CENTRE FOR TEACHING EXCELLENCE

Annual Report 2019-2020

CAPILANO UNIVERSITY

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MESSAGE FROM THE DIRECTOR

It is my great pleasure to present the 2019-2020 annual report for the Centre for Teaching Excellence (CTE). We have seen remarkable growth in engagement with the Centre for Teaching Excellence as we expanded and strengthened our support for faculty educational development. As a teaching-focused institution, Capilano University has a long history of faculty commitment to student learning. We appreciate the extraordinary efforts of faculty who have partnered with us to provide high-quality student learning experiences.

COVID-19 brought unprecedented changes to the post-secondary landscape. We all faced a tremendous challenge with the swift transition to emergency remote teaching in March brought about by the pandemic, followed by preparations for remote adapted teaching and learning in the summer and fall. The Centre for Teaching Excellence team worked around the clock providing guidance and support for faculty transitioning courses to remote adapted delivery. Within days the Centre for Teaching Excellence had created multiple approaches to supporting faculty moving to remote instruction including a Teaching Continuity eLearn course with 340 faculty actively participating, daily virtual support, resources for remote teaching (including 22 videos on educational technology created in a two-month period), and a series of workshops on remote teaching and learning and educational technology.

Much of our Centre's support since March has been focused on educational technology and how to effectively use technology to support pedagogical approaches and enhance learning. We expanded support for student learning with our Student Digital Ambassadors program – peers supporting peers in navigating the online learning environment.

I am incredibly proud of the dedication and work undertaken by the team in the Centre for Teaching Excellence in such a short amount of time to support our hard-working faculty. They demonstrated compassion, caring, and a deep commitment to learning.

The Centre of Teaching Excellence continued to grow in key performance indicators of reach, impact and capacity-building. There are many highlights to celebrate this year: The hiring of our first Educational Developer for Indigenous Pedagogies, our first five-day micro course on Decolonization and Indigenization, one of BC's largest micro courses on Online Teaching Fundamentals (182 faculty participating), a BCcampus grant to expand Open Educational opportunities, a new Student Digital Ambassador program, and the tremendous number of individual consultations to meet faculty-specific needs.

Sincerely,
Laura MacKay, PhD
Director, Centre for Teaching Excellence

OVERVIEW OF THE CTE

CONNECT INSPIRE INNOVATE

The Centre for Teaching Excellence (CTE) supports the University's strategic and academic plans though programming, mentoring, professional development opportunities, and research on effective and innovative teaching practices for student learning at the individual, unit, and institutional level.
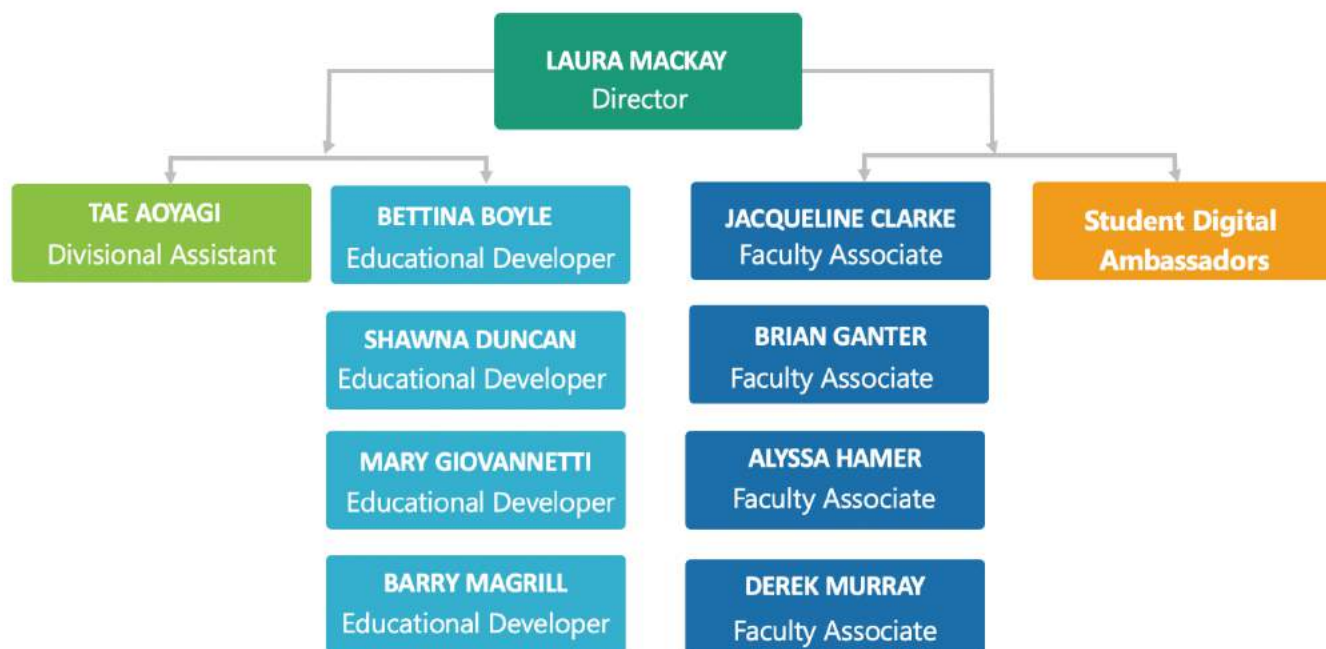
GOALS

1. To foster and enhance a culture of excellence in teaching and learning that supports student academic success
2. To develop and expand the Centre for Teaching Excellence infrastructure to support evidence-informed approaches to teaching and learning
3. To foster and sustain a campus culture that connects scholarly inquiry and classroom research to teaching effectiveness and practice

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ORGANIZATIONAL STRUCTURE

During the past three years the CTE has grown with additional Educational Developers, Capilano's first Educational Developer focused on Indigenous Pedagogies, a Divisional Assistant, Teaching & Learning Faculty Associates, and Student Digital Ambassadors.

CTE ORGANIZATIONAL CHART

LAURA MACKAY — Director

- **TAE AOYAGI** — Divisional Assistant
- **BETTINA BOYLE** — Educational Developer
  - **SHAWNA DUNCAN** — Educational Developer
  - **MARY GIOVANNETTI** — Educational Developer
  - **BARRY MAGRILL** — Educational Developer
- **JACQUELINE CLARKE** — Faculty Associate
  - **BRIAN GANTER** — Faculty Associate
  - **ALYSSA HAMER** — Faculty Associate
  - **DEREK MURRAY** — Faculty Associate
- **Student Digital Ambassadors**

PROGRAM SCOPE AND STRUCTURE

CTE PROGRAMMING

TEACHING & LEARNING PEDAGOGY

- Individual Consultations
- Curriculum Design
- Decolonization & Indigenization
- Instructional Strategies & Resources
- Assessment Practices
- New Faculty Orientation
- CTE Faculty Ambassadors
- Remote Adapted Teaching
- Communities of Practice
- Open Educational Practices

EDUCATIONAL TECHNOLOGY & INNOVATION

- Online & Blended Learning
- Teaching with Educational Technology
- eLearn, Kaltura, MS Teams, video-conferencing support and curriculum integration
- ePortfolios
- Teaching Innovation Fund
- Student Digital Ambassadors

SCHOLARLY TEACHING

- Scholarship of Teaching & Learning
- Annual Teaching & Learning Symposium (postponed in 2020)
- Teaching Portfolios
- Teaching Excellence Awards
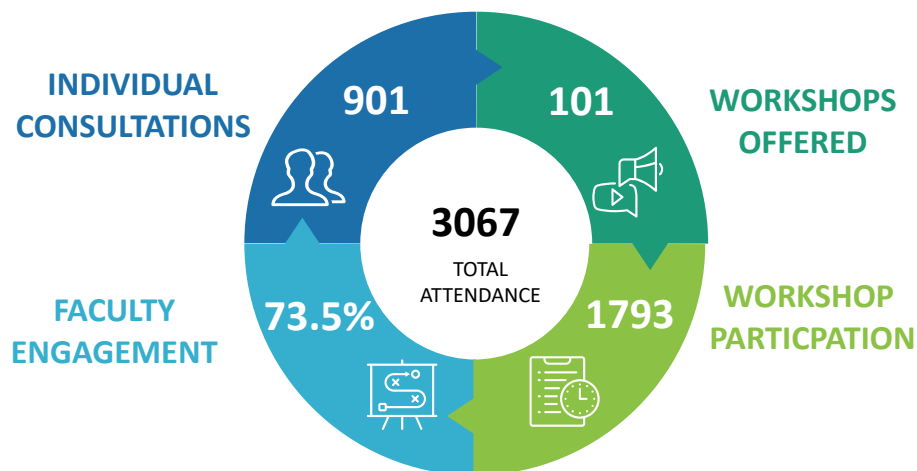
CTE BY THE NUMBERS

In 2019-2020, the CTE had an engagement of **3067 faculty, staff, and students** through consultations, workshops, programs, and events. This includes monthly visits to the Kalax-ay campus to provide support, one-on-one consultations and workshops with faculty.

Faculty consultations with the CTE rose substantially compared to the prior year with no increase in staffing in part due to COVID and the transition to remote adapted learning.
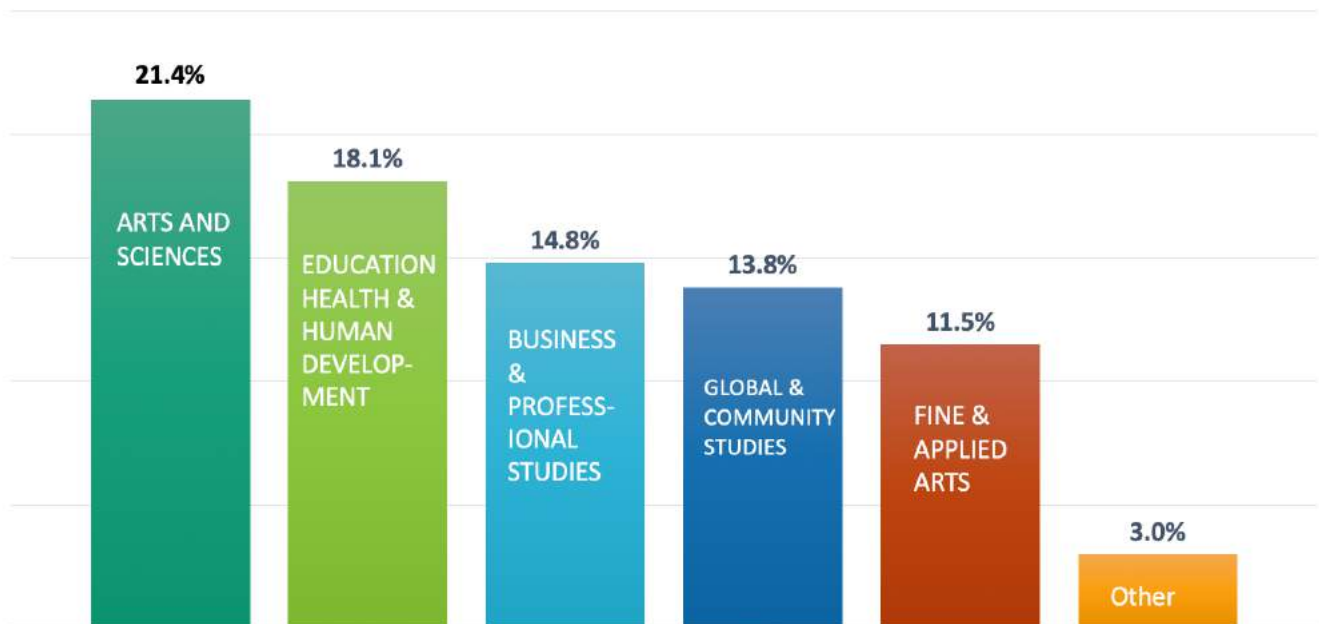
Notably. our one-on-consultations during the COVID period were more than double the entire prior year.

Engagement with the CTE had a **352% increase** over the prior academic year.

CTE 2019-2020 ENGAGEMENT BY THE NUMBERS

INDIVIDUAL CONSULTATIONS **901**

WORKSHOPS OFFERED **101**

3067 TOTAL ATTENDANCE

FACULTY ENGAGEMENT **73.5%**

WORKSHOP PARTICPATION **1793**

WORKSHOP PARTICIPATION BY FACULTY

21.4%
ARTS AND SCIENCES

18.1%
EDUCATION HEALTH & HUMAN DEVELOPMENT

14.8%
BUSINESS & PROFESSIONAL STUDIES

13.8%
GLOBAL & COMMUNITY STUDIES

11.5%
FINE & APPLIED ARTS

3.0%
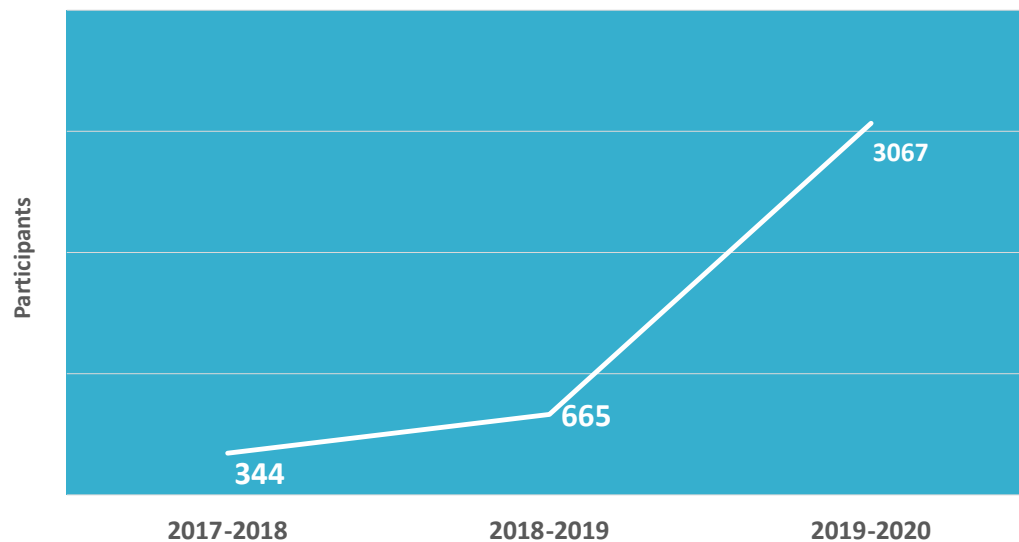Other

*Participation rates include faculty who may access multiple programming. Faculties differ in size and participation rates may reflect differences in size.

OVERALL ENGAGEMENT YEAR TO YEAR COMPARISON

Participants

3067

665

344

2017-2018   2018-2019   2019-2020

RESPONSE TO REMOTE TEACHING & LEARNING MARCH-JULY 2020

281

VIRTUAL SUPPORT
PARTICIPANTS

352

CONSULTATIONS

186

ONLINE TEACHING
FUNDAMENTALS
PARTICIPANTS

24

EDUCATIONAL
TECHNOLOGY
WORKSHOPS

372

FACULTY ACCESSING
TEACHING CONTINUITY

22

VIDEOS CREATED ON
EDUCATIONAL TECHNOLOGY

TEACHING & LEARNING PEDAGOGY

The Centre for Teaching Excellence supports evidence-informed pedagogical practices to enhance teaching practices and facilitate learning. We offer a broad range of programming and resources to meet faculty needs.

SPARKSHOPS

This year we introduced Sparkshops: Short on-demand mini workshops given during department or School meetings. The intention of the Sparkshops is to stimulate exploration and departmental conversations around teaching and learning.

| 8 Departments | 14 Sparkshops | 80 Faculty |

Each Sparkshop offers:

- An introduction to a specific evidence-based instructional practice or teaching technique
- Examples of applications in the classroom
- Reflection on how and why to implement this technique

Current Sparkshop Topics

- Using Formative Assessment to Gauge Student Learning
- Easy Active Learning Strategies
- Rubrics in a Flash: A Tool for Students and Teachers
- Engaging students with In-Class Online Quizzes
- Virtual Coaching hours: An alternative to Traditional Office Hours
- Powerful Questions for Deeper Thinking and Better Classroom Discussion

INSTRUCTIONAL SKILLS WORKSHOPS

The Instructional Skills Workshop is an internationally recognized program designed to enhance the teaching effectiveness of both new and experienced educators. The ISW is an intensive 24-hour peer-based experiential workshop grounded in learning-centered instruction.

During the workshop, participants design and deliver three 10-minute lessons and receive feedback from their peers in a supportive environment. Participants are provided with information on the theory and practice of teaching adult learners, writing learning objectives with accompanying lesson plans, techniques for encouraging active learning, and suggestions for evaluation of learning, and engagement in reflective practice. The ISW counts as a three -credit course in the Provincial Instructor Diploma Program (PIDP 3220: Delivery of Instruction).

> **"The best part of the ISW was:**
>
> *having a very safe environment to experiment with different teaching ideas*
>
> *ISW participant*

> **"The best part of the ISW was:**
>
> *Developing the confidence necessary to take risks and grow as an instructor*
>
> *ISW participant*

TEACHING TRIANGLES AND SQUARES

This year we continued our successful Teaching Triangles program with the added option for faculty to join an Online Teaching Triangle. The program provides faculty with an opportunity to gain inspiration and new insights for their own teaching through reciprocal classroom visits, while building rapport among faculty in different disciplines, and encouraging reflection of teaching practice.

CTE BOOK CLUB

The Fall 2019 Book Club selection was Parker Palmer's seminal work, **The Courage to Teach.** Book club members explored the book's many topics and controversies, in addition to our vulnerabilities as teachers. The book prompted us to share and explore teaching and learning ideas and to consider ways that we can grow as teachers.

The Spring 2020 CTE Book Club selection was **A Mind Spread Out on the Ground** by Alicia Elliot, a Tuscarora writer from Six Nations of the Grand River. This book offers compelling narratives that prompt the reader to ponder, examine, discuss, and address the many issues facing Indigenous peoples today. Faculty joined the book club meeting biweekly at the CTE and with members from the kálax-ay Sunshine coast campus joining the discussions remotely. Meetings were shifted to fully online during COVID 19. Elliot's short stories are personal and deal with her life experiences as a First Nations woman growing up on and off the Reserve, confronting outsiderness, racism, and family trauma in narratives that are both tragic and humourous.

The book club members, **Eduardo Azmitia Pardo, Bettina Boyle, Trudi Diening, David Geary, Mary Giovannetti, Abigail Kinch. Barry Magrill, and Jules Smith,** collaborated to create an Open Educational Discussion Guide for faculty interested in finding additional ways to indigenize curriculum. The Discussion Guide outlines themes and guiding questions for each of the 14 narratives and provides a suggested list of disciplines that align naturally with the narratives.
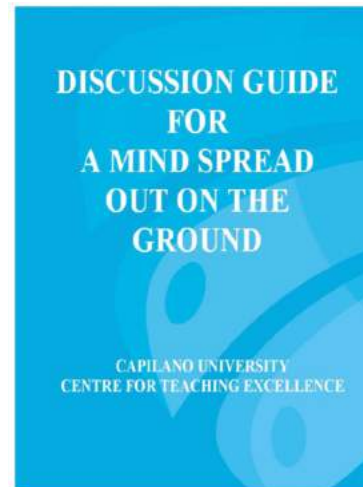
This resource can be accessed at
https://pressbooks.bccampus.ca/guideforamindspreadout/

LIBERATING STRUCTURES COMMUNITY OF PRACTICE

Liberating Structures are tiny shifts in the way we structure meetings and interactions to spark inventiveness and participation.
Our Liberating Structures Practice Group met monthly throughout the year taking turns experimenting with facilitating learning.

Five Design Elements of a Liberating Micro Structure
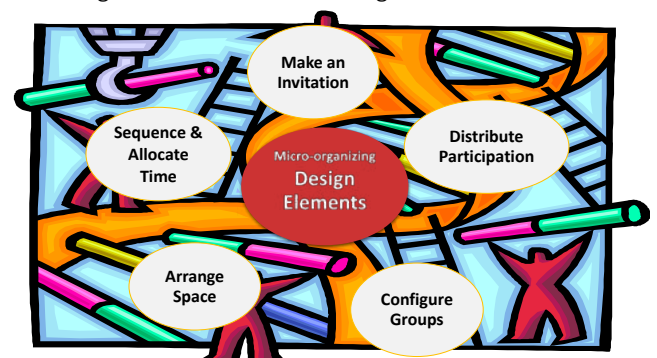
CC-BY_NC liberatingstructures.com McCandless & Lipmanowicz

DECOLONIZING & INDIGENIZING CURRICULUM

This past year Shawna Duncan, Cree Nation, joined Capilano University as our first Educational Developer for Indigenous Pedagogies. Working closely with Indigenous Educations and Affairs, Shawna developed a framework and checklist to support faculty in decolonizing and Indigenizing curriculum.

Introduction to Decolonizing and Indigenizing Curriculum Micro Course

Our first 5-day micro course on decolonizing and Indigenizing curriculum was held in May 2020. Due to COVID, the course was held both synchronously via video-conferencing and asynchronously through our eLearn course. We had **80 participants in our Spring course.**

As a follow up to the course, additional educational supports have been provided to all faculty:

- Aspiring Allies held monthly
- Aspiring Allies weekly self-directed educational resources related to history, allyship, antiracism and Indigenous Education began June 2020.

Land and Place-based Dialogue Series

We held two events in our dialogue series before COVID paused our other events.

Land as Teacher with Bonnie Van Hatten (Morgan) Secwepemc from St'uxwtews First Nation

Cedar – A Living resource with Carman McKay, Musqueam/Stó:lō artist

BUILDING COMMUNITY

NEW FACULTY ORIENTATION
NEW YEAR, NEW IDEAS, NEW COLLEAGUES

The New Faculty Orientation Fall 2019 and The New Year, New Ideas, New Colleagues held in Spring 2020 brought faculty together to learn and share ideas around preparing for your first class of the term, active learning strategies, teaching challenges, e-portfolios, the faculty evaluation process, and getting started with eLearn.

RECONNECT, REFLECT, RECHARGE

New this year was the Reconnect, Reflect, Recharge event in Fall 2019 and Spring 2020 for faculty who were new to teaching at Capilano University. Eighteen faculty members who began teaching at Capilano in the last two years came together to discuss the questions that had emerged since starting at Capilano and the supports needed in their teaching and learning journey. The CTE gained valuable insights from faculty members' responses to these questions. Through interactive activities, each faculty shared a challenge they were facing in their

teaching and received suggestions from colleagues on ideas for meeting or handling the challenge.

The Spring 2020 Reconnect, Reflect, Recharge was structured around the following questions:

1. *What activity/technique helped students who you felt were underprepared for the rigors of your university course?*

2. *What would support you in your teaching and learning journey at Capilano at this point in time?*

3. *What ways do you keep yourself energized about teaching and learning?*

CTE AMBASSADORS

This year we began a new initiative with CTE Ambassadors: Faculty members from each of the 21 Schools, plus a from the Kalax'ay Campus. The Ambassadors role is to

1. Identify and communicate teaching and learning needs and priorities

2. Provide input and feedback on CTE initiatives and activities on an ad hoc basis.

3. Share CTE news, events, and programming at faculty meetings.

Thank you to all of the CTE Ambassadors for liaising with the CTE and ensuring that we were listening and hearing faculty perspectives

2019-2020 CTE Ambassadors

Christy Goerzen	Tracey Azlyn
Michael Molson	David McMichael
Nancy Nowlan	Dara Greaves
Hammond Tarry	Laura Carr
Peter Sinclair	Lydia Watson
Zoe Evamy	Jacqueline Clarke
Greg Coyes	Carol Schoen
Pam Gliatis	Tanya Wrobleski

CTE MONTHLY NEWSLETTER

The CTE monthly newsletter is a forum for sharing ideas around teaching and learning and for communicating awareness of our programs and services. Past newsletters can be viewed on our CTE website.

FACULTY LEARNING COMMUNITY - TEACHING UNDERPREPARED STUDENTS

Faculty came together to explore techniques for helping students achieve success, trauma-informed pedagogy, techniques for reducing incidents of cheating and plagiarism, cultural orientation, assessments, and transitioning to remote adaptive teaching and learning.

The FLC plans to design a workshop for faculty to share their ideas in the coming academic year.

EDUCATIONAL TECHNOLOGY AND INNOVATION

ONLINE TEACHING FUNDAMENTALS MICRO COURSE

Our one-week intensive micro course offered in May saw a large uptake from faculty with **186 instructors** from across the University actively participating in the daily webinars and asynchronous activities and assignments. The course focused on the fundamentals for developing and teaching an online or blended course, with topics such as course organization and design, creating online community and indigenous ways of creating community, interactive content, assessments online, balancing synchronous and asynchronous learning and virtual office hours.

> *" The course gave me great ideas and tools what will help me to structure a balanced online course. I especially value the week flow, and the idea of the introductory video."*
>
> **Online Teaching Fundamentals Participant**

> *" Grateful to have this course at the end of a challenging year. It was so fantastic to connect with our CapU Community every morning and to see the dedication from everyone to create an amazing learning experience."*
>
> **Online Teaching Fundamentals Participant**

ACTIVE LEARNING ONLINE

Our two-week workshop is developed specifically for faculty interested in complementing or rethinking a course with active learning activities online. The course emphasizes the value of collaboration with peers online, and models active learning examples in order to facilitate understanding and reflection of the online learner experience. Participants will draw upon existing teaching experience as they experiment with a practical learning activity of their own choice online and gain feedback from peers.

ALO ran three times with a total of **50 faculty from all five Faculties.**

> **What changes do you expect to make in your teaching practice as a result of the Active Learning Online Workshop?:**
>
> *-Creating meaningful activities that promote student collaboration (October 2019)*

EFFECTIVE ONLINE TEACHING

The CTE team produced **Guidelines for Effective Online Teaching – the 10 Essentials** along with an **Online Quality Course Checklist** to support faculty wanting to teach online. **The 10 Essentials:**

1. Orient your students to the online environment
2. Create a safe and welcoming space
3. Host virtual office hours
4. Be present
5. Create a module structure
6. Create a weekly flow
7. Use technology to advance learning
8. Reach out to students proactively
9. Design varied learning experiences
10. Provide clear and frequent opportunities for assessment

EPORTFOLIOS

35 in-class workshops were delivered to **over 700 students** using ePortfolios. Workshops for students transitioned to fully online sessions during COVID.

An ePortfolio allows students to curate self-created content in a digital format that reflects who they are as a learner. At CapU, ePortfolios are created using WordPress giving students an ability to create a visual and design driven experience of their learning path. Students can use ePortfolios to reflect on how and what they learned from a particular assignment, while also sharing examples of their best work with peers and instructors. Encouraging the transformation of learner-centred ePortfolios into professional portfolios, gives students a way to broadcast their strengths as self-reflective persons engaged in their chosen fields.

Faculty use ePortfolios as non-disposable assignments that are case based, profession oriented, and with real-world application.

TEACHING PORTFOLIOS

This year we developed a new Teaching Portfolio program for faculty to build portfolios documenting their teaching practices, reflections, scholarship, and future goals. Portfolios were built on WordPress and can be included in faculty evaluation files as a self-submission.

EDUCATIONAL TECHNOLOGIES

The CTE provides educational technology support and training for faculty and students. **eLearn** (Moodle) support was primary focus for faculty and students this year along with **Kaltura** (video recording software) and video-conferencing software, **WebEx** and **MS Teams**.

Throughout the academic year we developed

> 27 Workshops on Educational Technology
> 22 Videos on Educational Technology

eLEARN TEMPLATE

Several resources were developed for faculty on creating and importing quizzes, setting up gradebooks, and facilitating active learning online.

This year we developed an eLearn course template that can be imported directly into instructors' course shells to improve student navigation and course flow. Faculty can customize the basic modular design for their teaching requirements.

The **eLearn template** includes:

- Weekly modules
- Pre-made blocks and customizable banner image
- Sample module with useful content for teaching online

KALTURA

Kaltura rolled out just as faculty were transitioning to remote adapted teaching. The CTE developed several 'how to' videos along with several workshops and training for instructors and students.

With this tool, faculty are able to:

- Record lessons
- Edit video recordings
- Add chapters, Quiz questions, and PPT slides
- Upload MP4 and other format videos, and link to Youtube
- Embed videos to eLearn
- Create a Kaltura Video Assignment for student video

CTE VIDEO CHANNEL

The CTE's 'how to' video channel for educational technology has resources for 'Getting Started' with tech tools and more advanced functions to support integrated high-quality learning experiences.

VIDEO-CONFERENCING TOOLS

WebEx and MS TEAMs were Capilano's two main video-conferencing tools for 2019-2020. The CTE held several workshops to support faculty in deciding which tool worked best for their instructional goals.

AWARDS & GRANTS

TEACHING EXCELLENCE AWARDS

We had an exceptional response from students for this year's call for nominations for the Teaching Excellence Awards. Students wrote of faculty who inspired and transformed their learning, provided a supportive and caring learning environment, and who changed the way they think about the world. There were 482 total student nominations of faculty (193 unique nominations) for the Teaching Excellence Awards. This is an increase of over 200 nominations from last year. This represents 28.3% of all faculty at Capilano University who were nominated by students. We are incredibly fortunate to have so many inspiring and dedicated instructors at Capilano.

Congratulations to

Michael Begg	Legal Studies
Leah Bailly	English
Dara Greaves	English
David Matijasevich	Political Science
Tia Smith	Early Childhood Education

TEACHING INNOVATION FUND

The Teaching & Learning Innovation Fund was established in 2019 to support faculty through a one-section release to develop, disseminate, and implement innovative practices and approaches to teaching and learning that advance Capilano's mandate as a teaching-focused university. This year's two award recipients are: **Carol Aitken** and **Ki Wight**.

Curriculum Delivery using Augmented Reality – Carol Aitkin

Carol Aitkin worked with two IDEA students Danika Koller and Sara Nguyen to investigate the use of Augmented Reality (AR) platforms to enhance curriculum. Using **Zappar**, Carol built a proof-of-concept for the First Year Seminars and the students worked on a module to show future IDEA students what they had learned on their third-year trip to Mexico. Carol has provided guidance and reflections on how faculty could further incorporate AR into their curriculum.

Antiracism Digital Accelerator – Ki Wight

Ki Wight created a digital resource and engagement hub for faculty on anti-racist, Indigenizing, decolonizing and culturally responsive pedagogy for classrooms, experiential learning spheres and online learning spaces. This site is available on eLearn.

2020 TEACHING EXCELLENCE AWARD RECIPIENTS

LEAH BAILLY
English

MICHAEL BEGG
Legal Studies

DARA GREAVES
English

DAVID MATIJASEVICH
Political Science

TIA SMITH
Early Childhood Education

For more information:
cte.capilanou.ca

CENTRE FOR TEACHING EXCELLENCE

CAPILANO UNIVERSITY

First Year Seminars
Fall 2019

Experiential project-based courses, designed for students with fewer than 30 credits. Connect with your peers and build your skills and confidence in one of these unique courses!

Download Zappar on your phone to find out more.

READY, AIM, ZAP!
Download Zappar for free from the app store, scan this capcode, then aim at the whole image.

CAPILANO UNIVERSITY

BCCAMPUS OPEN EDUCATION SUSTAINABILITY GRANT

In the Fall 2019 we were awarded a $32,500 BCcampus Open Education Sustainability Grant to support the development and increased adoption of open educational resources and practices. Open educational resources are freely shared to increase access and affordability for students.

The goal of the proposed project is to

- increase the overall adoption and adaptation of Open Educational Resources (OERs) s at Capilano University embedded specifically in our new degree programs
- increase the implementation of open non-disposable assignments and assessments to meet the needs of a diverse student population
- raise awareness of current OER use at Capilano
- provide support to faculty for open education.

"

The BCcampus grant will help improve affordability and access for CapU students through reduced textbook costs and will support the development of new open teaching practices

Open Education Showcase

We kicked off Open Education Week, March 2-6, 2020 with an **Open Education Showcase** featuring a faculty and student panel, a Creative Commons Licensing workshop, and an introduction to Pressbooks. Open Education Resources increase access and affordability for students.

Our Open Education at Capilano graphic was designed by Capilano University IDEA student **Sara Lilley**. The design is openly licensed by Sara and was made into small stickers distributed to the campus community.

SCHOLARLY TEACHING

Teacher as Researcher Faculty Learning Community

The Teacher as Researcher Faculty Learning Community began in September 2019 with bi-weekly meetings and continued into the spring semester with meetings every three weeks, until being sidelined by COVID 19.

Participants are exploring a variety of research ideas such as problem-based learning, math assessments, math anxiety, how assessment design can reduce/affect student academic stress, what are the ways that class activities increase student understanding and awareness of Indigenous knowledge systems.

CTE Presentations, Publications, and Grants:

Giovannetti, M. (September, 2019). Teaching and Learning with Engagement. Greystone College,

MacKay, L. (Fall 2019). BCcampus Fall Bookclub Facilitator (one of 9 provincially). Small Teaching. See blog post on retrieval

> https://bccampusonlinebookclub.opened.ca/author/laurajmackay/

MacKay, L. (June, 2020). Let's Talk Innovation: Digital Transformation. Capilano University.

MacKay, L. (November, 2019). Let's Talk Innovation: New Directions for Teaching and Learning. Capilano University.

Mackay, L. and **Magrill, B.** (2019-2020) BCcampus Open Education Sustainability Grant, **$32,500**

MacKay, L. and **Dishke, C.** (2020). Society of Teaching and Learning in Higher Education (STLHE) Regional Event Grant for Teaching and Learning

> Leadership

Pardo, E. **Boyle, B.,** Diening, T., Geary, D., **Giovannetti, M.,** Kinch, A., **Magrill, B**., Smith, J. (2020). Discussion Guide for A Mind Spread out on the

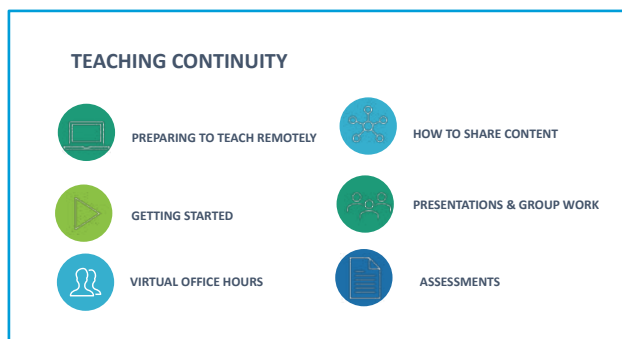> Ground. https://pressbooks.bccampus.ca/guideforamindspreadout/

RESPONSE TO COVID-19

In response to the global pandemic caused by COVID-19, courses moved to remote delivery in late March 2020. The CTE reacted swiftly to deliver remote support for faculty and students transition to remote learning.

TEACHING CONTINUITY

Our Teaching Continuity course module provided guidance to faculty moving to remote instruction. More than **50% of all faculty** had accessed this resource during the first 3 months. Live chat ensured that faculty accessing this resource could ask and receive answers in real-time.

TEACHING CONTINUITY

PREPARING TO TEACH REMOTELY
HOW TO SHARE CONTENT
GETTING STARTED
PRESENTATIONS & GROUP WORK
VIRTUAL OFFICE HOURS
ASSESSMENTS

Additional resources were developed for preparing to teach remotely, adapting assessments and final exams, and engaging learners in an online environment.

VIRTUAL SUPPORT & CONSULTATIONS

Daily virtual support was key to helping faculty adapt courses to remote delivery. **281 faculty** engaged with virtual support during the transition to remote delivery. In the same 4-month period we had **352 individual consultations.**

FOCUS ON EDUCATIONAL TECHNOLOGY

The transition to remote delivery brought educational technology to the forefront of teaching and learning.

In a 4-month period, the CTE teams created:

- 22 'how to' videos on educational technology
- 24 workshops on educational technology
- Held 633 individual and virtual support consultations

STUDENT DIGITAL AMBASSADORS

Student Digital Ambassadors was a new initiative this year to provide peer support to students navigating the remote digital environment. Digital Ambassadors provided 60 hours of virtual support to student each week. In addition, they conducted presentations for classes and created a Student Digital Ambassador website.

Digital Ambassadors:

Argel Monte de Ramos
Austin Cove
Brenda Cervantes
Etienne Rutkowski
Josie Buno

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