515/eras-2017-0002>
- 

## Teaching and learning resources

- [Inclusive and Equitable Teaching – ACUE Curriculum Crosswalk](#) (PDF also attached)
- [Principles on Indigenous Education](#) – Universities Canada
- [Inclusive Excellence Principles](#) – Universities Canada

- [Why is Inclusive Instruction Important?](#) – Centre for Teaching Excellence: Teaching Tips
- [Removing Barriers: Accessibility and Accommodation](#) – Centre for Teaching Excellence: Teaching Tips
- [Gender Pronouns and Teaching](#) – Centre for Teaching Excellence: Teaching Tips
- [Diversity and Inclusion](#) – Poorvu Center for Teaching and Learning: Strategic Resources
- Eidinger, A., & McCracken, K. (2019). *Beyond The Lecture: Innovations in Teaching Canadian History*.  
<https://ecampusontario.pressbooks.pub/beyondlecture/>
- [Inclusive and Anti-racist Writing Resources](#): Simon Fraser Learning Commons
- [How to Stop Harming Students: An ecological guide to antiracist writing assessment](#) by Asao B. Inoue with Mya Poe
- [Anti-Racism in Teaching and Learning](#): Niagara College
- [Cite Black Women](#): Cite Black Women Collective
- [Gender Identity and Expression Map](#): IMPACT: LGBTQ Health and Development Program at NorthWestern.
- [Unconscious Bias Training Module](#): Canada Research Chairs (CRC)/Tri-Agencies

### **Universities Canada 2019 National Survey on EDI at Canadian Universities:**

- [Equity, Diversity and Inclusion at Canadian Universities: Report on the 2019 National Survey](#) – Universities Canada
  - [high-level summary of 2019 National Survey](#)

### **Resources and Information shared by the U of L Dean, School of Graduate Studies & Postdoctoral Affairs; Associate Vice President (Research), Jackie Rice:**

The U of L is a member of the Canadian Centre for Diversity and

Inclusion (CCDI), a group that will be carrying out some surveys and system reviews for us in the near future funded by an EDI grant from NSERC. Because we are a member some of their resources are provided to us for free (with a few exceptions as noted below).

Instructor-led (virtual) courses are also available at a cost, and Heather Takahashi could probably provide more information on those if there was interest.

- **CCDI Resources:** <https://ccdi.ca/resources/>
- **E-Learning courses** (for a fee): <https://ccdi.ca/lms-registration/>
- **List of freely available CCDI webinars** [excel sheet]: [CCDI-Webinars-as-of-Jan-20-2021](#)

**BCcampus Higher Ed Indigenization Project:**  
<https://bccampus.ca/projects/indigenization/>

# New Technologies for Teaching

The University has a variety of technologies in place to assist you in your teaching. Some software is designed to help enhance the face-to-face classroom experience, while others are directed at helping to augment and support blended and online delivery. The following is a list of the core technologies:

- Moodle – This is our Learning Management System (LMS) and houses all of our course content, online exams and links to various other tools. Each course that is offered on campus automatically has a course shell created and you can access your courses by visiting <https://moodle.uleth.ca> . Help guides and tutorials for Moodle can be found on our support site at <https://moodleanswers.com> .
- Crowdmark – Is a tool to help facilitate your marking of material that is both online and offline (paper-based). It allows for easy submission (either by the students directly or by the instructor), has great mark-up shortcuts and workflows that save time and allow for easy return of work to the students. Crowdmark is currently integrated into our Moodle instance. Tutorials for using Crowdmark can be found here – <http://moodleanswers.com/index.php/crowdmark/using-crowdmark>
- YuJa – Is a video recording and streaming service that we have available to both Faculty and Students. The system allows for desktop recordings of your screen, up to 2 cameras and even 2 sound input sources. The system also allows for the creation of video quizzes (great for retention checks within your videos). YuJa is also integrated into Moodle for quick access but can be used as a standalone product as well. Tutorials for using YuJa

can be found here – <http://moodleanswers.com/index.php/yuja>

- ePoll – Is a classroom polling solution that we have to allow for quick and easy polling (either in a face-to-face classroom or even within an online synchronous class. Setup is quick and easy and we are hoping to have it integrated into Moodle in the near future to allow for each transfer of results directly into the gradebook. Tutorials for using ePoll can be found here – <https://www.uleth.ca/teachingcentre/epoll>
- Zoom – Our online live delivery tool of choice for teaching is Zoom. Faculty who are actively teaching will automatically have a full license (allowing for unlimited meeting time and up to 500 participants per meeting). Zoom allows for screen sharing, shared whiteboard space, breakout rooms and polling during the class session. Zoom may also be a way to support students who are not able to attend classes due to illness. Tutorials for using Zoom in your classroom can be found here – <https://www.uleth.ca/teachingcentre/zoom>
- Turnitin – Is our current plagiarism prevention system that can also be used to allow students to check their own work prior to submission. It can be used on it's own or via Moodle through direct integration. Tutorials for using Turnitin can be found here – <https://www.uleth.ca/teachingcentre/turnitin>
- Office 365 Suite – All Faculty and students now have access to the Office 365 suite of tools. Not only does this include Word, Excel and PowerPoint, but also OneNote (for sharing classroom notes). Students can also make use of these tools along with Teams for quick group meetings, file sharing and group presentations.

If you have questions or concerns about these or other teaching technologies, please do not hesitate to contact us at [teachingcentre@uleth.ca](mailto:teachingcentre@uleth.ca)

# Moodle – the University Learning Management System

## Content Menu

1. Introduction to Moodle
2. Basics about the U of L Moodle Set-up
3. Moodle Courses for Instructors
4. Access to Moodle Courses for Students
5. Functionality within Moodle Courses
6. Sharing Information with Students
7. Basic Moodle Learning/ Evaluation Activities
8. Tutorials and Help Requests

## Introduction to Moodle

Moodle stands for *Modular Object Oriented Dynamic Learning Environment*. It is a popular **open-source learning platform** designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised flexible environments for learning communities, including courses, departmental projects or campus working groups.

Moodle is built by the Moodle project which is led and coordinated by [Moodle HQ](#) (out of Australia), which is financially supported by a network of over [80 Moodle Partner service companies](#) worldwide.



## Basics about the U of L Moodle Set-up

The U of L customized Moodle installations are hosted through cloud services at the U of A to ensure the privacy and security of all users and the data generated by them.

Every term a new Moodle installation is created, into which Moodle course shells will be populated for all the courses taught during this period, regardless of whether instructors intend to use them or not. Students registering in specific courses will also automatically be pushed into the respective Moodle course shells, which means that you can easily keep track of student numbers as students are enrolling in your courses.

All instructor support is offered through the U of L Teaching Centre.

## Moodle Courses for Instructors

Moodle is an educational technology offered for use by instructors who can decide for themselves whether this Learning Management System is a valid resource for their teaching.

If you chose to work with Moodle, you know that your content as well as the data generated through student activity will stay in a secure, locally maintained environment. Everything you create as part of your Moodle course falls under your copyright, meaning that only you (and possibly other collaborators) will own the course. Should other colleagues or student assistants request access to a Moodle course of yours, it will only be granted with your permission.

### **FIRST TIME ACCESS**

If you are a new student or faculty to the University of Lethbridge and you cannot see your Moodle courses make sure you have first



set up your UofL account. **This process is NOT automatic and must be set up by you.**

In order to push your user information through the system, you first need to setup your account with the Bridge.

Once you have done this, your user information will push through the system and you will then have access to your Moodle courses within 5-10 minutes.

Follow the instructions for both steps in the [tutorial "I'm NEW to the UofL and Can't See my Moodle courses linked here."](#)

### **TEACHING WITH MOODLE**

If you chose other people's work as part of the content or learning activities, you will need to make sure to abide by the Copyright rules. In doubt, you will want to get clearance for your Moodle course from the U of L Copyright Office in the Library before starting to teach with it.

You can prepare for a course even before course start. Several weeks before a new term, your Moodle course(s) for the following term will be accessible to you. If you need to work several months in advance, you can request a development course shell, the content out of which can easily be transferred into your actual live course once that becomes available.

Only courses that you choose to make visible become visible to your students. They are hidden from student view by default. For instruction on how to show your courses, [see this brief tutorial.](#)

If you need to add your TA or colleagues to your course, see [the instruction for adding people to your classes here.](#) Note that only people with a Uleth ID can be added to your courses.

### **ACCESS AFTER TERM END**

Your Moodle courses will remain "live" as well as directly accessible by you for a year after those courses have been taught. Since the servers change with every term, Moodle courses can be accessed by putting the url link into a webbrowser that clearly indicate the year and term in the following way:

**<https://login.uleth.ca/> + year + term**, so for example the current

summer term can be located through the following url:  
<https://login.uleth.ca/202102>

After a year, all Moodle courses will be archived and can be reused by requesting a course roll over with the Teaching Centre.

## Access to Moodle Courses for Students

Students enrolling in your courses, will automatically become enrolled in your Moodle course shells as well regardless of whether you use those or not. Students retain access to their specific Moodle courses only for the duration of their enrollment. Unless you create exportable resources (downloadable textbooks, pdfs, word documents, other resources) students cannot keep copies of your course.

## Functionality within Moodle Courses

1. Repository: Sharing Information with Students
2. Class communication
3. Learning Activities
4. Evaluation and Assessment

## Sharing Information with Students

The most prominent use of Moodle happens in the form of information sharing either through instructor announcements or through content you decide to deposit in specific places in your course environment.

As for the instructor announcements, you can use the tool on

the top of every new course set up to allow for your unilateral communication to all students in your course. This announcement tool is active with the start of enrolments, so you can choose to inform your new students about course-related issues way before your course starts. Your announcement will go out as email notifications and will also stay accessible/trackable for all involved parties in Moodle.

Concerning the other content that you might want to deposit in your Moodle course, you have a variety of options:

- Dragging and dropping files (in various formats, e.g lectures notes, ppt, pdf) into the specific locations in your course
- Creating sections that you populate with specific pages, labels, folders
- Include text multimedia-rich content into sections, pages or labels such as pictures, audio, video, as well as active web links

## **Basic Moodle Learning/ Evaluation Activities**

In addition to considering Moodle as a resource/ information repository, you might want to consider the environment a space in which your students can actively communicate and collaborate with you and with each other. There are a number of activities you can design for students to:

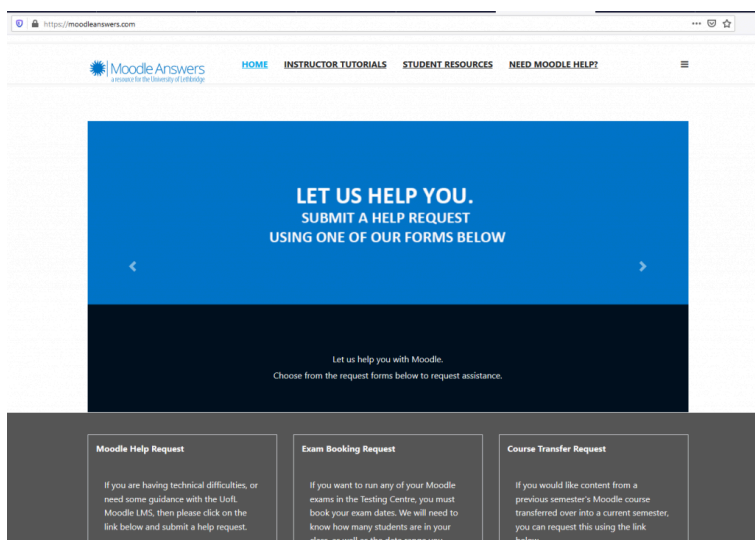
- share information with select members or all participants in a class
- indicate choices
- collaborate on projects
- compile resources
- discuss course-specific issues with each other
- present their take on things in multi-modal ways (written text, video, audio)

- provide feedback to you or their peers
- submit individual contributions or group work
- receive grades and feedback from you
- (self)-evaluate their learning

You can find some of the most popular Moodle activities briefly presented with descriptions for their use in teaching in a Moodle Model course. Click 'enrol me' after hitting this self-enrolment key: <https://moodle.uleth.ca/202102/course/view.php?id=493>

## Tutorials and Help Requests

You can [request help through our ticket system](#), [request course transfers](#) or book [individual appointments](#) with our technical and/or pedagogical developers for the personalized support you might need. We also maintain a website with [basic Moodle tutorials for instructors](#) for you to browse at your convenience.



# Open Educational Resources (OER)

*“Open Educational Resources are teaching and learning materials that provide users with (1) free and unfettered access and (2) 5R legal permissions to retain, reuse, revise, remix, and redistribute them, that can be used to replace traditional expensive learning resources (such as textbooks).”* [Open Education Group](#)

## U of L Campus Champions

In alignment with the [Academic Plan](#) (Section Teaching Development 2.2), the University of Lethbridge supports Open Education on our campus. This support can take many forms, including consultations and peer-hosted events that help you learn more about ways to approach OER **adoptions, adaptations and/or creations of openly licensed academic materials** or low-cost alternatives.

If you are looking for assistance, come talk to any one of the Uleth [OER Champions](#), the Teaching Centre, the Library and the Bookstore.

## OER Benefits

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Facilitate **collaboration** among content experts and students



Ensure **academic freedom** to use, modify, retain and share content



Enhance research and teaching **visibility**



Provide more relevant and **engaging materials** to students



Improve student retention by **reducing costs**



Grant learners access to knowledge and quality education (SDG4) **anytime**



Invite students to become content creators – **meaningful assignments**

---

## Locate high-quality OER

If you are curious now what kind of materials there are openly available for your discipline, feel invited to browse the [virtual corkboard below](#), which assembles most **major OER repositories in one place instead of many**. You can access the **virtual noticeboard below** by simply clicking on the pink links, which will direct you to the original websites. You might want to start your search by using either of the two **Metafinder tools** on the top left (OASIS and MASON) as they search a multitude of major global OER repositories simultaneously. Note that as Open Education movement is gaining momentum, the pool of available high-quality (often also peer-vetted) academic OER is considerate and growing.


**OpenStax**  
 OpenStax is a nonprofit dedicated to expanding access to quality education, one course at a time. Our OpenStax courses are available for free at [openstax.org](https://openstax.org).

LIFE SCIENCE			ART & HUMANITIES			SOCIAL SCIENCES			LIFE SCIENCE	
<b>AP Biology</b> AP Biology is an introductory college-level biology course. The course is designed to be equivalent in content and rigor to a first-year college biology course. The course is designed to prepare students for the AP Biology exam, which is a standardized test that is administered by the College Board.	<b>AP Chemistry</b> AP Chemistry is an introductory college-level chemistry course. The course is designed to be equivalent in content and rigor to a first-year college chemistry course. The course is designed to prepare students for the AP Chemistry exam, which is a standardized test that is administered by the College Board.	<b>AP English Language and Composition</b> AP English Language and Composition is an introductory college-level English course. The course is designed to be equivalent in content and rigor to a first-year college English course. The course is designed to prepare students for the AP English Language and Composition exam, which is a standardized test that is administered by the College Board.	<b>AP English Literature and Composition</b> AP English Literature and Composition is an introductory college-level English course. The course is designed to be equivalent in content and rigor to a first-year college English course. The course is designed to prepare students for the AP English Literature and Composition exam, which is a standardized test that is administered by the College Board.	<b>AP Environmental Science</b> AP Environmental Science is an introductory college-level environmental science course. The course is designed to be equivalent in content and rigor to a first-year college environmental science course. The course is designed to prepare students for the AP Environmental Science exam, which is a standardized test that is administered by the College Board.	<b>AP Human Geography</b> AP Human Geography is an introductory college-level human geography course. The course is designed to be equivalent in content and rigor to a first-year college human geography course. The course is designed to prepare students for the AP Human Geography exam, which is a standardized test that is administered by the College Board.	<b>AP Macroeconomics</b> AP Macroeconomics is an introductory college-level macroeconomics course. The course is designed to be equivalent in content and rigor to a first-year college macroeconomics course. The course is designed to prepare students for the AP Macroeconomics exam, which is a standardized test that is administered by the College Board.	<b>AP Microeconomics</b> AP Microeconomics is an introductory college-level microeconomics course. The course is designed to be equivalent in content and rigor to a first-year college microeconomics course. The course is designed to prepare students for the AP Microeconomics exam, which is a standardized test that is administered by the College Board.	<b>AP Physics 1</b> AP Physics 1 is an introductory college-level physics course. The course is designed to be equivalent in content and rigor to a first-year college physics course. The course is designed to prepare students for the AP Physics 1 exam, which is a standardized test that is administered by the College Board.	<b>AP Physics 2</b> AP Physics 2 is an introductory college-level physics course. The course is designed to be equivalent in content and rigor to a first-year college physics course. The course is designed to prepare students for the AP Physics 2 exam, which is a standardized test that is administered by the College Board.	
<b>AP Physics C: Electricity and Magnetism</b> AP Physics C: Electricity and Magnetism is an introductory college-level physics course. The course is designed to be equivalent in content and rigor to a first-year college physics course. The course is designed to prepare students for the AP Physics C: Electricity and Magnetism exam, which is a standardized test that is administered by the College Board.	<b>AP Physics C: Mechanics</b> AP Physics C: Mechanics is an introductory college-level physics course. The course is designed to be equivalent in content and rigor to a first-year college physics course. The course is designed to prepare students for the AP Physics C: Mechanics exam, which is a standardized test that is administered by the College Board.	<b>AP Statistics</b> AP Statistics is an introductory college-level statistics course. The course is designed to be equivalent in content and rigor to a first-year college statistics course. The course is designed to prepare students for the AP Statistics exam, which is a standardized test that is administered by the College Board.	<b>AP United States History</b> AP United States History is an introductory college-level United States history course. The course is designed to be equivalent in content and rigor to a first-year college United States history course. The course is designed to prepare students for the AP United States History exam, which is a standardized test that is administered by the College Board.	<b>AP World History</b> AP World History is an introductory college-level world history course. The course is designed to be equivalent in content and rigor to a first-year college world history course. The course is designed to prepare students for the AP World History exam, which is a standardized test that is administered by the College Board.	<b>AP Computer Science A</b> AP Computer Science A is an introductory college-level computer science course. The course is designed to be equivalent in content and rigor to a first-year college computer science course. The course is designed to prepare students for the AP Computer Science A exam, which is a standardized test that is administered by the College Board.	<b>AP Computer Science B</b> AP Computer Science B is an introductory college-level computer science course. The course is designed to be equivalent in content and rigor to a first-year college computer science course. The course is designed to prepare students for the AP Computer Science B exam, which is a standardized test that is administered by the College Board.	<b>AP Calculus AB</b> AP Calculus AB is an introductory college-level calculus course. The course is designed to be equivalent in content and rigor to a first-year college calculus course. The course is designed to prepare students for the AP Calculus AB exam, which is a standardized test that is administered by the College Board.	<b>AP Calculus BC</b> AP Calculus BC is an introductory college-level calculus course. The course is designed to be equivalent in content and rigor to a first-year college calculus course. The course is designed to prepare students for the AP Calculus BC exam, which is a standardized test that is administered by the College Board.	<b>AP Spanish Language and Culture</b> AP Spanish Language and Culture is an introductory college-level Spanish language and culture course. The course is designed to be equivalent in content and rigor to a first-year college Spanish language and culture course. The course is designed to prepare students for the AP Spanish Language and Culture exam, which is a standardized test that is administered by the College Board.	

# Student Assessment / Update

This section points you to resources regarding student assessment at the U of L.

## University Policies

There are some requirements about the handing back of assignments, feedback requirements, etc... Please see [section 4.8 of the Academic Calendar](#) to familiarize yourself with these student assessment policies.

## Course Lists/Entering Grades

To access your course lists and to enter final grades you can access [“The Bridge”](#). Your University of Lethbridge username and password will allow you to log on to The Bridge. Follow the “Faculty & Advisors” link for course information.

You can also see the list of students who are registered for your course in your [Moodle](#) course. If you are using the Moodle gradebook, you can also submit the final course grades through Moodle at the end of the term. **NOTE that prior** to accessing Moodle for the very first time, you will have to make sure that you have already completed your [BRIDGE set up](#).



## Exams/Final Exams

In-class final exams during the last two weeks of the semester are only allowed if they are worth 20% or less of the final course grade. If you choose to have a final exam worth more than 20% this must be scheduled by the Registrar and will take place during the designated exam period (detailed at 4.8c of the Academic Calendar). Alternatively, midterm/final exams written through Moodle maybe scheduled in the proctored [Testing Centre](#). Your administrative assistant will contact you to find out if you need a final exam scheduled.

## Grading Scale

The University of Lethbridge uses a 4-point grading system (detailed at 4.2a of the [Academic Calendar](#)). If you wish to grade by percentages, there is not an institutional standard grading scale that converts percentages to letter grades. Some Departments and/or Faculties have developed a common grading scale, so please check with your Department Chair/Dean to see if there is a particular grading scale that you should use.

## Online Learning Management System

You can use Moodle to set up a gradebook that will tell students their progress as they move through the course. Many activities in Moodle (e.g. student discussion forums, assignment submissions, etc. are gradable within Moodle and will automatically transfer your grades into the gradebook. See [instructions for the setup](#) or [book an](#)

[appointment](#) with the Moodle team for assistance.

## Plagiarism

The University subscribes to writing submission software that can be used by instructors for grading and feedback purposes. It also allows a screening for potential infringements that is transparent to the instructor as well as the student who submitted his or her paper to you. For more details on the Turnitin plugin in Moodle, please contact the [Teaching Centre](#). If you wish to use plagiarism software, you must indicate this on the course outline and offer students the opportunity to choose alternate assessment methods. (Academic Calendar 4.8, a.2i). For details on the process of dealing with plagiarism see Section 4.8 of the [Academic Calendar](#). For more information to pass on to your students relating to plagiarism, you can browse the [following virtual whiteboard](#).

## Pre-requisite waivers

It is a good idea to check with your Chair before signing a waiver as some Departments and Faculties have policies surrounding pre-requisite waivers.

# Territorial Statements

It is anticipated that individuals at the University will open each University meeting and gathering with an acknowledgement of the Blackfoot Confederacy territory. Further, individuals may, at their discretion, use either the long or short statement for opening remarks in University gatherings. These statements are presented as examples to use in acknowledging the Blackfoot people and their territory.

**For further ideas on land acknowledgements**, feel free to watch Dr. Cutcha Rising Baldy's lecture on Youtube: ["What good is a land acknowledgement?"](#)

**Long Statement for large institutional meetings or small public events:**

*Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning SacredBuffalo Stone. The University of Lethbridge acknowledges and deeply appreciates the Siksikaitsitapii peoples' connection to their traditional territory. We, as people living and benefiting from Blackfoot Confederacy traditional territory, honour the traditions of people who have cared for this land since time immemorial. We recognize the diverse population of Aboriginal peoples who attend the University of Lethbridge and the contributions these Aboriginal peoples have made in shaping and strengthening the University community in the past, present, and in the future.*

**Sample Short Statement for opening remarks at small, internal events/meetings:**

*Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred*

*Buffalo Stone. The University is located in traditional Blackfoot Confederacy territory. We honour the Blackfoot people and their traditional ways of knowing in caring for this land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community.*

**Sample Statement for Calgary Campus to be used at events/  
meetings at the Calgary Campus:**

*Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University of Lethbridge is located on the Bow Valley College Campus located in traditional Niitsitapi territory in the City of Calgary. We honour the Blackfoot people and their traditional ways of knowing in caring for this land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community.*

\* Siksikaitsitapii (Sik-si-kay-tsida-be) is Blackfoot for Blackfoot Confederacy

\*\* Blackfoot Confederacy comprises the Kainai, Piikani, Amskapiipikani, and Siksika First Nations

\*\*\* Niitsitapi is Blackfoot for "Blackfoot-speaking real people"

\*\*\*\* Blackfoot Elder Bruce Wolf Child named the University of Lethbridge "Iniskim"

# UDL - Universal Design for Learning

In any teaching setting, learners will vary, not only in relation to their backgrounds and abilities, but also in the ways they organize and process information, in the approaches they take to completing tasks and in the manners in which they interact and communicate. This fact poses a complex set of aspects for instructors to consider when wanting to design and teach a course.

An approach that can help you focus your instructional intentions while also thinking about pedagogy is the Universal Design for Learning (UDL), a science-based framework that guide intentional design to include multiple means of accessing, processing, and internalizing information.

“By considering the UDL guidelines, teachers can build flexible pathways from the outset, integrating elements that address the range of backgrounds, preferences, abilities, and needs of their students and ensure that their lessons are comprehensible and engaging for all.” (1)

Rooted in Universal Design (UD), UDL expands efforts that guarantee access rights to people with physical challenges to also include ethnic, gender, socioeconomic, and ability-based diversity in the design of educational environments, resources and interactions. (3)

**If you want to apply UDL, plan to provide:**

1. **multiple means of engagement** by helping to motivate students to learn. Develop student autonomy, provide relevant materials and assessments to their learning, and vary demands on students.
2. **multiple means of representation.** Offer alternatives for the

representation of information (visual, text, audio, video). Ensure that representation is accessible to all learners (accessible language, accessible format).

3. **multiple means of action and expression.** Give students options for expressing what they know and provide scaffolded learning through multiple practice opportunities.

**The strategies (2) listed below provide a good starting point when planning an inclusive approach to teaching your courses.**

- Examine your content for diverse perspectives.
- Be transparent about expectations.
- Design inclusive assessments.
- Provide multiple means of representation.
- Illustrate concepts with multiple and diverse examples.
- Give students choice, where appropriate.
- Create accessible content.
- Promote a growth mindset.

**The website UDL on Campus (4) below not only provides you with examples of UDL in Higher Education contexts, but also supports you incorporate UDL into your course design and create accessible learning materials.**

[UDL ON CAMPUS](#)

#### **References:**

1 Rao, K. and Meo, G. (2016). Using Universal Design for Learning to Design Standards-Based Lessons.

2 Carnegie Mellon Eberly Centre. Teach with a Heterogenous Audience in Mind. Retrieved from <https://www.cmu.edu/teaching/design/teach/classroomclimate/heterogenousmindset.html#heterogenousaudience>

3 Tobin, T. J., & Behling, K. (2018). *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education*: Vol. First edition. West Virginia University Press. <http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1936511&site=ehost-live&scope=site>

4 CAST. UDL on Campus. Universal Design for Learning in Higher Education. CC-BY-SA 4.0 International. Accessible under <http://udloncampus.cast.org/home#.Wd0OEcaZNBw>

# Using the Testing Centre



Currently, the Testing Centre only manages the proctoring of exams that will take place **WITHIN Moodle**, and does not allow exclusive bookings of the room. Plan to have your exam run for a period of time, typically a couple of days to a week.

**IMPORTANT!** If you have a written **paper exam, the Testing Centre will NOT proctor** that exam for you. If you do prefer to have your students write a paper exam, an option to consider is booking a room on campus for the appropriate amount of time and proctoring the exam yourself, or with the help of a Graduate Teaching Assistant.

Equally important is to make your request ahead of time (**AT LEAST 5 DAYS in advance**) to be guaranteed Test Centre accommodation.

[Read more here](#) for detailed instructions and the scheduling of exams.



# Weaving Indigenous Ways of Thinking/ Practice into your Curriculum

The [TRC](#) report contains a number of calls for action, in which the commission calls upon the governments in Canada to provide adequate funding for post-secondary institutions so that teachers can get educated on how to integrate Indigenous knowledge and teaching methods into the classrooms. The president Mike Mahon explicitly states how the U of L “recognize[s] the importance of our Indigenous community here in Lethbridge and around southern Alberta.” (1)

Since its inception in 1967, the University of Lethbridge has valued its location on traditional Blackfoot territory. In 1975, a department of Native American Studies was formed and since that time many Faculties and Units across campus have undertaken programs and initiatives to support Blackfoot and First Nations Metis and Inuit (FNMI) people, on which you can read up on [here](#).

If you are looking for ways of introducing indigenous topics into your teaching, you might want to **start with [Beyond The Lecture: Innovations in Teaching Canadian History](#)**, an open textbook recently published by Andrea Eidinger and Sarah York-Bertram (eds.), who invited the contributor to share their ideas how you can decolonize your classroom. In five different thematic sections, an issue in the field of Canadian history education is addressed and examples are provided relating to active learning and experimental pedagogy; digital history and technology in the classroom; teaching the Canadian history surveys; challenging pedagogy; and Indigenous education and reconciliation in the classroom. Although written by Historians, it is applicable across all disciplines,

especially with regards to the chapters 4 and 5, which might impact/ inspire your own teaching.

Acknowledgements	
Introduction	
Historiography: Historians and the Scholarship of Teaching and Learning	
I. Active Learning and Experimental Pedagogy	+
II. Digital History and Technology in the Classroom	+
III. Teaching the Canadian History Surveys	+
IV. Challenging Pedagogy	+
V. Indigenous Education and Reconciliation in the Classroom	–
22. Paved with Good Intentions: Simply Requiring Indigenous Content is Not Enough	
23. Doing The Work: The Historian's Place in Indigenization and Decolonization	
24. 150 Acts of Reconciliation for the Last 150 Days of Canada's 150	
25. Reconciliation in the Classroom: The #150 Acts as a Pedagogical Tool	
26. How and When to Invite Indigenous Speakers to the Classroom	
27. A Short History of Treaty Nomenclature in Ontario	

## Future: An Introduction to Teaching and Learning about Settler Colonialism in Canada

Andrea Eidinger and Sarah York-Bertram



We are currently compiling resources designed to embed indigenous ways of knowing and teaching practices into academic curricula and classrooms. While we are building the collection, we will determine a shared space for you to access. Until then, please refer to the short reference list below:

BCcampus. (n.d.). *Indigenization guides* – BCcampus. Retrieved April 20, 2020, from <https://bccampus.ca/projects/indigenization/indigenization-guides/>

First Nations Pedagogy Learning Centre. (n.d.). *First Nations Pedagogy Online*. Retrieved June 18, 2020, from <http://firstnationspedagogy.ca/index.html>

Historica Canada Education Portal. (n.d.-a). *Indigenous Arts & Stories Teacher's Kit*. Retrieved June 18, 2020, from <http://education.historicacanada.ca/en/tools/432>

Historica Canada Education Portal. (n.d.-b). *Indigenous Perspectives Education Guide*. FlippingBook. Retrieved June 18, 2020,

from <https://fb.historicacanada.ca/education/english/indigenous-perspectives/>

Historica Canada Education Portal. (n.d.-c). *Over 290 Learning Tools for Educators*. Retrieved June 18, 2020, from <http://education.historicacanada.ca/>

Historica Canada Education Portal. (n.d.-d). *Treaties in Canada*. Retrieved July 7, 2020, from <http://education.historicacanada.ca/en/tools/260?c=17>

Home | The Canadian Encyclopedia. (n.d.). Retrieved June 18, 2020, from <https://www.thecanadianencyclopedia.ca/en>

*Indigenous Perspectives Education Guide* | Historica Canada Education Portal. (n.d.). Retrieved July 7, 2020, from <http://education.historicacanada.ca/en/tools/493>

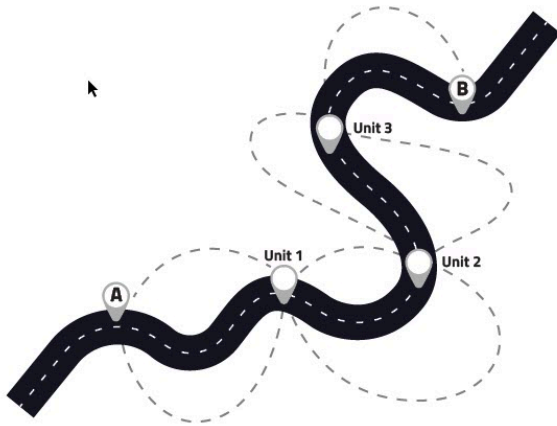
Aboriginal Arts & Stories. *Teachers' Kit Learning Tool.pdf*. (n.d.). Retrieved July 7, 2020, from [http://education.historicacanada.ca/files/286/EN\\_AAAS\\_TeachersKit\\_FINAL.pdf](http://education.historicacanada.ca/files/286/EN_AAAS_TeachersKit_FINAL.pdf)

Talking Together. (n.d.). *Talking Circle: Fact Sheet*. Retrieved June 18, 2020, from [https://www.learnalberta.ca/content/aswt/talkingtogether/facilitated\\_talking\\_circle\\_fact\\_sheet.html](https://www.learnalberta.ca/content/aswt/talkingtogether/facilitated_talking_circle_fact_sheet.html)

The Canadian Encyclopedia. (n.d.). *Indigenous Peoples (Collection)*. Retrieved June 18, 2020, from <https://thecanadianencyclopedia.ca/en/collection/aboriginal-peoples>

# Writing Learning Outcomes

**Rationale – Why are learning outcomes important?**



**Figure 2.** Learning outcomes form a road map to the final learning destination, with milestones along the way.



### For Instructors

Articulating learning outcomes requires instructors to define what the course *is* and what it is *not*. Through the process of writing learning outcomes, and considering how to help students achieve them, instructors clarify:

- What they want students to be able to do by the end of a period of instruction;
- The content that needs to be covered;
- The learning resources that need to be provided;
- The order and purpose of specific activities;
- The most effective methods to assess student learning.

### For Students

For the students, learning outcomes indicate:

- What they are required to know or do by the end of a period of instruction;
- What they will be assessed on and how; and
- How to gauge, reflect upon, and self-direct their own learning.

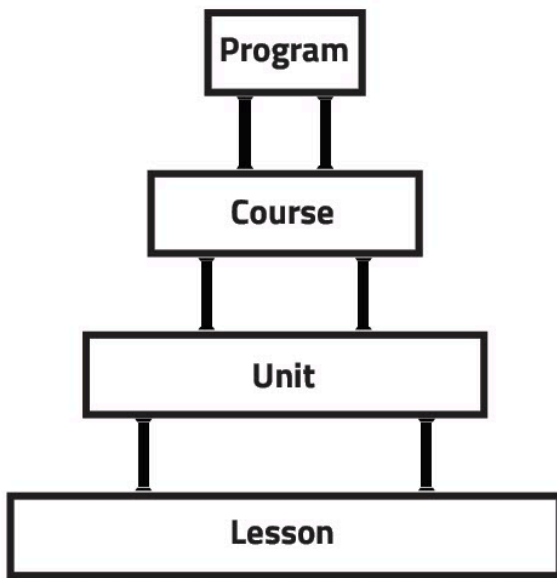
### For Administrators

## Definitions: What are learning outcomes?

- **specify the “knowledge, skills, attitudes, competencies and habits of mind” of a ‘typical’ student on successful completion of a course (Lesch, 2012)**
- 

- define the scope of the course,

- use language that is comprehensible to students and prospective students before they undertake the course,
- are measurable, realistic and achievable within the context and timeframe,
- are inextricably linked to the learning outcomes of programs,
- are supported through teaching and learning activities,
- are demonstrated through assessment.



### **ACTIVITY: Learner Profile**




Let the following questions guide you in your course outcomes planning:

- Who are your learners (e.g. needs, characteristics)?
  - What is the position of your course relative to the entire program of study?
  - What enduring understandings are desired? What are the important understandings we want students to truly grasp and retain after they have forgotten many of the details?
  - What is important for students to know, do, or reflect on?
- 

## Basics: Well-written Course-Level Outcomes

- Define what students will be able to do in the time given (time-bound);
- State the specific behavior that students are expected to demonstrate (using a measurable/assessable verb);
- Can be assessed.

This is illustrated in the example below:

 **EXAMPLE**

Learning Outcome:  
**Select** and **evaluate** reference materials and **incorporate** them } **A** what students do  
 appropriately into written assignments.

**C** Some potential evidence could be:

- Students provide an annotated reference list including both academic and credible non-academic sources;
- Students incorporate appropriate citations within their written assignments;
- Students use citation formats correctly.

**B** demonstrable verbs

**TIP** An outcome describes what you want students to DO with what they learn and implies how they will show you what they have learned.



**S**pecific.

**M**easurable (assessable, demonstrable).

**A**ttainable by students at current level and matched to purpose of the course.

**R**elevant for students, course, program and degree.

**T**ime-bound or can be completed in the time given.

## Exercise p. 22

**For the outcomes listed below, ask yourself:**

- Does it define what students will be able to do in the time given?
- Does it state the specific behavior that students are expected to demonstrate (using an assessable verb)
- Can it be assessed?

### Learning Outcome 1

Upon completion of this unit, students will be able to critically assess the factors influencing physical activity and nutrition (environment, community, habits, underlying thinking, lifestyle and time allocation), and analyze how these factors shape their current choices.

### Learning Outcome 2

Upon completion of this unit, students will be able to understand how factors such as the environment and community impact their physical activity and nutrition choices.

## Q1 WHAT ACTION VERBS SHOULD I AVOID USING?

A

The Centre for Teaching and Learning at the University of Windsor recommends avoiding the use of "THE SINISTER SIXTEEN: Verbs that are passive, internal and/or otherwise unobservable" (Potter & Kustra, 2012).

The sinister sixteen are as follows:

Understand	Be aware of
Appreciate	Be conscious of
Comprehend	Learn
Grasp	Perceive
Know	Value
See	Get
Accept	Apprehend
Have a knowledge of	Be familiar with

<http://www1.uwindsor.ca/ctl/system/files/PRIMER-on-Learning-Outcomes.pdf>

## Writing Learning Outcomes

**Knowledge** - the types of thinking you want your students to act upon or the concepts, facts, and theories you want them to acquire.

**Skills** - the skills you want your students to be able to perform at a given level.

**Attitudes** - the feelings, values, appreciations, motivations, or priorities of your discipline or profession you want to stimulate in your students.

# Two Frameworks

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Dee Fink's holistic Significant Learning (2003; 2013)	Bloom's Taxonomy of Learning (1956) (Anderson & Krathwohl, 2001)
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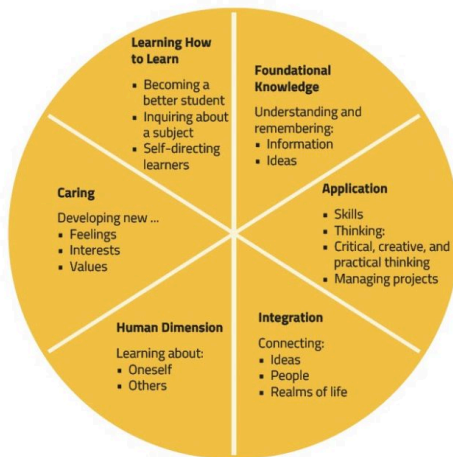
Bloom's taxonomy of learning has evolved over time (Anderson & Krathwohl, 2001) and is a tool commonly used to write learning outcomes. Dr. Benjamin Bloom (1913 - 1999) was an educational psychologist who in 1956, along with his team, developed a taxonomy of learning that classifies learning outcomes according to the following 3 domains:

**Cognitive (Knowledge)** - knowledge and intellectual development in your course.

**Psychomotor (Skills)** - physical movement and motor skills necessary to learn in your course.

**Affective (Attitudes)** - values, attitudes, appreciations, motivations, and priorities of the discipline or profession in your course.

This framework maps better onto some disciplines and professions than others. It may also be helpful to consider Fink's (2003) taxonomy of significant learning, which represents a more holistic view of learning including domains such as metacognition (learning how to learn), and the human dimension (learning about oneself and others).



## ACTIVITY: Writing Outcomes

### Instructions:

**STEP 1:** Identify the knowledge, skills or attitudes you require students to demonstrate in your course.

**STEP 2:** Describe the learning outcomes using the KSA you just identified. You can use the following handout for more examples of measurable verbs correlating with either framework. Write your outcomes on post-it notes (one outcome per note).

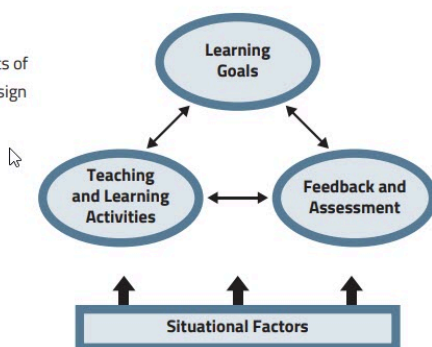
**Handout resource:** [Designing-SMART-Learning-Objectives \(1\)](#)

**STEP 3:** Optional: Reach out to people in your department to get feedback on how your course fits within the program.

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## ACTIVITY: Align Outcomes with Learning and Assessment Activities

**Figure 6.** Components of integrated course design (Fink 2003).



Consider the following questions to help you move from the

## articulated outcomes to the development of learning activities and assessments.

Given the nature of your content area, identify the path that makes the most sense for the learner to follow in order to reach the course outcomes. To do so you will need to consider the following questions:

- How can you get a learner from point A to point B?
- What are the steps along the way? What are the major units of learning?
- How can you sequence the topics/theme in a way so they:
  - (1) make sense to the learner;
  - (2) reflect the nature of the knowledge being taught;
  - (3) are organized in some way (theme, topic);
  - (4) establish a step in a larger, more complex, process?
- What are the specific learning outcomes for each unit of learning?
- Are they sequenced from simple to complex?
- How will you know when learners have met the learning outcome?
- What activities, assignments, and learning resources are needed to help the learner along the way?
- How much time do the learners require to meet the specified learning outcomes of a particular unit? How many units can you reasonably cover in the time given?
- How will you know when a learner has reached point B?

### References:

Fink, L. D. (2003). Creating significant learning experiences: An integrated approach to designing college courses. San Francisco: Jossey-Bass.

Fink, L.D. (2013). Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses, Revised and Updated. San Francisco, CA: Jossey-Bass.

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Greenleaf, E. (2008). *Developing Learning Outcomes: A Guide for University of Toronto Faculty*. Centre for Teaching Support & Innovation, University of Toronto, Canada. Retrieved from: <http://teaching.utoronto.ca/wpcontent/uploads/2015/08/Developing-Learning-Outcomes-Guide-Aug-2014.pdf>

Kenny, N. & Watson, G. *Open Learning and Educational Support*, University of Guelph CC-BY-NC-SA 4.0. Retrieved from [https://www.tru.ca/\\_shared/assets/assessinglearningoutcomes33278.pdf](https://www.tru.ca/_shared/assets/assessinglearningoutcomes33278.pdf)

Kennedy, D., Hyland, Á., & Ryan, N. (2005). *Writing and Using Learning Outcomes: A Practical Guide*. Retrieved from: [https://www.fibaa.org/fileadmin/uploads/content\\_uploads/Writing\\_and\\_Using\\_Learning\\_Outcomes\\_02.pdf](https://www.fibaa.org/fileadmin/uploads/content_uploads/Writing_and_Using_Learning_Outcomes_02.pdf)

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The University of New Mexico School of Medicine (2005). *Effective Use of Performance Objectives for Learning and Assessment*. Retrieved from

<https://engaged.cornell.edu/wp-content/uploads/2017/06/Designing-SMART-Learning-Objectives.pdf>

Wiggins, G.P. & McTighe, J. (2005). *Understanding by Design*. Expanded 2nd Ed. Alexandria, Virginia: Association for Supervision and Curriculum Development (ASCD).

Wiggins, G.P. & McTighe, J. (2012). *Understanding by Design® Framework*. Alexandria, Virginia: Association for Supervision and Curriculum Development (ASCD). Retrieved from: [http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\\_White-Paper0312.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_White-Paper0312.pdf)



## PART III

# I'M NEW TO CAMPUS - CAN SOMEONE HELP ME?

[Campus Bookstore](#)

[Campus Safety Security Services](#)

[Elder in Residence](#)

[Human Resources](#)

[Information Technology \(IT\)](#)

[Library](#)

[Sexual Violence Support and Education at Uleth](#)

[Teaching Centre \(TC\)](#)

[University of Lethbridge Faculty Association](#)

[Wellness & Recognition](#)



# Campus Bookstore

ANNETTE BRIGHT AND KARI TANAKA

**Your [UofL Bookstore](#) is committed to:**

- Supporting faculty members in the selection and sourcing of course materials. While requisitions deadlines may seem early, they ensure that students receive the best value when they sell back their used textbooks and also allow us to reduce freight costs by amalgamating shipments.

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Fall	First Friday in April
Spring	Last Friday in September
Summer I	First Friday of March
Summer II and III	First Friday in April

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- Providing course materials to students at the best prices available to us, and in a variety of formats (e.g. new, used, e-book/digital forms, rentals, and custom coursepacks). [Our e-commerce site](#) is equipped with price-compare software that allows students to compare our textbook prices with other online retailers. Students also have the option to charge their student accounts for course materials purchases, ensuring that there is no delay in obtaining their required course materials.
- Providing a variety of art and school supplies to compliment course offerings.
- Supporting community events by providing our bookselling services at no cost to event organizers.
- Giving back to our community, both on campus and off. We are continually seeking ways to give back to our community, through promotional fundraisers, scholarship donations, and volunteerism.

### **We are here to serve you!**

Please feel free to contact us with any questions, comments or concerns regarding your course materials or the Bookstore in general. As our campus needs continue to evolve, so will we! We are your university bookstore and we are here to serve you and our students.

As well as providing you with your course materials, the Bookstore is also your one-stop service centre for general reading books, stationery supplies, gifts, U of L clothing and special orders. If you are planning an event, the bookstore can assist with everything from author event support to U of L logoed gifts and give-aways.

Please contact us at **403-329-2611** or e-mail **[bookstore@uleth.ca](mailto:bookstore@uleth.ca)**

# Campus Safety Security Services

BOB MUSKOVICH; TOBY CLARK; AND CAROLIN CATTOI-DEMKIW

## Content

1. [Security Services](#)
  1. 1 [Emergency Management](#)
2. [Safety Services](#)
3. [Insurance and Risk](#)

## 1. Security Services

The mission of Emergency and Security Services is to provide life safety and the protection of property and the environment. Security Services and Emergency management business units can often be closely associated however, there is a distinction.

To achieve our mission, Security Services strategies include services such as providing campus information; access control and management (key and card); virtual and physical Safewalks; campus patrols; Closed Circuit Television monitoring; lost and found property management; Crime Prevention Through Environmental Design (CPTED); education; and is your Working Alone partner. Security Representatives are also trained First Aid / CPR responders and can be contacted / located 24/7/365 through any one of the following methods:

- Security Operations / Campus Safety Administration Office is located in L911 of LINC
- By Phone
  - Urgent Phone / 24 Hour: (403) 329-2345
  - General Inquiries: (403) 329-2549
  - Administration: (403) 329-2603
- Email:
  - [ops@uleth.ca](mailto:ops@uleth.ca)
  - [services@uleth.ca](mailto:services@uleth.ca)
- Website and on-line reporting: <https://www.uleth.ca/security>
- Campus Safety website and on-line reporting tool: <https://www.uleth.ca/campus-safety/>
- The uLethbridge mobile app
- Parking Lot “Security” Towers

## 1.1 Emergency Management

Emergency management includes business more closely associated to Mitigation, Preparedness, Response and Recovery. Security Services Representatives are often the initial point of contact for emergencies. Emergency management is responsible to deliver information or resources using strategies such as the delivery of emergency notifications; assisting with personal emergency plan development; assisting with and developing Emergency Response Plans (ERP); Emergency Operations Centre (EOC) activation; education, managing the Campus Incident Response Team (CIRT) volunteer workforce; and Violence Threat and Risk Assessments (VTRA) to manage potentially harmful behaviour and prevent violence on campus. Emergency related contact can be generated 24/7/365 through any one of the following methods:

- Security Operations / Campus Safety Administration Office is located in L911 of LINC

- Urgent Phone / 24 Hour: (403) 329-2345
  - Website: <https://www.uleth.ca/campus-safety/emergency-management>
  - Campus Safety website and on-line reporting tool: <https://www.uleth.ca/campus-safety/>
  - Security website and on-line reporting: <https://www.uleth.ca/security>
  - The uLethbridge mobile app
  - Parking Lot “Security” Towers
- 

## 2. Safety

Safety Services provides oversight for administration of the [University's Health, and Safety Programs](#) and works collaboratively with the University community to promote a strong safety culture. Our team supports development of tools and strategies to control recognized hazards and meet regulatory requirements. We provide guidance, educational services, and programs that foster a safe and healthy environment for research, work, and study.

The [University's Environment Health and Safety Policy](#) defines roles, responsibilities, and accountability for protection of members of the University Community from accidents and hazards. It provides the foundation for the [University's Environment, Health & Safety Management System \(EHSMS\)](#) which is the University's plan of action designed to prevent injuries and illnesses in the workplace.

[Hazard identification, assessment, and control](#) is a fundamental component of ensuring a safe and healthy workplace. A Hazard Assessment Report that identifies existing and potential hazards at a worksite **must** be completed prior to the commencement of work/project/event, or if scope or operations change. Ask your supervisor to review the hazard assessment for your work.

All incidents, accidents, near misses and hazards must be reported as soon as possible. Report the incident to your supervisor and submit an [online Safety Report](#).

Everyone has the right to a safe and healthy workplace. The [Alberta Occupational Health and Safety Act, Regulation and Code](#) outlines legislated requirements for health and safety at the workplace. All workers have three basic rights:

- the **right to refuse** dangerous work
- the **right to know** the hazards of their work
- the **right to participate** in health and safety discussions and [committees](#)

Ensure you speak with your supervisor or Safety Services if you have concerns about unsafe work.

You also have the right to receive the necessary training before starting a job. Your supervisor is responsible for arranging this training for you. Safety Services also provides numerous online and in-house [safety training](#) courses and resources.

For more information on health and safety is available on the [Safety Services website](#), or email [Safety Services](#) with your enquiry.

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### 3. Insurance and Risk

Insurance and Risk is responsible for the procurement and management of the institution's [insurance program](#), and securing coverage relevant to its unique operational risk. This unit also provides support, assistance, and consultative services in relation to the student travel abroad registry, conducts travel risk orientations and provides real time travel information through the University's



membership with [International SOS](#) – a Security assistance and medical referral provider.

If you are planning to [drive for University business](#) be sure to submit a [driver agreement](#) and review the [vehicle rental conditions](#) when procuring a rental car and when considering a long term rental over 30 days.

[Special event risk management](#) assessment and consultation, review of events with alcohol service and licensing in line with AGLC rules and regulations, contract review of insurance and indemnity provisions, and development of waivers and consents for off campus sanctioned activities are some highlights of the services provided by Insurance and Risk. For a complete overview including common forms and procedures check sheets, please access this [website](#) and email [insurance.risk@uleth.ca](mailto:insurance.risk@uleth.ca) with any inquiries.

# Elder in Residence

Francis First Charger our Blackfoot Elder is on campus one full day each week throughout the fall and spring semesters (September to April). Francis is from the Blood Tribe, the largest First Nations reserve in Canada. Through traditional teachings and story-telling, Francis offers guidance, cultural support, and encouragement to the campus community. All students, faculty, and staff are welcome and invited to meet with Francis.

While on campus, Francis can be found in the Smudge/Elders Room, A-430 (University Hall) next to the Native American Students' Association lounge. The Elder's schedule is posted and sent out on Eaglesnest at the beginning of each semester.

For more information phone 403-329-2369 or email [fng@uleth.ca](mailto:fng@uleth.ca)

# Human Resources

The HR Department at the University of Lethbridge provides the following services:

[HR Consulting Services](#) are located in Anderson Hall (AH135)

The [Payroll Services](#) department is located in Anderson Hall (AH135)

The [Pension & Benefits](#) department is located in Anderson Hall (AH135)

The [Wellness & Recognition](#) department is located in Anderson Hall (AH188)

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## **Smart PAF (Payroll Authorization Form)**

Human Resources is pleased to announce that a [Smart PAF](#) is now available to process Payroll transactions for the following groups:

- APO
- AUPE
- ESS
- Faculty
- Research
- Senior Administrator
- Students (Research)
- Non-Classified
- Students (Non-Research)

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**Please read the [Training](#) document or the [Frequently Asked Questions](#) for more details.**

# Information Technology (IT)

[IT Services](#) has a number of departments and offices on campus, but for most instructional needs you can call extension 2490 from on campus (including from classrooms if you need tech support during class), (403)-329-2490 from off campus, email [help@uleth.ca](mailto:help@uleth.ca), login to their self-service portal, or drop by their office at TH218.

**During the Covid-19 restrictions, IT has closed its walk-in service, thus you will need to make an online request for your ID card and pick up once its read at AH175 . However, IT is planning to open in Fall 2021 semester. Online ID card request form can be accessed at <http://go.uleth.ca/RequestIDCard>.**

More information on the issuance of ID recards or their replacements can be found [here](#).

IT Services also has resources for [working remotely \(note that you will need to login with your UofL credentials for access\)](#).

Find **more information and a directory to specific requests** you can make, visit [this page](#).

For a **complete list of all IT services** offered access this [website](#).

# Library

DR. RUMI GRAHAM; ROMANY CRAIG; AND NICOLE EVA

The [University Library](#) has a comprehensive collection of research materials, both in print and online, which you and your students can access for research and teaching purposes.

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**Before you can access materials online**, you must [activate your library privileges](#). Your privileges can't be activated until you are officially in the system, i.e. you must have a library account created. You can either submit an APPLY for an update of your [Library Privileges form online](#) or visit the Library's General Service Desk (with your terms of association/ employment letter) to have the account created. You should have a Campus ID Card issued before applying for privileges.

**NOTE** that if you are a **Sessional Instructor**, you will **only get access shortly before the start of your course and you must reapply for privileges each contract period**. Please check with you department for specific time details of your employment.

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To replace or supplement a course textbook, you may wish to select a set of readings (e.g., articles, chapters) for your course. The readings may be distributed to students as

- a print or digital [coursepack](#) sold by the Bookstore,
- items placed on Library [e-reserve](#), or
- items posted in your [Moodle](#) course.

Please note that each instructor is responsible for clearing any

copyright permissions needed for Moodle course readings, but assistance is readily available. For more information or assistance, please contact the [University Copyright Advisor office](#).

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The Subject Librarian for your area is a useful contact at many stages of your course design and delivery. If you would like **assistance in creating meaningful library assignments**, please contact your [Subject Librarian](#) directly. If you would like a Librarian to come to your class to provide **instruction to your students on relevant library resources** including topics such as how to search and retrieve information in various formats, how to evaluate sources, and ethical information use to support them in their course work or assignments please submit this [request form](#).

Be sure to **let your students know that they can come to the library for help with their research projects and assignments** such as: help finding resources, advice about formatting citations, help locating Library materials or navigating the Library, guidance on evaluating sources, or help using Library databases. This help is available via the [AskUs](#) button on the library home page, and is available via phone, email, text, instant message, video call via Microsoft Teams and/or in person during the hours of service of our Research Help desk. All of the services above are offered on a drop-in basis. Additionally, students can book a [Research Help appointment](#).

# Sexual Violence Support and Education at Uleth

CARMEN GUENTHER

Sexual violence is a pervasive issue in post-secondary settings; one that requires an active and committed response. As a faculty or staff member at the University of Lethbridge, you have a role to play in creating a safe and supportive campus and a responsibility to develop an awareness and understanding of sexual violence.

“Understanding and Responding to Sexual Violence- Level One” is an ongoing E-course offered to all students, staff, and faculty. The course can be found here: <https://www.uleth.ca/sexual-violence/e-learning-understanding-and-responding-sexual-violence-level-one>.

If you would like to book a workshop, please find a list of ongoing topics available at <https://www.ulethbridge.ca/sexual-violence/ongoing-workshops>. These workshops can be requested by and for anyone on campus and will be hosted live or virtually by the Sexual Violence Prevention Educator.

If you receive a disclosure of sexual violence or are looking for additional information on filing a formal complaint, additional reporting options, resources, or support, please contact the Sexual Violence Prevention Educator at [sexualviolenceinfo@uleth.ca](mailto:sexualviolenceinfo@uleth.ca). If you, or another staff member have experienced sexual violence, this can be reported to the Manger of Wellness and Recognition. You are not alone. Support is available to every member of the University of Lethbridge community.

# Teaching Centre (TC)

The Centre offers confidential personal support, feedback, campus community events and resources to all instructors and professors at the University of Lethbridge. The infographic below summarizes at a glance all of the services and programming we design to support you in your teaching and development thereof.





## Consultations

Meet with our friendly, knowledgeable, and skilled staff in a confidential and safe environment to discuss any of your teaching needs. We can help with the design or development of your courses, evaluation tools for measuring student performance, or any area where you would like our professional peer-feedback.

[Read more.](#)

You can request a one on one consultation using our online form. We will work with you to determine your needs and make suggestions that will help you improve your teaching.

[Request a Consultation](#)

You can also contact our [Teaching Development Facilitators](#) directly.

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## Teaching and Learning Resources

We are always updating our teaching resources that address innovative educational practices, and instructional technologies for faculty and instructors across the disciplines.

[Video Series](#)

[Firefly Newsletter](#)

[Lights on Teaching Magazine](#)

[Learn More](#)

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# Teaching Events

## **Orientation to Teaching at the University of Lethbridge**

This event is designed to introduce new faculty members and instructors to the structure and people of the U of L. We consider it one of your first opportunities to meet new colleagues from different departments as well as members from the Teaching Centre.

If you wish to arrange for your own one-on-one orientation, you may contact [Jeff Meadows](#), [Erin Reid](#), [Kristi Thomas](#), or [Joerdis Weilandt](#).

## **Talking About Teaching**

These in person events are hosted by the Teaching Centre multiple times per year. Join us for a small panel discussion followed by questions and discussion from the audience. All faculty and graduate students are welcome to attend.

Do you have ideas that you would like to explore Talking About Teaching? Contact [Brad Reamsbottom](#) (brad.reamsbottom@uleth.ca) to discuss your ideas.

## **Classroom Conversations**

The topics covered at this online event are faculty initiated and facilitated discussions. This is a great way to connect in conversation with your peers. All faculty and graduate students are welcome to attend.

Do you have a topic you would like to facilitate at a Classroom Conversation event? Contact [Glenda Martens](#) (glenda.martens@uleth.ca) to discuss your ideas.

## **ShopTalks**

These are skill based workshops that focus on specific teaching needs.

### **Spark Teaching Symposium**

This annual event brings together teachers from multiple disciplines across campus to explore new teaching strategies, techniques, and technologies. The event has a keynote address as well as concurrent sessions that appeal to a wide range of teaching topics.

### **Graduate Teaching Assistant Professional Development Program**

Graduate Teaching Assistants (GTA) are actively encouraged to participate in the GTA Professional Development Program sessions throughout the fall and spring semesters to become adequately equipped for these duties, and to acquire vital skills for their future academic careers. In summer 2021, we will be offering a one-week intensive online teaching bootcamp (Aug. 30 – Sept. 3).

### **Request a Workshop**

Sometimes you may have conflicting events and you may not be able to attend the Teaching Centre events. If there is a topic you would like to see explored in one of our discussion-based events, or if there is a skill you wish to develop in a workshop, you can inform us by requesting a workshop using the form below.

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## **Funding**

### **Board of Governors Teaching Chair**

The Board of Governors Chair in Teaching is a two-year position (with two-course relief per year). Candidates apply through the office of the Provost and Vice-President (Academic). As part of the

application, candidates submit a teaching-related proposal for the duration of their term.

[Learn more.](#)

## Teaching Fellows

Teaching Fellows will be academic staff members with tenured, tenure-track or continuing appointments who have demonstrated both commitment to excellence in their own teaching and willingness to champion the importance of teaching development in the university community.

[Learn more.](#)

## Excellence in Teaching Award

The University of Lethbridge Excellence in Teaching Award, formerly known as the Distinguished Teaching Award, was established in 1987 at the University of Lethbridge under the auspices of the President. **The award is in recognition of the central importance of teaching to the philosophy and goals of the University of Lethbridge and to provide recognition to those members of the academic staff who excel in teaching.**

[Learn more.](#)

## 3M National Teaching Fellowship

Canada's most prestigious university and college teaching award is not a prize but a fellowship which 10 nominees from across Canada

are invited to join each year. The Fellowship emphasizes excellence in teaching and in educational leadership equally.

U of L 3M National Teaching Fellows:

Shelly Wismath, School of Liberal Education, Department of Mathematics & Computer Science, 2017

Patricia Chuchryk, Department of Sociology, 1999.

[Learn more.](#)

# University of Lethbridge Faculty Association (ULFA)

KARL LADEROUTE

[The University of Lethbridge Faculty Association \(ULFA\)](#) comprises approximately 500 faculty, professional librarians, and instructors and over 100 sessional lecturers on both campuses. The [Post-Secondary Learning Act](#) and the [Alberta Labour Relations Code](#) legislate ULFA as the exclusive bargaining authority, on behalf of its members, to negotiate with the Board of Governors and to enter into an agreement with them.

The Academic Staff Collective Agreement (ASCA) covers all aspects of employment at the U of L for members of the Academic Staff, including Faculty, Librarians, Instructors and Academic Assistants, and Sessional Lecturers. You can access the ASCA on [ULFA's website](#).

ULFA is a member run organization and welcomes member participation! Changes to the ULFA Bylaws and, through collective bargaining, the ASCA are recommended by the elected Executive to the membership for ratification and are implemented by the Executive, standing committees, and staff. ULFA holds a range of meetings, town halls, workshops and events open to all members and advertised by member email and on the ULFA [events page](#). Two general meetings of all ULFA Members are mandated by the [ULFA Bylaws](#) to be held each year on the first working day following the last day of classes in April and December. Please visit the [ULFA website](#) or contact staff if you are interested in becoming more involved.

ULFA is affiliated with the [Confederation of Alberta Faculty Associations \(CAFA\)](#) and the [Canadian Association of University Teachers \(CAUT\)](#). By virtue of the fact that you are members of ULFA, you are also automatically members of both CAFA and CAUT.

CAFA's objectives are to promote the quality of education in the province and to promote the well-being of Alberta universities and their academic staff. The CAUT objectives are similar in nature, but at the national level.

ULFA supports our members' pedagogical practice by protecting the terms and conditions in which you teach. We are a defender of academic freedom and we support our members' incorporation of equity, diversity and inclusion (EDI) practices into the classroom. ULFA has previously issued statements on the [use of student evaluations of teaching](#) as a deeply flawed and biased method for the assessment of teaching effectiveness, aligning with recent arbitration decisions. ULFA supports the TRC Calls to Action including programming for Indigenous languages, adequate funding for Indigenous students, and 62.ii, "the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms".

If you have any questions for ULFA please reach out to ULFA staff or a committee member. You can find contact information for ULFA [here](#).

# Wellness & Recognition

[Wellness and Recognition](#) provides support, assistance, and consultative services in regards to health and wellness to departments and employees of the University of Lethbridge. The Wellness office develops and implements preventative health and wellness initiatives along with working with employees who are away from work due to illness or injury return to work safely and productively as possible. The goal is to work together with colleagues and peers to provide a positive and balanced work environment for our staff.

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The University of Lethbridge has a progressive return to work program (Managed Care) in place for its employees who are recovering from illness, injuries, or surgery. The same principles can be applied to assist employees who may be coping and living with chronic illnesses, or injuries and need workplace modifications to remain productive and at work.

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The role of the Wellness and Recognition department is to work with the employee, the medical team, the rehabilitation programs, the supervisor and/or leader if the employee desires, the respective union or employee group, to ensure a safe and timely return to the workplace. This is achieved by adapting work hours and duties to an individual's level of ability, based on input from a qualified medical professional. To support early intervention of this program, it is recommended that the employee and/or supervisor notify Wellness and Recognition as soon as it is known of pending medical or health concerns.

Some of the preventative wellness initiatives include an annual



Physical Activity Challenge, Life Balance Fair for Healthy Workplace Month, and Stretch and Strengthen program, in addition to Ergonomics assessments, Mental Health in the workplace sessions, lunch and learns and various other initiatives.

Wellness and Recognition also organizes the Annual Long Service Awards and Retiree Recognition Ceremony, which is held in May. The efforts, dedication, insights, and opinions of our employees are all extremely valuable to the successful undertakings of our organization. The University appreciates continued dedicated efforts, and to that end, celebrates employees who have completed 10, 15, 20, 25, 30 up to 50 years or more of service along with the current year's retiree group. All employees are welcome to attend the ceremony.

Wellness and Recognition is always looking for suggestions or ideas for our preventative programs and encourage feedback and conversations! Feel free to contact the Wellness team at 403-332-5217 or 403-382-7187 or [wellness@uleth.ca](mailto:wellness@uleth.ca)



## PART IV

# I WANT TO DEVELOP MY TEACHING OVER TIME - WHAT DO YOU SUGGEST?

**The following services are in place to assist you in your professional teaching development:**

1. [Instructional Skills Workshop \(ISW\)](#)
2. [Measuring Teaching Performance](#)
3. [Student Evaluations of Teaching \(SET\)](#)
4. [Teaching Mentorship Program](#)
5. [Teaching Observations for Feedback](#)
6. [Scholarship of Teaching and Learning \(SoTL\)  
Community of Practice](#)
7. [Teaching with Technology Course](#)



# Instructional Skills Workshop (ISW)

[The ISW](#) is a four day/28 hour boot camp for your teaching. Whether you are just starting your teaching career or have been teaching for decades and want to try something new, this peer-facilitated workshop will help you

- identify and build on your existing strengths,
- develop new skills and techniques,
- create an interdisciplinary cohort of peers who love teaching as much as you do.



And all of it takes place in a confidential, supportive environment! First developed in British Columbia in the late 1970s, the ISW is now used at universities and colleges across Canada as an important component of their faculty development programs. Since 2011 more than 60 U of L faculty members and 30 graduate students from many different departments and faculties have completed the ISW.

Contact the [Teaching Centre for Dates and Details](#).

# Fit for Online Learning

## FITFOL Course

The Fit for Online Learning materials were designed by the Teaching Support Staff at the University of Lethbridge [Teaching Centre](#) as the primary resource for an online bootcamp-style course that intended to support our UofL instructors in their transition to a completely online delivery model as a response to the COVID-19 outbreak. The text still holds relevance to those wanted to integrate online elements into their teaching as it explores theoretical frameworks in combination with research results, and practical tips. It can be consulted without needing to participate in a facilitated course.

There are two versions available,

**a comprehensive guide:** <https://openeducationalberta.ca/fitfol/>  
**and a lighter version:** <https://openeducationalberta.ca/itfol-light/>

# Measuring Teaching Performance

As a classroom instructor, you have the opportunity to **reflect on your performance in an ongoing manner**, which is to say that you can invite informal student feedback at any point during your course; verbally and/ or in written form. This way, you are not reliant on the final student evaluations as the only measure of your impact on the learning of your students. Continuous invitations to your students to share their perspectives allow you to make necessary adjustments as soon as need for those arises.

Take the time to read the feedback that you get, so that you can plan adequate follow-up actions. Give yourself the freedom to “hear” all voices and appreciate the honesty of your students who point out things that don’t seem to work for them. Receiving less than enthusiastic feedback is only hard if you take it personally. Rather focus on the fact that teaching is a process, not a finite point, and thus requires adjustments as you and your students go through it. Keep in mind that not all students are trained in providing constructive feedback. They often depend on your guidance in that process.

An example of how you can probe the effectiveness of your teaching is the **EXIT ticket activity** at the end of a specific class or phase in your course. During that brief activity, you can ask students to jot down some answers to questions similar to the ones below. Do try to limit your questions to a maximum of 3 in order for the feedback to stay succinct. You could also prepare multiple choice questions for even quicker response rates. The exit ticket activity can be delivered on a sheet of paper or with the help of an online tool like Active Quiz in Moodle, [Plickers](#) or the free Classroom Response System [PINGO](#):

1. Name 1 – 3 things that you take out of this class today.
2. What is the activity that most helped you learn today's concepts?
3. What did you learn today that most surprised you?
4. What happened in today's class that made learning difficult?
5. Is there still something that you need clarification for?
6. What question relating to today's content do you want to ask the instructor at this point of the course?

If you wish to discuss other ways to obtain constructive feedback from your students, do not hesitate to approach colleagues in your department for best practices ideas and/ or contact the [Educational Development Facilitators](#) in the Teaching Centre for assistance.

ULFA – your University Faculty Association has published a Statement on the questionable reliability of final end of term Student Evaluations of Teaching (SET) as the primary tool for the evaluation of teaching, with which you can familiarize yourself [here](#).



# Student Evaluations of Teaching (SET)

Student evaluations of every course are completed towards the end of term and are arranged by your administrative assistant. Some Departments/Faculties will provide in-class versus online evaluations upon the request of untenured instructors. You might want to contact trusted peers in your department to interpret the results of their student evaluations. If you wish to receive suggestions for additional methods of assessing your teaching, please contact the [Teaching Centre](#).

As the instructor in a course, you will also get access to the results of the SET once your Dean has had a look at them, which is usually a few weeks past the course end.

# Teaching Mentorship Program

The Teaching Centre helps facilitate a Teaching Mentorship program at the university. Started by Teaching Fellow Greg Patenaude, the program matches early career teaching staff to later career teachers to create opportunities for support, feedback and community building. Based on input from the mentee, we match you with 2 mentors.

If you are interested in having a mentor or would like more information, please reach out to one of the following people as soon as possible as we hope to start this up early in the Fall 2021 semester:

Erin Reid — [erin.reid@uleth.ca](mailto:erin.reid@uleth.ca)

Jeff Meadows — [jeff.meadows@uleth.ca](mailto:jeff.meadows@uleth.ca)

Greg Patenaude — [greg.patenaude@uleth.ca](mailto:greg.patenaude@uleth.ca)

# Teaching Observations for Feedback

## Introduction

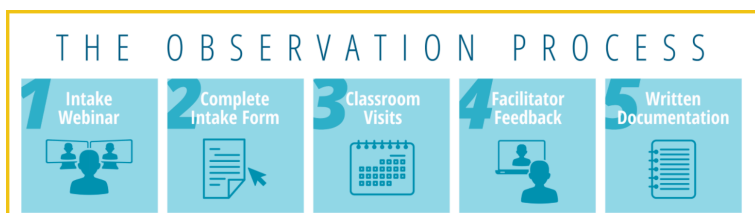
We will feel very honoured to receive your observation requests. As members of the Uf of L Teaching Centre Pedagogical Support team, we consider classroom observations (including virtual course visits) an effective way to develop and/ or document your teaching practices.

We would like to emphasize that our interactions are confidential in nature and all observation data stays between you and the team member you work with, unless you decide to share the documentation otherwise.

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## Get to know the Observation Process

In order to provide you with a satisfying experience, we employ a multi-stage observation method that has an intake element at its start which allows us to learn more about your specific course(s) and the needs you identify for further development. Following the intake, we will visit your class and/ or look at your course environment or specific resources to collect observational data. This data we will then pair with constructive feedback. Upon personal request, we also issue written documentation of our observations.



We will gladly keep the process as formal or informal as you choose. If you merely wish for some new ideas for a specific course in a specific term or would like to engage in a more long-term development of your teaching, we are here to help. Feel free to contact any of the 4 members in the Teaching team to set up your first observation meeting with us using either our generic support request email: [teachingsupport@uleth.ca](mailto:teachingsupport@uleth.ca) or writing to us directly using the information below.

[Jeff Meadows](#) – Teaching Development Facilitator

[Erin Reid](#) – Teaching Development Facilitator

[Joerdis Weilandt](#) – Teaching Development Facilitator

[Kristi Thomas](#) – Online Teaching Development Coordinator

# Scholarship of Teaching and Learning (SoTL) Community of Practice

JEFF MEADOWS

Good information helps to inform good teaching. Many Faculty engage in classroom-based research regarding their teaching practices (what is working, what isn't working well, activity types, support mechanisms...). In order to help support and facilitate this type of research, the Teaching Centre has created a community of practice in this area. Participants in the group range from early career teachers to veterans who are engaging in classroom research. Projects range in size from individuals looking at a single aspect of their teaching in a single course all the way up to large-scale institutional research projects (the first of which was the institutional Academic Dishonesty research project) that has just gone through a second set of data collection. The group usually meets monthly during the regular school year (September to May) to discuss different research projects that people are engaged in, share ideas, offer assistance and even support.

If you are interested in joining this group – please contact us at [teachingcentre@uleth.ca](mailto:teachingcentre@uleth.ca) and mention that you would like to join the SoTL Community of Practice.

# Teaching with Technology Course

KRISTI THOMAS

Welcome to the University of Lethbridge's [Teaching with Technology course](#), an invitation to explore blended/online learning pedagogy. Teaching with Technology is a **self-paced, module on-demand** course consisting of six professional **asynchronous** learning modules designed for educators. This learning opportunity is grounded in an experiential learning approach. Each module engages you with applied learning activities and creates space for sustained inquiry and reflection.

Contact [Kristi Thomas](#) via email: [kristi.thomas@uleth.ca](mailto:kristi.thomas@uleth.ca) for any course-related requests you might have.

## PART V

# CAN SOMEONE HELP ME DIRECT MY STUDENTS?

[Academic Advising](#)

[The Academic Writing Centre](#)

[Accommodated Learning Centre](#)

[Agility](#)

[Collective Centre](#)

[Counselling Services](#)

[Graduate Student Association \(GSA\)](#)

[Graduate Teaching Assistance Professional  
Development \(GTAPD\)](#)

[Iikaisskini:: Indigenous Student Centre](#)

[International Centre](#)

[Student Clubs](#)

[Student Success Centre](#)

[ULSU Student Advocacy](#)

[Your Feedback](#)





# Academic Advising

The current information was retrieved from the [Academic Advising website](#).

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Academic Advisors in each Faculty/School are available to assist students with program planning. Advisors are available at workshops, and for walk-in and scheduled appointments. Students can ask an Advisor about academic regulations, course selection and program planning. They must consult with an Advisor to register in courses excluded from web registration or to change their program of study or Calendar year. Students can contact the relevant Faculty/School for information about appointments or advising sessions.

## Undergraduate Programs

### **Faculty of Arts and Science (Markin Hall M2102)**

[Faculty Website](#)

Phone: 403-329-5106

Email: [artsci.advising@uleth.ca](mailto:artsci.advising@uleth.ca)

### **Faculty of Education (TH421)**

[Faculty Website](#)

Phone: 403-329-2254

Email: [edu.sps@uleth.ca](mailto:edu.sps@uleth.ca)

### **Faculty of Fine Arts (W660)**

[Faculty Website](#)

Phone: 403-329-2691

Email: [finearts.advising@uleth.ca](mailto:finearts.advising@uleth.ca)

### **Faculty of Health Sciences**

[Faculty Website](#)

Room M3080

Phone: 403-329-2649

Email: [health.sciences@uleth.ca](mailto:health.sciences@uleth.ca)

#### *Nursing*

Room M3076

Phone: 403-329-2699

Email: [nursing@uleth.ca](mailto:nursing@uleth.ca)

### **Dhillon School of Business**

[Faculty Website](#)

*Lethbridge Campus (M2060)*

Phone: 403-329-2153

Email: [dhillon.advising@uleth.ca](mailto:dhillon.advising@uleth.ca)

## **Graduate Programs**

### **School of Graduate Studies (B610)**

Master of Arts, Master of Science, Master of Fine Arts, Master of Music, Doctor of Philosophy

[Faculty Website](#)

Phone: 403-329-2742

Email: [sgs@uleth.ca](mailto:sgs@uleth.ca)

#### **Master of Counselling (TH420)**

[Faculty Website](#)

Phone: 403-329-2256

Email: [master.counselling@uleth.ca](mailto:master.counselling@uleth.ca)

#### **Master of Education (TH420)**

[Faculty Website](#)

Phone: 403-329-2256

Email: [edu.masters@uleth.ca](mailto:edu.masters@uleth.ca)

#### **Master of Science (Mgt) (M4047)**

[Faculty Website](#)

Phone: 403-380-1819

Email: [msc.management@uleth.ca](mailto:msc.management@uleth.ca)

**Master of Nursing (M3074)**

[Faculty Website](#)

Phone: 403-329-2419

Email: [masternursing@uleth.ca](mailto:masternursing@uleth.ca)

## Calgary Campus (Suite S6032)

345 – 6th Avenue SE, Calgary

Phone: 403-571-3360

Email: [calgary.campus@uleth.ca](mailto:calgary.campus@uleth.ca)

# The Academic Writing Centre

REBEKAH ECKERT

The Writing Centre **offers individual consultation on academic writing for students from any discipline.** Students can be undergraduate or graduate students. The appointments are for one hour and students can ask for advice at any stage in the writing process: beginning research, rough sketches in the middle, or final drafts.

We are happy to support students! Tutors are selected for their ability to respond flexibly and supportively to students in the various challenges they face. The one area the Writing Centre will not address is proofreading; we want to teach students to be better writers, not simply produce a better piece of writing.

You can refer students to the Centre's [website](#) where they can book appointments. Appointments are usually face to face in our location in the Library, but we can also have appointments on video and via the exchange of text files.

If you would like a student to access the Writing Centre to **discuss plagiarism**, please be as explicit as possible in your instructions to your student; you might consider emailing the tutors at the Centre directly to ensure your aims are met.



Photo by Hannah Grace on Unsplash CC-0

# Accommodated Learning Centre

The goal of the **Accommodated Learning Centre** is to provide equitable access to the post-secondary environment. The University of Lethbridge has a legislated requirement to provide accommodations for **students with documented disabilities**. Classroom accommodations and adjustments are the responsibility of the instructor and are arranged directly with the student. You will be notified of specific classroom and exam accommodations by a letter sent to your university email by the ALC. These are provided after students activate their ALC registration each semester. The ALC will coordinate specialized staff, technology and/or resources needed for exam accommodations such as distraction control space and extended time. Students, who request accommodations for disabilities directly with the instructor, should be encouraged to contact the ALC according to university policy. Further information is available in the [Students with Disabilities Policy](#).

The ALC main office is located at B760. If you have any questions you can contact their office at (403) 329-2766 or email [alc@uleth.ca](mailto:alc@uleth.ca) to discuss or arrange a meeting. Please consider visiting their [website](#) where you will find detailed information about their services and helpful resources under the [Instructors Tab](#).

## **Note to sessional or term instructors:**

Please ensure that your primary contact email is your U of L account on the Bridge. As a first step upon hire, you need to obtain a U of L ID which you can then use to [set up an account on the Bridge system](#). Once you have an account, you can set your email address to be your U

of L email. This ensures all Accommodation Letters go to that address instead of your personal accounts.

### **Accessible Education Experiences**

The pandemic experience has shown that many students in addition to those with documented disabilities appreciate a proactive approach to teaching accessibly since classroom adjustments provided to the entire class, ensure everyone's needs are met and learning experiences are improved for all.

Accessible teaching can be designed using the UDL (Universal Design principles), which you can learn more about in a [separate chapter here](#).

# Agility

**Agility** is 100% donor-funded and **provides students with a chance to apply their liberal education and explore their curiosities.** The program is **open to any student in any program or discipline.** Students will receive experiential learning opportunities in innovation through hands-on experience problem-solving, and real-world projects. It is a place to meet inspiring people. Agility focuses on delivering innovative experiences related to agriculture agribusiness, emerging technologies, entrepreneurship, and social innovation. Students can become involved through events, scholarships, fellowships, co-ops, entrepreneurial assistance, and courses. **Our goal is to create thinkers and inspire doers.**

**Agility works closely with faculty members to provide unique learning experiences for students.** An Agility faculty advisory board, which meets monthly during Fall & Spring terms, assists with the direction of the program. If a student or faculty has an idea, we work with them to help it become a reality through educational experiences, and, more specifically, Applied Studies. Currently, Agility has **working groups** for the following projects:

- **Agility Pitch Competition:** Where students get to pitch their business ideas in an annual competition for seed funding to put towards their business.
- **Campus Ecology:** The Campus Ecology Project aims to connect local First Nation leaders, expert faculty members, and dedicated students to create a sustainable campus through applied research. Recent projects include:
  - **Roots of Growth:** A student-led project that aims to memorialize the victims and survivors of the residential schooling system by planting 4 native trees across campus.
  - **Digital App Project:** Community members will be able to use an app (developed by students) to navigate across



campus to the plant locations.

- **Cor Van Raay Innovation Fund:** Is open for all faculty, instructors, academic assistants, librarians, and student teams with a faculty supervisor to apply. The fund will provide up to \$2,500 for projects that have an agriculture or agribusiness focus.
- **Food for Thought:** A cohort to decrease food insecurity on campus by supporting projects related to sustainable accessibility of healthy food for the campus community.
- **Trailblazing:** Where you get *paid* to work on your business idea. Trailblazing is an entrepreneurial cohort that takes students through the early stages of building your business, offering support and financial aid.

We **work closely with community partners** to deliver relative events, with the largest event being the *RBC Summit: Influence Your Future through Innovation*, which occurs every spring. To learn more about the event, visit [www.rbcsummit.ca](http://www.rbcsummit.ca). We also work closely with other internal departments to present *STEM Fusion: Where Academics and Industry in STEM Collide*. This conference connects STEM professionals with commercialization, innovation, and entrepreneurship. To learn more about STEM Fusion, visit [www.stemfusion.ca](http://www.stemfusion.ca). As part of the entrepreneurial ecosystem, Agility works closely with other partnering institutions to facilitate *Women in Entrepreneurship Week* to nurture, inspire, and energize female founders around the world: <http://www.albertawew.ca>. Swipe Out Hunger works with colleges and universities to implement and amplify a range of anti-hunger programs across our 130+ campus network. The University of Lethbridge is their first Canadian partner. Learn more at: <https://www.swipehunger.org>.

As part of the entrepreneurial ecosystem, Agility provides students with free assistance; including consultation to assist with the beginnings of a business idea, analyzing how far along the entrepreneur path a student is, and connection to relevant

resources and services. Agility currently supports **RINSA Hub**, a digital networking platform that connects Southern Alberta entrepreneurs and innovators. RINSA Hub focuses on mentorship, community, building start-ups, finding job/volunteering opportunities, and exclusive access to resources and events. Join the Hub at <https://rinsahub.ca>.

Agility also has a **maker space called the Innovation Zone** with over 40 different kinds of equipment and tools open to all students, faculty, and staff. Some popular pieces include: 3D printers (FDM & resin), laser cutter, button maker, vinyl cutter, heat press, and VR headsets. The Zone provides materials and resources for class and personal projects at no cost, and is also home to many events and workshops.

If you are interested in becoming involved or learning more about the program, contact [agility@uleth.ca](mailto:agility@uleth.ca) or visit [www.uleth.ca/agility](http://www.uleth.ca/agility).

# Collective Centre

The [Campus Collective Centre \(CCC\)](#) is a student led safe space located on campus that works to offer resources and support. We are passionate about advocating and working to create change while also supporting our campus community as well as the community of Lethbridge as a whole. We work to foster an environment wherein individuals may seek empowerment, guidance, and resources while feeling recognized and validated. We recognize the ways in which racism, sexism, classism, heterosexism, ableism, ageism, and religious discrimination operate not only in society but on our campus as well. At the CCC we are dedicated to changing this narrative by actively advocating against these structures of power and oppression.

Our space, therefore, is a space that does not tolerate any form of discrimination.

With our sexual health and menstrual resources, as well as our peer support program and our community engagement events each semester, we work to offer as many opportunities for a thriving student experience. The CCC is for the students and by the students, and we are constantly working to ensure necessary resources are available for all students.

The CCC also believes in the culture of calling people in to educational conversations, rather than a call out culture. We strongly believe in the power of lived experiences as well as the nature of grassroots social movement and informed critical perspectives. As such the CCC is dedicated to ensuring we utilize our position as a student group on campus and our social platform to advocate for human rights and equality.



**Contact Information:**

- Website: [www.campuscollectivecentre.com](http://www.campuscollectivecentre.com)
- Facebook page: [www.facebook.com/UlethCollective](https://www.facebook.com/UlethCollective)
- email: [collective.centre@uleth.ca](mailto:collective.centre@uleth.ca)

# Counselling Services

The current information was retrieved from the [Counselling Services website](#).

Counselling Services offers no-cost counselling in two areas: career development and personal growth.

## **Career Development**

The career development team empowers student and graduates in their career decision-making by providing one-on-one career advising, organizing career events and managing career resources. It promotes job opportunities through an online job board, teach work search skills and assist students with any aspect of their job search process through one-on-one consultations (by phone, email and in-person) and group workshops.

The mission is to facilitate the career development of all University of Lethbridge students and graduates. To engage them in exploring their career and employment options, discovering their potential, developing their confidence, promoting self-responsibility, and inspiring them to pursue their career passions. In fulfilling this mandate, Counselling Servies also serves employers and organizations by facilitating their recruitment process and access to University of Lethbridge students.

## **Personal Growth**

Individual counselling is confidential and can help students with a variety of personal issues including: adjusting to university life, anxiety, disordered eating, and relationship issues among others.

The team consists of professional counsellors. All counsellors have a minimum of a master's level degree from the field of psychology and clinical social work, are registered with a professional organization and are pursuing or have completed additional qualifications.

List of contact information for [community resources](#).

**Questions?** Visit our [Frequently Asked Questions](#) page, email us at [counselling.services@uleth.ca](mailto:counselling.services@uleth.ca), or [book an appointment](#)

# Graduate Student Association (GSA)

PRIYANKA DUTT

The University of Lethbridge Graduate Student Association provides information, supports, and services to all registered graduate students (domestic and international) including the following:

- Student advocacy supports
- Mental health & wellness supports or resources
- Social & networking events
- Graduate student-specific awards & bursaries
- Mentoring & buddy programs for new and returning students
- Writing & researching tips
- Supports for student parents

The GSA also welcomes all interested students to apply for positions within the GSA Council in which they can participate as voting members during their time at the university.

You can support your graduate students by directing them to their [website](#).

# Graduate Teaching Assistance Professional Development (GTAPD)

ERIN REID

The **Graduate Teaching Assistant Professional Development Program (GTAPD)** provides an opportunity for professional development in critical teaching skills for their Teaching Assistant responsibilities and broader career skills. Participants must attend all sessions to receive recognition of their participation via a “Certificate of Participation” that can be added to their student experience transcript.

These workshops will be offered in a Bootcamp version for those graduate students who wish to participate in this intensive format from **Aug. 30th to Sept. 3rd 2021**.

Sessions will also be offered in both Fall and Spring sessions, so participants may take all five workshops across both sessions. In other words, if you are unable to make all sessions in the fall, you can register for the ones you missed in the Spring session.

**Here is the schedule for Fall 2021:**

- **September 15** = Building Community and Engagement
- **September 29** = Teaching as a Professional Responsibility
- **October 13** = Facilitating Learning
- **October 27** = Feedback and Assessments
- **November 17** = Diversity, Equity, and Inclusion in the Classroom

**Workshops run 3:00pm-4:30pm**

Hosted by the Teaching Development Facilitator, **Erin Reid** ([erin.reid@uleth.ca](mailto:erin.reid@uleth.ca))



# Iikaisskini:: Indigenous Student Centre

## Support Services for Indigenous Students

This is a free confidential service for those students who self-identify as First Nations, Métis, or Inuit. The primary role of the advising office is to guide, encourage and empower students in the university environment. Indigenous Student Affairs (includes Aboriginal students, Elders, chiefs, business leaders and more) provides access to peer support, social interaction, cultural/spiritual celebrations as well as our Education Resource Library.

Indigenous Student Services is located in *Iikaisskini*, (Low Horn) Indigenous Gathering Place in Paterson Centre.

**Hours:** Monday to Friday 9 a.m. to 4 p.m.

**Directions:** Follow the road past student residence, take first right at the University of Lethbridge Daycare, then take first left past Blakiston Residence to Paterson Centre. If you are on University Drive, turn left on Parkway Road West, turn left at stop sign and take the next right to Paterson Centre.

uLethbridge also has a email newsletter called the eaglesnest listserve and it's the primary email communication highway for registered University of Lethbridge Indigenous students who have self-identified. University announcements, community resources, and job postings are some of the communications that the eaglesnest forwards.

## *Iikaisskini Indigenous Student Centre*

**Lindi Shade, Manager**

[lindi.shade@uleth.ca](mailto:lindi.shade@uleth.ca)

**Charlene Bruised Head – Mountain Horse, Indigenous Student  
Advisor (on leave)**

[charlene.mhorse@uleth.ca](mailto:charlene.mhorse@uleth.ca)

# International Centre

IMARU BAQUERO AND LAUREN BARROWS

1. International Student Service Team (ISS)
2. English Language Institute
  1. English for Academic Purposes Program
  2. Writing Tutoring Program
  3. English Language Partner Program
3. Additional Services

Our mission is to create awareness of diversity and foster global perspectives within the campus community.

Our International Centre is located on the lowest floor of the [Student Union building \(SU060\)](#). We exist to provide support, programs, and resources to all incoming and outgoing international students at the University of Lethbridge.

## 1. International Student Service Team (ISS)

The [International Student Services \(ISS\) team](#) is the support system at the University of Lethbridge for international students. ISS provides support to incoming international students, we serve to connect them with the campus and community, assist them as they transition to life as a student in Canada, and guide them through personal challenges related to finance and immigration. We created [an International Student Guide](#) as an additional resource for our students. International Students Services offers the International Student Mentorship Program, which allows mentors and mentees to gain intercultural skills and learn from each other.

Our international student advisors provide non-academic advising services. Our advising sessions are totally free and confidential; students can arrange an appointment with one of our advisors or drop in at any time. We are happy to provide students with referrals to other resources and services, both on and off campus.

**Our international student advisors will:**

- provide students with pre-departure and arrival information to help guide their journey
- keep students up to date on important information via International Mail
- offer ongoing support and advice as you experience academic, cultural, and personal transitions
- provide students with referrals to other departments on campus
- help our international students with their transition to Canadian culture
- assist our international students with student immigration matters, such as study permit extensions, co-op permits, post-graduation work permits, spousal open work permits, temporary visas, etc.
- arrange letters of support for invitations of family members for convocation or a letter to assist with facilitating financial transfers

The [International Student Mentorship Program](#), is a volunteer peer-mentor program in which new international students are matched with continuing uLethbridge students who can provide ongoing advice and information about life at the university and in Lethbridge. Mentors provide ongoing social support, assistance, and guidance throughout to new international students during their first semester. They share their personal experiences, easing their transition to university in Canada. This program is available to new undergraduate and graduate students.

## 2. English Language Institute

The University of Lethbridge International's [English Language Institute](#) offers a variety of English Language programs for both students who study English as an additional language or English for Academic Purposes, as well as domestic students looking to make connections through tutoring and language partnerships.

### **English for Academic Purposes Program**

The [English for Academic Purposes \(EAP\) Program](#) is a bridging program for students who are entering the University for undergraduate or graduate studies, but who have not met their English Language Proficiency Requirement. The intensive EAP Program is comprised of four levels and not only helps students to meet the ELP Requirement of the University of Lethbridge, but also provides students with the skills necessary to succeed in an academic English environment. Each level of EAP consists of two courses: Writing/Reading and Communication. These two courses make a full-time program across 12-week semesters in Fall, Spring, and Summer. Each course is 10 hours/week.

In this program students gain:

- academic communication skills
- academic reading and writing techniques
- library research and information gathering skills
- study skills for success in university academics
- knowledge and experience in bridging cultures and building interdisciplinary knowledge

**Writing Tutoring Program** [<https://www.uleth.ca/international/writing-tutoring-program-wtp>]

The goal of the Writing Tutoring Program (WTP) is to help English language learners improve their academic writing skills by providing them with writing tutorial support. This program is different than

the services provided by the Writing Centre. WTP primarily serves EAP Program students, although graduates of the EAP Program and other students for whom English is an additional language may also access the WTP.

WTP tutors provide useful and informed feedback on English language learners' writing at different stages of the writing process. Tutors do not write, proofread, or edit students' writing. Rather, they provide higher order thinking feedback on their writing such as feedback on introductory, body, and conclusion paragraphs, strong thesis statements, relevant supporting points and details, unity, organization, coherence and cohesion, and language usage.

WPT tutors are student volunteers. Students who volunteer to be tutors in the WTP receive training, tutoring experience, intercultural exchange experiences, notation on their MyExperience Transcript, and a letter of reference.

**English Language Partner Program** [<https://www.uleth.ca/international/content/english-language-tutor-program-1>]

The English Language Partner Program pairs international students with student volunteers from the University of Lethbridge in order to improve their language skills and knowledge of Canadian customs. The English Language Partner Program focuses on conversational English skills and cultural exchange. Partners meet for approximately one hour per week.

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### 3. Additional Services

**Our office offers several [exciting international exchange, faculty-led programs abroad and internship opportunities](#).** Participating in a student exchange opportunity at one of our partner institutions around the world can add an invaluable element to a well-rounded and successful academic experience.

**Our Education Abroad Coordinators** provide guidance to outgoing and incoming exchange students. The Education Abroad office also offers two Friendship Programs to incoming exchange students: Buddy Program and Friendship Family Program.

**Our team is here to help our students as they prepare for their journey and beyond.** We are happy to offer support and instruction for the entirety of their studies, from the time they are accepted into the University of Lethbridge until after they have completed your program.

# Student Clubs

Students can conveniently check out and contact all student clubs by using the following website: <https://clubs.ulsu.ca/?p=3612>. It gives detailed instructions for how to complete membership forms and contact club members directly.

## **IMPORTANT – Club Affiliation**

Any club or organization wishing to affiliate themselves with the Students' Union, must be approved and ratified with the Students' Union. Clubs are not permitted to represent their organizations by using the University of Lethbridge or Students' Union names or branding without prior approval, and they must be a ratified club with the Students' Union.



# Student Success Centre

JAIME TAKAHASHI

The [Student Success Centre](#) offers a variety of services to help undergraduate and graduate students build their academic skills and thrive at university. Key academic topics include time management, effective study skills, note-taking techniques, reading strategies, building better habits and preparing for exams.

At the Student Success Centre, students can:

- Book a study skills appointment
- Attend a Learning for Success workshop
- Join an Accountability Crew (students who meet regularly to check-in and motivate each other!)
- View a list of tutorials, help centres and other course supports available each semester
- Check out our website for additional resources

Faculty and staff can:

- Refer students to our services (a PowerPoint slide or other presentation template can be provided)
- Request an in-class presentation ranging from 5 to 75 minutes
- Inquire about support for a course tutorial or help centre initiative

For more information, please visit our [website](#) or contact us at [student.success@uleth.ca](mailto:student.success@uleth.ca).

# ULSU Student Advocacy

The [Students' Union](#) exists to provide advocacy and services for its members. It represents students on U of L internal committees as well as Federal and Provincial committees and agencies, which determine education policies. Promoting the rights and the welfare of all U of L students is the Students' Union's primary concern.

Any undergraduate student registered at the University may run for one of the 20 positions on the Students' Council (some restrictions may apply). Elections are held in February or March each year with the term of office running May 1 to April 30. Council meetings are held regularly and are open to all students.

## **Students' Union Building (SUB)**

Opened in the Fall of 1990, the SUB is a joint project of the Students' Union, the University of Lethbridge and the Government of Alberta. Overlooking the Oldman River Valley, the Students' Union occupies 56 percent of the SUB, featuring a retail floor, Zoo pub, conference and major event facilities, food kiosks, convenience store, office suite, club rooms, and Alumni offices. The Meliorist, CKXU, Campus Women's Centre, Pride Centre, Lethbridge Public Interest ResearchGroup (LPIRG), U of L Bookstore, Health Centre, and the Registrar's Office are also located in the SUB.

## **Committee Representation**

Student representatives serve on various University committees, ensuring the student perspective on matters such as program structure and content, degree requirements, tuition fees, and academic regulations is represented. Students interested in committee work or additional information are invited to visit the Students' Union Office (SU180) or contact their VP Academic. Many students have found committee representation to be a rewarding experience.

## **Scholarships and Bursaries**

The Students' Union makes available over \$200,000 in

scholarships and bursaries each year for University of Lethbridge students. They have a wide range of qualifications to accommodate a variety of circumstances. Applications for scholarships and bursaries are available through the University of Lethbridge Scholarships and Student Finance Office (AH151; 403-329-258).

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The current information was retrieved from a Brochure to General Services that the U of L had published online in 2020. Although the link doesn't exist anymore, the information was confirmed to still be up-to-date.



# Your Feedback

Please provide us with some feedback on the usefulness of this resource. [\*\*This link will direct you to a 3 questions-survey\*\*](#) that will take you about 3 minutes to complete.

Your valuable feedback will help us make this handbook a relevant and sustainable resource that includes your updates soon after you made them.