

Since joining Concordia's Centre for Teaching and Learning (CTL) in August 2023, I have been continuously impressed with our community's commitment to teaching, and to enhancing our students' experience. The dedicated and talented team at the CTL have worked tirelessly with our faculty and staff partners to elevate the standard of teaching across our university. I couldn't be prouder of the CTL team, or to be a member of this community.

This inaugural annual report showcases just some of our successes over the past year. More than anything, we want to partner with you, our community members, to advance innovative and impactful approaches to teaching and learning across Concordia. I look forward to cultivating this partnership and to the years ahead.

To contact the CTL, please email us at teaching@concordia.ca



*John Paul Foxe,
Senior Director of the
Centre for Teaching
and Learning*



OUR VISION

The CTL strives to inspire and empower educators to transform learning, fostering innovative, accessible, equitable, and collaborative education.

Strategic Planning

In recent months, the CTL has undergone a strategic planning initiative, resulting in a new vision, mission, and strategic goals that will guide us in our future endeavors.

OUR MISSION

The CTL advances innovative and impactful approaches to teaching and learning for the Concordia community.

Guided by principles of collaboration, learner-centred education, evidence-based practices, culturally diverse ways of knowing and doing, and Indigenous Decolonization, we question, redefine, and transform learning.

Upcoming programming for 2024 – 2025

The CTL hosts a range of learning activities for the teaching community throughout the year, including: workshops, faculty interest groups, reading circles, and drop-in consultations. Notably, we have a new series of workshops coming this fall focused on *Teaching with Generative AI*.

[Click here to learn more about and to register for our upcoming programming.](#)

Highlights from 2023 – 2024

POPULAR WORKSHOPS

- Navigating challenging moments in the classroom
- Enacting decolonial contemplative mentorship: Meditations on the legacy of Plenty Fox with Dr. Michael Yellow Bird
- Promoting academic integrity in light of Gen AI (FAS + FOFA)
- Enhancing courses with Moodle 4.1
- Interactive feedback in Moodle 4.1
- Stimulating active learning: harnessing GenAI through prompt engineering
- Universal Design for Learning (UDL)

FACULTY INTEREST GROUPS

Faculty interest groups (FIGs) are faculty groups that meet regularly, usually once a month, to learn together. In contrast to a working group, these are spaces primarily focused on professional development, mobilizing expertise, multi-disciplinary knowledge sharing or creation, mutual support, and peer validation.

(Mihai, 2022; Wenger et al., 2002)

FIG topics this past year included: Contemplative pedagogies, Generative AI and sustainability. The CTL is available to support the initiation and facilitation of other faculty interest groups on topics related to teaching and learning.

NEW FACULTY ORIENTATION

To support new faculty members, the CTL hosts an annual New Faculty Orientation (NFO) at the end of August. This event provides an opportunity to engage in discussions on teaching, address questions and concerns, and learn about the available teaching resources and support, ensuring a smooth transition into their new roles.

In addition, the CTL hosted two first-year check-in sessions for faculty hired for the 2023-24 academic year with the goal of providing an opportunity for faculty to (re)connect with colleagues while sharing feedback on their first-year experience.

Winterfest

In 2022, Concordia President Graham Carr made a commitment to offer every incoming undergraduate student at least one experiential learning opportunity during their studies and at least two by 2025. As part of this commitment, the Centre for Teaching and Learning collaborated with the [Experiential Learning Office](#) for Winterfest 2024: *Learning by Doing: Engage Your Students with Experiential Learning*. We invited the Concordia community to explore methods of integrating ‘learning by doing’ through hands-on activities and reflective practices, fostering student engagement and facilitating deeper learning experiences.

Five-year strategic implementation plan

On September 8, 2023, attendees from across Concordia and other institutions of higher learning joined Kahérakwas Donna Goodleaf, senior leadership, and members of the Centre for Teaching and Learning’s Office of [Decolonizing & Indigenizing Curriculum and Pedagogy \(ODICP\)](#) for the launch of Concordia’s [Five-year strategic implementation plan](#).

The ODICP ensures that students will be grounded in the knowledge and ability to critically evaluate the history and impacts of colonialism, value the importance of learning about diverse Indigenous histories, voices, and perspectives while experiencing creative learning opportunities both in and out of the classroom.

The ODICP held 11 workshops and five department presentations.

Generative AI

The CTL has made significant progress in advancing the use of generative AI at Concordia. We developed and updated [guidelines for incorporating generative AI into teaching](#), informed by the Technology Acceptance Model and the GENAIEF-TE framework. Additionally, we conducted numerous faculty consultations, held departmental presentations, and led a monthly interest group to explore the pedagogical applications of generative AI and Moodle.

For the upcoming fall term, we are hosting a new series of workshops on *Teaching with Generative AI* open to all faculty.

Other updates

CTL WEBSITE

During the pandemic, CTL played a crucial role in supporting the transition from in-person to online and remote teaching. As a result, the [website’s content](#) expanded rapidly, requiring adjustments to the information architecture and navigation. CTL and the Web Team collaborated, following a user-centered design process involving research and testing to ensure a good user experience and that content remained relevant, understandable, and accessible.

TECHNOLOGY TO SUPPORT TEACHING

The CTL has a new lightboard studio! The lightboard is writable glass surface that records content so that it can be uploaded to YuJa and published to a Moodle course channel.

[Visit the lightboard webpage](#) to learn more and to book the space.

Teaching assistants and graduate students

TEACHING ASSISTANT (TA) TRAINING FOR ALL FACULTIES

Workshops include:
TA Orientation, Tools for TAs to navigate challenging moments in the classroom, Building your TA toolkit

GRADUATE SEMINAR IN UNIVERSITY TEACHING

This seminar series in university teaching prepares graduate students for an academic teaching career. We ran seven sessions (all disciplines, fine arts, engineering,).

Concordia OnLine Exams (COLE)

COLE supports faculty in creating hybrid/online exams on the [COLE platform](#) and supports students' exam experiences through the lens of accessibility and equitability.

- Hosted 245 hybrid/online exams (79 unique courses), with a total of 28,973 students
- Conducted 141 consultations (76 unique staff members) and interacted

Pedagogies

CONTEMPLATIVE PEDAGOGY

Introduced in 2022, the goal is to increase faculty well-being by introducing them to [contemplative practices](#) and supporting them to reflect on the impact and support practices in the classroom. This initiative included: Mindful Self-Compassion (MSC) training for faculty, speaker series and workshops, weekly drop-in meditations, a hybrid symposium, and reading circles.

This year programming included:

- Mindful drop-ins in partnership with Mindful Campus
- Two speaker series
- Monthly faculty interest group

CP programs were in part funded by Quebec's ministère de l'Enseignement supérieur, through contributions from the Canada-Québec Agreement on Minority-Language Education and Second-Language Instruction.

INCLUSIVE PEDAGOGY

[Inclusive pedagogy](#) is a teaching approach that considers the individual, curricular, and social factors influencing a student's ability to learn effectively. It aims to meet the needs of students with different backgrounds, approaches to learning, and capabilities.

By implementing inclusive pedagogical strategies, instructors can facilitate learning where all students feel valued and capable of achieving success.

The CTL hosted ten workshops and conducted two department presentations on inclusive pedagogies.