

ANNUAL REPORT 2024

TEACHING & LEARNING AT TRENT



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EXECUTIVE SUMMARY

At the Centre for Teaching and Learning (CTL) and Trent Online, we would describe 2024 as a time when we extended the reach of our programming and deepened engagement with our resources and supports. Throughout the year, we created many new opportunities for Trent instructors and Graduate Teaching Assistants (GTAs) to grow as educators and reflect on their pedagogical beliefs and practices. We are delighted to share some of the highlights of 2024 with you!

New Professional Development Opportunities for the Trent Community



Trent Online and CTL staff have collaborated to offer opportunities for faculty, staff, and students to discuss key pedagogical questions and to learn new instructional and digital skills. From our Trauma-Informed Pedagogy training to micro-credentials that promote the thoughtful use of educational technologies, we are finding new ways to share our passion for educational innovation.

Amplifying Conversations about Teaching and Learning



Throughout 2024, we sought ways to bring diverse members of the Trent community together to talk about key pedagogical questions. Whether through our inaugural SoTL Symposium, Defining Teaching Excellence Panel, or OER Design Sprints, we developed new ways to disseminate knowledge and promote conversation about teaching and learning at Trent.

Engaging with Innovative Thinkers in Teaching and Learning



Throughout 2024, we hosted a diverse roster of Distinguished Visiting Teaching Scholars. These events allowed Trent faculty, GTAs, and staff to learn about current trends and debates within higher education from invited speakers and one another and to share their own work within the Scholarship of Teaching and Learning.

Continued Growth in Online Course Development and Support for Digital Pedagogy



Trent Online's eLearning team was busy throughout 2024 developing a plethora of online courses, educational sites, and micro-credentials. Working with diverse faculty subject-matter experts, our team designed innovative courses and implemented educational technologies to engage students and instructors in course materials and the learning process. We also created new opportunities for Trent students and faculty to learn about educational technologies and digital pedagogies through accessible micro-credential programs.

Robust Recognition for Teaching Excellence



Our teaching awards program enjoyed strong engagement as large numbers of students, faculty, and staff wrote heartfelt nominations on behalf of Trent instructors and GTAs. The recipients of Trent's 2024 university-wide and Decanal teaching awards are extraordinary educators, who highlight the incredible work that Trent instructors do to inspire students' learning, support students' growth, and engage innovative practice.

A Continued Commitment to Indigenous Pedagogies



Through ongoing one-on-one consultations with our Educational Developer for Indigenous Pedagogy and initiatives such as the "Tea and Teachings" sharing circles and the "Insights Panel," we have continued to support Trent faculty and staff in incorporating Indigenous pedagogies and ways of knowing into their courses and teaching practices.

A Year of Transformative Collaboration



Throughout 2024, CTL and Trent Online worked to reimagine our collective identity. Our resulting plan to break down administrative divides and create a merged unit will allow for new synergies and collaborations. The extensive planning of 2024 will underwrite big changes for our unit in 2025!

A MESSAGE FROM THE ASSOCIATE DEAN, TEACHING AND LEARNING



Hello!

It is my great pleasure to welcome you to this year's annual report of the Centre for Teaching and Learning and Trent Online. What a year it has been!

2024 had us watching the skies for a total solar eclipse, cheering on athletes at the Paris Olympics, and following the concert tour of Taylor Swift as she traveled the world.

Not to be outdone, we here in the CTL and Trent Online had momentous events, grabbed the headlines, and made history of our own! This year's annual report is filled with stories about our customized supports for faculty, unwavering commitment to Indigenous pedagogy, and ways we leveraged digital skills to offer online support and course development. This year we hosted a range of Distinguished Visiting Teaching Scholars, organized numerous engaging scholarly

conversations about teaching and learning, and recognized transformative teaching by showcasing awards at the Celebration of Faculty Excellence in Teaching and Research.

Much like the sun, the Olympic Torch, and Taylor Swift, 2024 had us on the move. At the beginning of 2025, we announced an internal merger of our two units to become the Trent Teaching Commons. As such, this is our last annual report as the Centre for Teaching and Learning and Trent Online. We hope you enjoy reading this report and reflecting back with us on the journey we took. Buckle up dear friends: we are going on a ride!

Kristy Buccieri

Dr. Kristy Buccieri
Acting Associate Dean, Teaching and Learning



MEET THE TEAM

Dr. Fergal O'Hagan, Associate Dean, Teaching and Learning and Acting Dean of Education and Professional Learning

Dr. Kristy Buccieri, Acting Associate Dean, Teaching and Learning

Administrative Team

Sylvia Dick, Administrative Coordinator

Elise Dingman, Administrative Assistant

Eddie Gluck, Administrative Coordinator

Emma Grant, Administrative Coordinator, IEN

Jess Malcolm, Administrative Coordinator, IEN

Trent Online

Lillian Alberry, eLearning Designer

Josh Andrews, eLearning Technologist

James Bailey, Multimedia eLearning Design Specialist

Duncan Clarke, eLearning Technologist

Stephanie Ferguson, eLearning Designer

Terry Greene, Senior eLearning Designer

Christian Metaxas, eLearning Designer

Centre for Teaching and Learning

Dana Capell, Senior Education Developer

Mitchell Huguenin, Education Developer, Indigenous Pedagogy

Kathryn Milovac, Education Developer, Higher Education Teaching & Research Recognition Coordinator

Vic Mohr-Blakeney, Education Developer, Higher Education Teaching & Research Recognition Coordinator

Brandon Remmelgas, Education Developer, Access, Inclusion, Transition

Dr. Devon Stillwell, Education Developer, SoTL Coordinator



MEET THE STUDENT TEAM

As part of the Trent community, the CTL and Trent Online play an essential role in students' professional development through meaningful employment experiences. In 2024, we benefited from the work of eight student employees who provided vital assistance to our awards program, GTA micro-credentials, SoTL work, and online course developments. Fully integrated into our team, student employees worked closely and met weekly with their supervisors, receiving detailed feedback on their work to enhance their professional communication and technical skills. Our goal is to create a mutually beneficial employment experience, one in which our

student employees contribute to our work in meaningful ways while developing professional skills that will support their career growth.

Laura McFadden, Awards Program Assistant

Ainsley Mohns, Awards Program Assistant

Esther Schacter, Online Course Developer Assistant

Mollie Schnurr, Online Course Developer Assistant

Njoki Muriithi, Online Course Developer Assistant

Meghana Ullasan, Research Assistant

Meghan Ward, Research Assistant

Aya Yagnaya, Research Assistant

A YEAR OF

TRANSFORMATIVE COLLABORATION



As Dr. Kristy Buccieri mentioned in her welcome note, 2024 will mark the last year that the Centre for Teaching and Learning and Trent Online report on their activities as separate units. Over the course of this year, CTL and Trent Online staff and leadership, in concert with many levels of Trent administration and faculty collaborators, have thought deeply about our units' missions, structures, and operating procedures. We came to realize that we have much to gain by embracing a new structure, one that formally recognizes the comingling of our diverse areas of expertise and allows for a freer form of collaboration.

Through countless meetings and drafts, we created the Trent Teaching Commons, a new combined unit that allows us to work more effectively toward our common goal of helping Trent instructors and GTAs become their best teaching selves. It also acknowledges the nuanced relationship between online and in-person teaching, allowing us to be more fluid in our support of evidence-based instructional design and strategy, regardless of modality or medium.

With a year of introspective consideration and planning behind us, we look forward to sharing our new identity with the Trent community in 2025 and to seeing the many directions that our collaboration takes us!

Inspiring educators, transforming learning

CUSTOMIZED SUPPORTS FOR FACULTY

Central to Teaching and Learning's mission is providing faculty with tailored support for current questions and classroom challenges. Our eLearning Designers and Education Developers meet regularly with faculty to hear about their experiences and concerns. In response, we create workshops, online resources, and opportunities for course-specific consultations.

In 2024 we were also excited to welcome a new Education Developer for Access, Inclusion, Transition, Brandon Remmelgas. Based at the Trent-Durham GTA campus, Brandon not only offers increased faculty support for easing first-year transitions and creating more accessible and inclusive learning environments but allows us to serve better our Trent-Durham community.

ONE-ON-ONE CONSULTATIONS

Sometimes it's important for faculty to talk one-on-one with someone about the specific opportunities and challenges in their teaching. At any time throughout the year, faculty can **book individual appointments** with an eLearning Designer or Education Developer to discuss course design, instructional ideas, and assessment challenges. Our goal is to ensure that, when they are considering a change to their teaching, instructors know that they don't have to go it alone!

WORKSHOPS AND DEPARTMENTAL VISITS

One of the best ways for instructors to learn about teaching is by talking about it—with each other or with an expert in the field. In 2024, our staff visited numerous departmental and faculty meetings to talk about emerging challenges, such as adapting assessments to AI and best practices for multiple choice exams. We hosted workshops and panel discussions on diverse topics such as creating teaching portfolios and teaching strategies



that promote equity, diversity, and inclusion. And we introduced a new monthly Fika, an informal gathering of faculty and staff on both the Symons and Trent-Durham GTA campuses to enjoy coffee and conversation about key issues related to teaching and learning.

Training in Trauma-Informed Pedagogy

In 2024, we were delighted to introduce a new workshop series on Trauma-Informed Pedagogy (TIP). A generous grant from the Wickerson Foundation Fund for Universal Design and Educational Leadership allowed us to work with leading thinkers in TIP. These experts developed and trained our staff to facilitate TIP workshops, leaving us with a living educational resource that we will be able to adapt and offer for years to come.

In May, we launched a new two-part workshop series.



Covering both theoretical principles and practical strategies for implementing TIP in course preparation, classroom teaching, assessment, and post-course reflection, the workshops garnered great interest from faculty and staff. These events were enlivened by participants' thoughtful discussions of how they could use TIP to reduce barriers to learning and create more equitable classrooms.

Defining Teaching Excellence: A Panel Discussion

Another inaugural event for 2024 was our "Defining Teaching Excellence" panel, which featured many of the 2023-2024 Decanal Teaching Award recipients. Panelists explored how they incorporate active learning and authentic assessment into their courses as well as how they support student learning. A lively discussion followed as members of the audience and panelists discussed key strategies and challenges in higher education.

First Year Caucus

The CTL's First Year Caucus provides an opportunity for instructors and teaching support staff to discuss trends, strategies, and challenges they are experiencing in first-year teaching. In April 2024, the Caucus engaged in an illuminating panel discussion that featured high-school educators (see [Building Bridges with Local School Boards](#) on page 26 to read more about this experience!). In December, the CTL surveyed first-year instructors to learn more about how their students were doing on midterms. These data were summarized and presented, and Caucus members engaged in a discussion of the similarities and differences in student performance across the decanal units. The Caucus also enjoyed presentations on recent research in active learning, faculty examples of using AI as a teaching tool, and Indigenous perspectives on AI use.



TEACHING NOTES AND ONLINE RESOURCES

After we meet with faculty to discuss particular challenges or strategies, Teaching and Learning works to develop online resources that capture some of the shared knowledge, allowing faculty to access information about wise practices in teaching and learning any time. On our website, we host numerous resources on essential topics, such as Open Education, assessment, and Indigenization. We also maintain a Teaching and Learning Resource Hub, which provides Trent faculty and staff with access to videos of recent workshops and downloadable classroom resources.

Teaching Notes, our monthly newsletter, also provides faculty with guidance and food for thought. Sent to over 1,000 instructors and staff, each issue delves into a current challenge or issue in teaching and learning and provides faculty with a curated set of links to research on that topic.



In 2024, we continued to devote annual issues to recognizing National Indigenous Peoples Day and the National Day for Truth and Reconciliation as well as celebrating our teaching award recipients. We also offered timely discussions of diverse topics, ranging from promoting a growth mindset, to self-compassion, to gamification in the classroom. You can check out [our entire 2024 collection on our website](#).

This year, we were excited that our Senior eLearning Designer, Terry Greene, introduced a new medium to Teaching Notes: podcasts! In *Teaching Notes Talks*, Terry amplifies themes and resources related to the newsletter topic through interviews with members of the Trent community—from faculty to Associate Deans and Directors, to educational staff.





A CONTINUED COMMITMENT TO INDIGENOUS PEDAGOGY

Aligned with Trent's longstanding commitment to creating learning environments where Indigenous Knowledges, thought, and scholarship are respected and valued, the Centre for Teaching and Learning has continued to champion **Indigenous pedagogies and curricular Indigenization** throughout 2024. In collaboration with the Chanie Wenjack School for Indigenous Studies and the First Peoples House of Learning, the CTL's Educational Developer for Indigenous Pedagogy, Mitch Huguenin, has played a leading role in developing programs designed to meet the evolving needs of instructors and GTAs during this critical era of Truth and Reconciliation.

CONTINUING THE JOURNEY: INSIGHTS PANEL

Building on the success of the "Starting the Journey" series, the CTL hosted the "Insights Panel" in the summer of 2024, focusing on Indigenous perspectives in higher education. Funded by our Distinguished Visiting Teaching Scholars endowment, the session featured a panel of Indigenous scholars: Dr. Kim Anderson (University of Guelph), Dr. Susan Dion (York University), and Dr. Jackson Pind (Trent University). The panel addressed key topics such as Indigenization, decolonization, and reconciliation,

engaging faculty from diverse disciplines in meaningful dialogue on advancing Indigenous education at Trent and, more broadly, inspiring continued reconciliatory efforts in academia.

TEA & TEACHINGS

The Tea & Teachings professional development series provides faculty with an immersive opportunity to embrace Indigenization in their teaching practices. Held seasonally in the university's traditional area, sessions take place in the intimate setting of a tipi, where participants gather around a fire to engage with Indigenous facilitators. Over cedar tea, faculty explore cultural teachings and strategies for integrating these into their courses, fostering a deeper understanding of Indigenous perspectives, protocols, and wisdom. This series highlights the value of creating meaningful spaces for cross-cultural dialogue and learning.

MOVEMENT AND WELL-BEING IN INDIGENOUS HEALTH

In 2024, Teaching and Learning collaborated with the Kinesiology program to develop KINE-2003: Movement and Well-Being in Indigenous Health, an innovative course exploring Indigenous perspectives on movement and wellness. The course emphasizes the interconnectedness of mind, body, emotions, and spirit while examining traditional subsistence practices, healing approaches, and athletic competition. It also delves into the role of land, culture, and community in fostering well-being and addresses the profound impacts of colonialism on Indigenous health. This course builds on the foundation of the *Exercise and Physical Activity in Indigenous Health* Pressbook (2023), which was recognized as a finalist for the OE Global Awards. KINE-2003 exemplifies our unit's commitment to curricular Indigenization by uniquely integrating Indigenous Knowledge and perspectives into a specialized academic discipline.



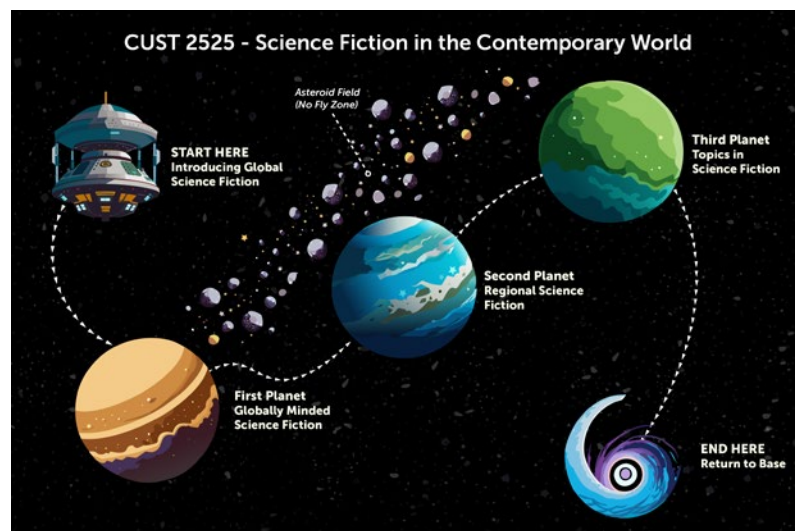
Above: 2024 Trent Durham Tipi Raising.

EXCELLENCE IN E-LEARNING DESIGN & ONLINE PEDAGOGY

TRENT ONLINE'S MISSION

Working together with instructors, developers, and units from across the province, Trent Online continues to lead the way when it comes to empowering learner-centered design. Our holistic course development model enables us to work with faculty to craft courses that naturally complement the material without sacrificing the accessibility or flexibility required of asynchronous learning experiences. A multidisciplinary team works together to leverage a range of tools and platforms to support course development as spaces for engagement, exploration, and imagination.

Trent Online's evidence-based approach to learning design creates a mindful balance of interactions between the learner, the facilitator, and the material itself. By thoughtfully considering the nature of these relationships, we develop courses that serve the pragmatic needs of both learners and instructors while creatively navigating the complex constraints of online learning.



Above: Brent Bellamy delivers an online lecture in CUST 2525: Sci Fi in the Contemporary World.

23,994

STUDENT ENROLMENTS IN
207 ONLINE COURSES

25

NEW ONLINE COURSES,
MICRO-CREDENTIALS,
AND SPECIAL PROJECTS

COURSE AND MICRO-CREDENTIAL DEVELOPMENTS IN 2024

Trent Online produced 25 online courses, micro-credentials, and special projects. These developments were completed in close partnership with faculty members and other subject matter experts who shared their expertise in an accessible and engaging way. Each development project provides an intuitive mix of accessible engagements, including custom-made videos, podcasts, infographics, e-books, and many other embedded interactive elements.

Courses

Afrocentric Social Work
Deconstructing the "Ideal" Victim
Gender, Sport & Social Justice
History in Comics
Intermediate Spanish II
Introduction to Statistics for Economics and Management
International Comparative Criminology
Internationally Educated Nurses: Entry to Practice Competencies
Introduction to Psychology I: Experimental and Biological Bases of Behaviour
Lands and Environments of the Circumpolar North
Movement and Wellbeing in Indigenous Health
Nursing International Placement: Central America
Reading Spanish
Science Fiction in the Contemporary World
Social Work and Addictions
Virtual Nursing Placement: Malawi, East Africa
Workplace Health, Safety and Wellbeing of the Nurse
World History 1800 to Present

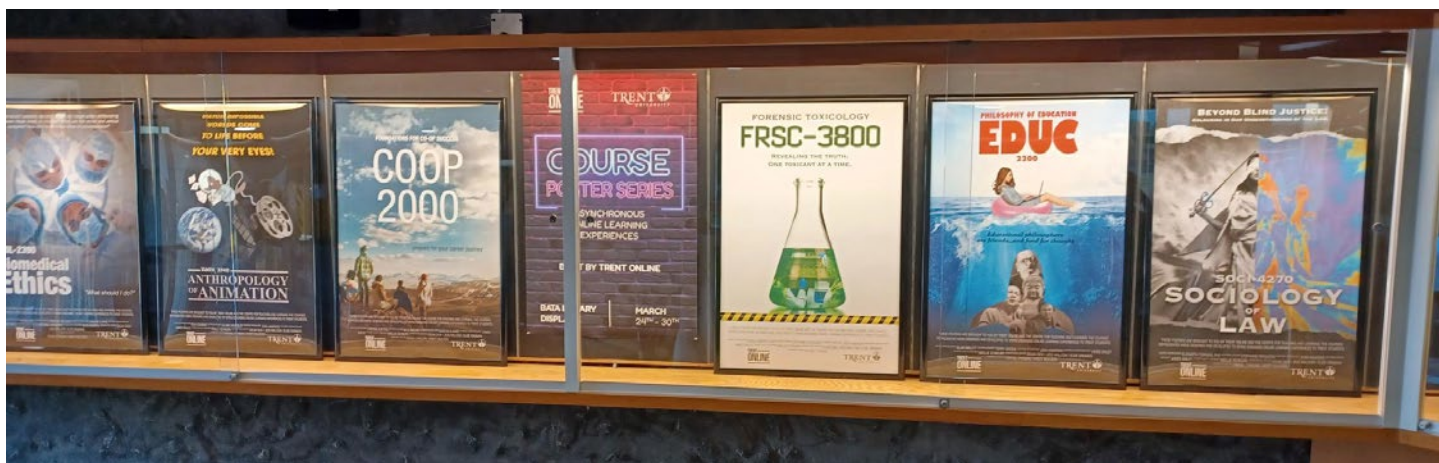
Micro-Credentials and Academic Support Resources

Big Shiny Courses Micro-Credential
Community Based Research Micro-Credential
e-Book of One's Own Micro-Credential
Library Research Skills Modules
Undergraduate and Graduate Academic Integrity Modules

Special Projects

Online Course Movie Posters: In March, we made a splash at the Bata Library display case with our Trent Online Course "Movie Poster" series. We often share the analogy that if a face-to-face course is like putting on a play, the asynchronous online course is like making a movie. So we made up a series of movie posters for some of the courses we had recently completed. The display was a big hit, with many people dropping in to express their admiration. The posters were created in partnership with local graphic artist Bethany Brown.

eBook of One's Own: Trent Online's **e-Book of One's Own** (eBoOO) gives our students the freedom to craft, curate, and reflect on the products of their thinking in a space that they control. The asynchronous micro-credential instructs students on how to reflect on their university learning, select materials that demonstrate that learning, and use digital technologies to create an online portfolio to highlight their accomplishments. Leveraging eCampusOntario's Pressbooks partnership, members of the Trent community can now use their myTrent login to access a free platform in which they'll retain ownership of their content. Not only have many students engaged with the micro-credential on their own, but entire classes and programs have used eBoOO materials to develop professional portfolios. eLearning Designers Christian Metaxas and Terry Greene, in partnership with student designers, wrote about the motivation for and creation of eBoOO in an article published in the **OTESSA Journal**.



Above: Movie posters in Bata Library display case.



Online Teaching Playground: In July, our eLearning team introduced a new “Online Teaching Playground.” The Playground provides a virtual space for instructors to experiment with different online teaching tools in Blackboard and get support along the way. It’s the ultimate sandbox, where instructors can explore online tools like Padlet, H5P, VoiceThread, Hypothesis, Pressbooks, YuJa, and more! Whether they’re curious about creating interactive content, allowing students to work collaboratively, or building a sense of community, the Online Teaching Playground provides instructors a place to dive in and see what works best for their teaching style. And, with our easy, self-enrollment option, anyone in the Trent community can get onto the Playground at any time!

The Teaching Exchange: In this special project, found at trentteachingexchange.ca, Trent faculty from diverse disciplines have shared assignment sheets for assessments that are engaging, meaningful, authentic, or just plain fun to do. We envision the Teaching Exchange as an online forum where faculty can share a diverse range of instructional materials, from ideas for discussion prompts to active learning strategies.

Big Shiny Courses: Getting the Most Out of Your

Blackboard Course Page: Taking our inspiration from the 90s heyday of MuchMusic’s Big Shiny Tunes CD series, we developed and delivered a faculty workshop series in the fall called “Big Shiny Courses.” For MuchMusic, it was about curating and sharing the songs of the year that did it best: catchy tunes, stylish videos, and cool vibes. Our goal was to bring a similar approach to the online course pages of Trent’s in-person course offerings.

At Trent Online, we spend most of our time creating fully asynchronous online courses that embody that big shiny spirit. With “Big Shiny Courses,” we wanted to connect more broadly to the Trent community by distilling some of that into a micro-credential that any course instructor or TA can take. In more formal terms, we wanted to bring key facets of digital pedagogy to everyone who wanted to embrace it.

What we came up with was a four-part workshop series that looks like this:

- **Module 1:** Smooth Operators: Designing the structure of an intuitive, user-friendly Blackboard course page that enhances instructors’ face-to-face teaching.



- **Module 2:** Don't You (Forget About Me): Implementing accessibility standards in course content to ensure that all students can access and engage with learning materials.
- **Module 3:** (Looking) Good as Hell: Applying graphic design principles to create a visually appealing, accessible, and engaging Blackboard course page.
- **Module 4:** The Connection is Made: Creating and sustaining engagement, community, and interaction.

As you can see by the module titles, we kept the connection to music alive, even curating a community playlist of our own Big Shiny Tunes. The series was offered in October and November, with plans to offer it again in May 2025.

AWARD-WINNING PEDAGOGY

Gettin' Air: The Open Pedagogy Podcast

Open Education Global Award Winner – Wildcard category

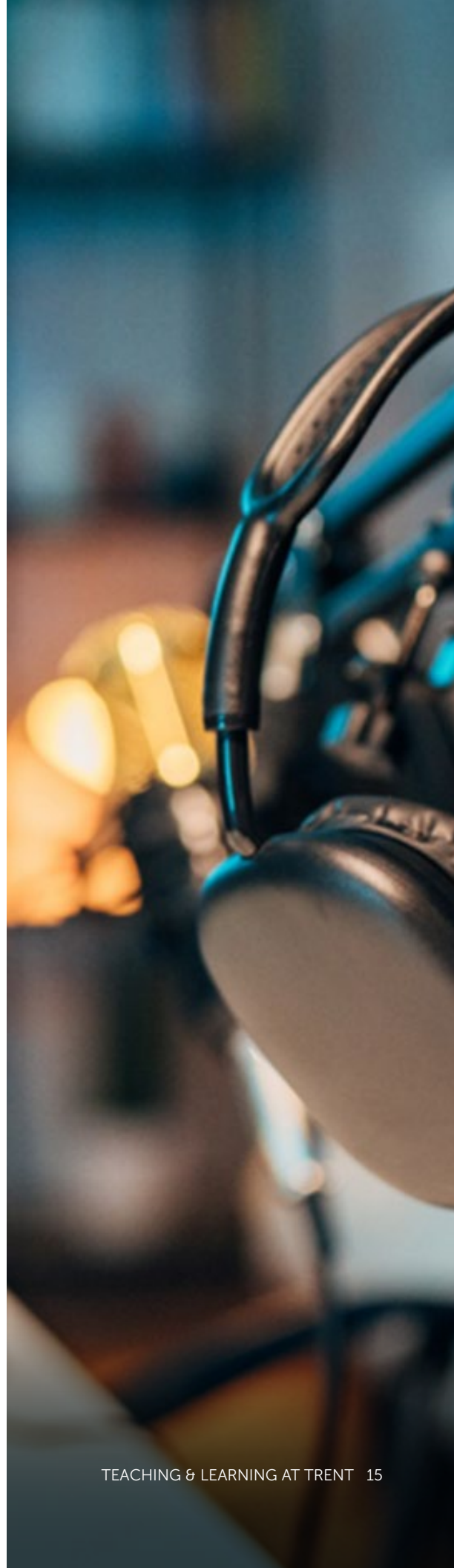
Senior eLearning Designer Terry Greene has been producing the *Gettin' Air* podcast since 2018, with over 170 episodes featuring chats with leaders in open and technology-enabled learning, including people in technology, libraries, and education. Its main value is making the ideas and motivations of people evident in a very relaxed style, while at the same time opening discussions on topics across the field.



Mollie Schnurr

Finalist for the Open Education Global Student Award

This award is presented to a student who played a prominent role in advocating successfully for the promotion and advancement of open education. As our student Course Design Assistant, Mollie stood out as an innovative advocate for open education who has been committed to advancing open educational resources and practices throughout her academic journey. We are so proud that Mollie was the runner-up for this prestigious student award!



ADVANCING OPEN EDUCATION AT TRENT



In 2024, Teaching and Learning built on Trent University's strong history of work in Open Education. In late 2023, eCampusOntario resurrected the Open Education Rangers program to "champion the use of OER in their institutions," and Trent was well represented with two Rangers deputized: Kim English of the Trent/Fleming School of Nursing and Brent Bellamy from the Department of Cultural Studies. The two stalwarts organized an OER working group made up of members of Trent Online, the Centre for Teaching and Learning, and the Trent Library and Archives. With the mission to grow awareness and understanding of OERs at Trent, the group organized an Open Education Design Sprint to coincide with the worldwide Open Education Week in early March 2024.

With funding from eCampusOntario, the group hosted students, staff, and faculty to learn about the benefits of Open Education Resources and Practices. Participants were welcomed to partake in the creation of OERs and encouraged to take what they learned and share it beyond the design sprint.

OPEN EDUCATIONAL RESOURCES (OER) ADOPTION STIPENDS

To continue to raise awareness of the benefits of OER, in the fall of 2024 we offered Open Educational Resources (OER) Adoption Stipends to interested faculty. Funded and supported through Teaching and Learning and the Trent Library and Archives, this program supported the adoption of OERs in Trent courses to benefit students and instructors alike.

The program aimed to

- increase awareness and use of Open Educational Resources
- reduce or eliminate the costs of textbooks and other course materials
- enable innovative teaching and learning approaches through Open Educational Practices

THE RESULTING GRANTS
WERE OFFERED TO
14 PROFESSORS AND
SAVED MORE THAN **3,500**
STUDENTS A TOTAL OF
\$390,000

DISTINGUISHED VISITING TEACHING SCHOLARS

The Distinguished Visiting Teaching Scholars program is enabled by a generous fund that allows the CTL to bring award-winning faculty to Trent to share innovative teaching ideas and support our community of teaching scholars. In 2024, we hosted scholars from across Canada and the United States, who offered workshops, public lectures, and individual consultations both in person and virtually. Our visiting speakers shared their research and teaching on diverse topics including Trauma-Informed Pedagogy; UDL and flexible deadlines; mental health and the university classroom; and Indigenous perspectives on higher education.

January 24, 2024: Jeanie Tietjen (Mass Bay Community College)

Trauma, Resilience, and Strengths in University Teaching: Perspectives on Student Wellbeing and Success in Higher Education

February 21, 2024: Melissa Hills (MacEwan University)

Learning from Ourselves
SoTL Symposium Keynote Address

March 25, 2024: Pat Maher (Nipissing University)

Documenting your Teaching: A Workshop on Teaching Portfolios

July 30, 2024: Susan Dion (York University) and Kim Anderson (University of Guelph)

Insights Panel: Indigenous Perspectives in Higher Education

October 8-9, 2024: Jennifer Buckle (Memorial University)

Mental Health and the University Classroom

October 30, 2024: Michael Yellow Bird (University of Manitoba)

The Power of Ceremony: Indigenous Contemplative Practices and the Earth
Greening Higher Education Speakers' Series

VISITING SPEAKER SPOTLIGHT



Dr. Jeanie Tietjen, Professor of English at Mass Bay Community College, joined us for a virtual panel on Trauma-Informed Pedagogy in higher education. In addition to her role as an educator, Jeanie is the Director and co-founder of the Institute for Trauma, Adversity, and Resilience in Higher Education and an active contributor to the growing literature in this field. Alongside co-panelists from Trent University, Jeanie shared her insights into why faculty might adopt a trauma-informed approach and how they can best support students. We also worked with Jeanie on developing [Trauma-Informed Pedagogy workshops for faculty](#), which we launched in May 2024.



Dr. Michael Yellow Bird, Dean and Professor of Social Work at the University of Manitoba, visited Trent for two days in October. His plenary explored how Indigenous contemplative practices can shape our brains, bodies, and relationship with the earth. He also conducted a workshop for Social Work faculty on how Indigenous Arikara contemplative *hunaanu'* (Earth) practices can contribute to personal and professional growth in this field. Organized in collaboration with Trent Social Work, Michael's visit launched our Greening Higher Education Speakers Series, which explores how we might think about "greening" our teaching content, policies, and practices across disciplines.



SUPPORT FOR THE SCHOLARSHIP OF TEACHING & LEARNING

The Centre for Teaching and Learning supports the Scholarship of Teaching and Learning (SoTL) at Trent through our Teaching Fellowship program, our Scholars' Table community of practice, and our own research projects. SoTL offers a mode of inquiry into our teaching that can help us better understand and make improvements to our pedagogical practices. It also provides a network for faculty who are passionate about their teaching to connect and share their teaching successes and challenges in order to learn from one another.

TEACHING FELLOWSHIPS

The Trent Teaching Fellowship program supports faculty projects in curriculum design and research in teaching and learning. In 2024, we had 11 active projects that included 15 faculty investigators. Current fellowships include studies intended to enhance the curriculum in the Indigenous Environmental Science and Studies (IESS) program as well as in Sociology and Criminology. Other projects include creating a flipped classroom through history podcasting and the development of an intergenerational classroom at Trent.

In 2024, we awarded teaching fellowships to Dr. Kirk Hillsley (Biology) for his project, "Impact of Lecture Capture and Attendance on Student Grades," and to Dr. Kim Calderwood and Dr. Sasan Issari (Social Work) for their project, "Creating More De-/Anti-Colonizing and Inclusive Social Work Curriculum and Pedagogy."

SCHOLARS' TABLE PROGRAM

The Scholars' Table program represents a community of practice for faculty engaged in SoTL. Faculty participants include our Teaching Fellows, Wickerson Foundation Fund grant holders, and teaching-intensive faculty. We held three meetings this year. Our spring session on ungrading in higher education was co-facilitated by faculty from the School of Education and engaged faculty in thought-provoking discussions about the relationship of grades to student learning. We held a fall session on sharing the whole story of our research, including our failures, with Dr. Jennifer Buckle. And we ended 2024 thinking about the role of technology in our teaching and research.

TEAM-LED SOTL RESEARCH

Teaching and Learning staff are not only Education Developers and eLearning Designers; they are also active SoTL researchers. Drawing on SoTL methods, staff collaborate with faculty to develop protocols to study the effects of many of our major programs and have presented initial results at international conferences.

Evaluating Trent's Summer Bridge Program

Dana Capell, Krista Kermer, **Christian Metaxas**, and **Fergal O'Hagan**

Entering its second year, this longitudinal study examines the effects of participating in Trent's Summer Bridge program on participants' sense of belonging, academic skills, and understanding of university and faculty supports. The qualitative data from the study will help academic and student affairs staff better understand students' transition experience and identify aspects of the Bridge program that could be improved. Initial results were reported at the 2024 Conference of the Canadian Association of College & University Student Services.



A Study of the Impact of Trauma-Informed Workshops

Lillian Alberry, **Dana Capell**, and **Devon Stillwell**

This study investigates how the Trauma-Informed Pedagogy workshops offered in May 2024 affected faculty understanding of, and attitudes towards, this pedagogical framework. Results will provide a systematic investigation into the impact and effectiveness of TIP and help us develop a standardized process for evaluating our CTL programming. Initial results of the study were shared at the 2024 conference of the Society for Teaching and Learning in Higher Education.

The Impact of Emphasizing Process over Product on Student Learning Experiences

Devon Stillwell and **Dana Capell**

Conducted in a second-year GESO course, this project evaluates the impact on student learning of emphasizing writing processes rather than simply evaluating final products. The study aims to provide insight into how student-centered methods affect learning experiences, especially in light of generative AI. Initial results of the study were presented at the Joint International Conference on Ethics and Integrity in Academia.

Finding and Fostering Belonging in the "Big Tent"

Devon Stillwell, Klodiana Kolomitro, Charissa Lee, Jenifer Rowley, and Min Zhong

As part of a collaboration between scholars from Canada, the United States, and Australia, this project considers the inclusivity of SoTL by exploring how faculty develop an interest in SoTL; how they engage with ISSOTL specifically; and the factors that contribute to or impede their sense of belonging. This study draws on a membership survey and interviews with ISSOTL members to better understand why people are drawn to SoTL, how engaging with SoTL affects their academic identity, and what role ISSOTL plays in their sense of belonging in the field. Results will be disseminated in an open access Pressbook in 2025.

Responding to Challenging Situations in the Classroom

Dana Capell and Mara Heiber

This study evaluates the effects of a new workshop, "Responding to Difficult Classroom Situations," on Graduate Teaching Assistants' (GTAs) sense of confidence and preparedness to handle challenging and unexpected teaching situations. Results of this study will help us enhance our supports for GTAs as they begin their teaching careers.

Impacts of Flexible Deadlines on Student Wellbeing and Management Skills

Shannon Accettone and **Devon Stillwell**

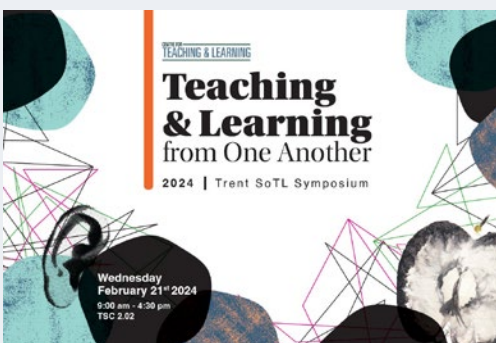
This project investigates how implementing scaffolded flexible deadlines in first and second year chemistry courses affects student time management skills and sense of stress. The study explores how students use week-long flexible deadlines in first year and then a token system in the second year with attention to when, how, and why students use their extensions. Drawing on student surveys and LMS data, this study will provide insight into how undergraduate students perceive non-traditional deadline policies and academic deadlines.

Trauma-Informed Knowledge Mobilization: Creating Guidelines for Researchers

Kristy Buccieri, Cristina Ariza, Cyndi Gilmer, Sonya Hill, **Devon Stillwell**, and Elizabeth Torrens

This SSHRC-funded project aims to create a model for a trauma-informed approach to knowledge dissemination. This study investigates how social science researchers and their community partners—recognized for studying traumatic topics—address trauma in their knowledge mobilization practices. It also seeks to draw on their experiences, as well as the literature on trauma-informed care, SoTL, and knowledge mobilization, in crafting practical guidelines for researchers.

ENGAGING SCHOLARLY CONVERSATIONS ABOUT TEACHING AND LEARNING



TEACHING AND LEARNING FROM ONE ANOTHER

In February, we excitedly launched a new biennial event: a symposium to highlight SoTL at Trent. The day-long event brought faculty together from across the university to share research and best practices in teaching and learning. Recipients of both the Wickerson Foundation Fund and Teaching Fellowships gave research presentations. The event was also a celebration of five years of the Wickerson Foundation Fund for Education Leadership and Universal Design. We were delighted that Fund founder, Karen Wickerson (Trent Alumni '87), was able to join us to share her experience and vision for reducing barriers to higher education.

LEARNING TO LEARN SUMMIT: LAUNCHING AN INTERNATIONAL COLLABORATION

In May, we were delighted to host nine faculty from Trento, Italy, as part of an international collaboration between faculty, staff, and administrators from Trent University and the University of Trento. At this inaugural summit, we focused on questions relating to teaching and learning, including defining and supporting critical thinking, storytelling as a pedagogical tool, and the value of experiential learning.



THE BRIDGE PROGRAM

The summer of 2024 marked the seventh offering of our Bridge Program, a unique opportunity designed to support high-priority students in their transition to university. A collaborative project of Teaching and Learning, Student Affairs, and the School of Education, the Bridge provides students entering with lower academic averages—along with those who self-identify as Indigenous, first generation, or living with a disability—a head-start on their education. Bridge students complete a university course that introduces them to ways of knowing in the humanities and

social sciences or sciences in a compressed 14-day August term. During their studies, students access a complement of wrap-around supports to help them adjust to university, including a unique interdisciplinary “skills lab,” that encourages them to experiment with the academic and personal skills needed for success in university. And, importantly, they earn a half-credit that counts toward their university degree in the summer, allowing them to take a lighter fall-term load!

TRAINING THE NEXT GENERATION OF TEACHERS: SUPPORTS FOR GTAS

Graduate Teaching Assistants (GTAs) play a pivotal role in undergraduate education at Trent. Whether they are leading small-group discussions during a tutorial, facilitating a laboratory experiment, or providing feedback on students’ work, GTAs act as essential mentors and supporters. However, many GTAs come to their work with little formal training in teaching. The CTL is pleased to support GTAs’ growth as teachers through a full complement of workshops and resources. In 2024, we continued to offer our popular orientation programming for GTAs, including online training modules, a full-day orientation session, and the opportunity to earn the “Introduction to Graduate Teaching” micro-credential.

Supports for GTAs don’t end after orientation. Throughout the year, the CTL offers GTAs many professional development opportunities, including

lunch-and-learns on a diverse range of pedagogical issues, professional learning days during Reading Week, and an advanced Graduate Teaching Certificate for GTAs seeking to engage with the scholarship of teaching and learning.

In 2024, we were excited to launch a new program, “Responding to Difficult Classroom Situations.” Developed by Dr. Mara Heiber of the Chanie Wenjack School for Indigenous Studies, and Senior Education Developer Dana Capell, this day-long workshop engaged GTAs in enactments of common challenging teaching scenarios and helped them develop specific language with which they could respond to these situations. Participants in the workshop earned a micro-credential, an achievement recognized provincially by academic institutions, employers, and hiring managers.

TEACHING AND LEARNING COMMITTEES

Teaching and Learning benefits from the guidance of several committees. Comprised of faculty, students, and staff, these committees review and make recommendations on teaching and learning

resources, read and score countless nominations, and make decisions on Trent's internal teaching awards. We are indebted to our committee members for their time, effort, and excellent counsel.

Teaching and Learning Advisory Committee*

Fergal O'Hagan, *Chair*
Kristy Buccieri, *Chair*
Elise Dingman, *Secretary (non-voting)*
Shannon Accettone
Dana Capell, *CTL Consultant (non-voting)*
Kelly Egan
Ayman El-Amir
Jade Gauthier
Terry Greene, *Trent Online Consultant (non-voting)*
Emily Johnston
Kateryna Keefer
George Kovacs
Yi Liu
Kyra Myderwyk
Marcus Nieva
Jazmine Raine
Sarah Rayner
Erin Stewart Eves
Emily Tufts
Deborah White

2023-2024 Senate Teaching Awards Subcommittee

Deborah White, *Chair*
Kathryn Milovac, *Secretary (non-voting)*
Vic Mohr-Blakeney, *Secretary (non-voting)*
Brent Bellamy
Sally Chivers
Terrence Jackman
Victoria Osso
Sarah Rayner
Rovel Rehman
Andrew Vreugdenhil

2023-2024 CUPE 3908-1 Award for Excellence in Teaching Selection Committee

Mark Astrom, *Chair*
Kathryn Milovac, *Secretary (non-voting)*
Terry Jackman
Shiva Javdan
Victoria Osso
Rovel Rehman
Sarah Rayner
Shaoling Wang

2023-2024 Award for Excellence in Online Teaching Selection Committee

Fergal O'Hagan, *Chair*
Kathryn Milovac, *Secretary (non-voting)*
Duncan Clarke
Mac Fenwick
Stephanie Ferguson
Njoki Muriithi
Kim Ritchie
Mollie Schnurr

* This list includes members from the 2023-2024 and 2024-2025 Teaching and Learning Advisory Committees.

CELEBRATING UNIVERSITY-WIDE AWARDS OF EXCELLENCE

The 2023-2024 award year showcased sustained student and faculty engagement in Trent's university-wide teaching awards. Award recipients were honoured at the annual Celebration of Faculty Excellence in Teaching and Research held in April.

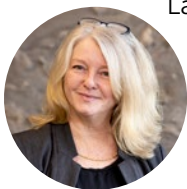
5 TEACHING AWARDS

341 NOMINATIONS SUBMITTED

168 FACULTY NOMINATED

Symons Award for Excellence in Teaching

Dr. Laura Summerfeldt, Psychology



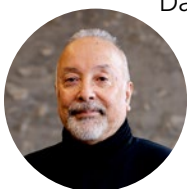
Laura Summerfeldt was celebrated for her mentorship, passion and motivating support for her students within the classroom and throughout their academic careers. With great skill and care, Dr. Summerfeldt structures and

scaffolds her classes in a manner that supports discussion and exploration while seamlessly integrating teaching strategies that are largely student-led. Deeply dedicated to student success, Dr. Summerfeldt is valued for her leadership, ability to inspire confidence, and genuine care.



Award for Educational Leadership and Innovation

Dr. Dan Roronhiakewen Longboat, Chanie Wenjack School for Indigenous Studies

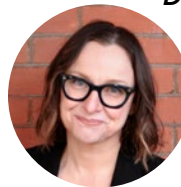


Dan Roronhiakewen Longboat was recognized for making significant contributions to Trent and the wider community. Championed for creating the first Indigenous Environmental Studies and Sciences

(IESS) undergraduate degree, Professor Longboat was also celebrated for developing the IESS program's academic governance structure, co-founding the TRACKS (Trent Aboriginal Cultural Knowledge and Science) program, and co-founding the Trent Indigenous Environmental Institute.

Award for Excellence in Online Teaching

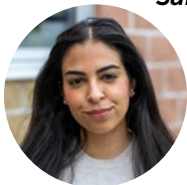
Dr. Else Marie Knudsen, Social Work



Else Marie Knudsen was championed for her captivating teaching style that supports students as they engage with course content through innovative activities. Passionate about online education, Dr. Knudsen inspires both students and instructors with her organized, creative, and engaging online courses.

CUPE 3908-1 Award for Excellence in Teaching

Sarah Ibaid, Child and Youth Studies



Sarah Ibaid was commended for her ability to approach classroom discussions with care and sensitivity and promote respect by welcoming and celebrating diverse perspectives.

Passionate about education, she was recognized for a student-centered approach to teaching in which she seeks to support the whole student by creating thoughtful and engaging lessons and a dynamic classroom environment.

Award for Excellence in Teaching Assistance

Connor Leshner, Psychology



Connor Leshner was celebrated for his ability to connect with and support his students. Mr. Leshner supports students' learning by consistently providing thorough, detailed and

constructive feedback and taking the time to explain difficult concepts in an easy-to-follow manner. Deeply dedicated to the subject matter, Mr. Leshner was recognized for his passion and insight and valued for his empathy and kindness.

DECANAL AWARDS FOR TEACHING EXCELLENCE & OUTSTANDING GRADUATE MENTORSHIP

2023-2024 marked the fourth year of the Decanal Awards, which recognize teaching excellence, innovative methods of curriculum design, course instruction, learning materials, or assessment within a particular course. The School of Graduate Studies Award for Outstanding Graduate Mentorship recognizes faculty who inspire and challenge their students toward excellent and creative scholarship.

6 AWARDS

243 NOMINATIONS
SUBMITTED

110 FACULTY
NOMINATED

Teaching Excellence in Education

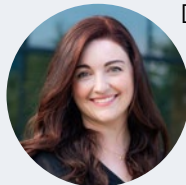
Anne Corkery, Education



Anne Corkery was recognized for the ways she incorporates outdoor education experiences and supports student learning through hands-on lessons and activities.

Trent Durham GTA Award for Teaching Excellence

Dr. Madison Moore, Child and Youth Studies



Dr. Madison Moore was commended for her innovative and creative pedagogical approaches that support student engagement, foster creativity, and promote deep student learning.



Teaching Excellence in Nursing

Dr. Victoria Reid-de Jong, Nursing



Dr. Victoria Reid-de Jong was celebrated for her diverse pedagogical approaches, integration of technology, and in-depth and constructive feedback, all of which supports student learning in the context of complex and difficult topics.

Teaching Excellence in the Humanities and Social Sciences

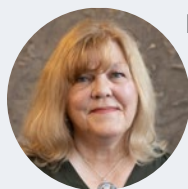
Dr. Brent Ryan Bellamy, Cultural Studies



Brent Ryan Bellamy was recognized for his ability to develop a welcoming and supportive learning environment. Dr. Bellamy's pedagogical approach allows him to migrate between a facilitator and a co-learner, actively supporting students' critical thinking skills.

Teaching Excellence in the Sciences

Dr. Cheryl McKenna-Neuman, School of Environment



Dr. Cheryl McKenna-Neuman was lauded for her ability to use innovative and thoughtful teaching methods to build student knowledge and integrate core concepts and meaningful experiences.

School of Graduate Studies Award for Outstanding Graduate Mentorship for Senior Mentors

Dr. Neil Emery, Biology



Dr. Neil Emery was celebrated for inspiring and supporting his students, providing them with ongoing guidance and diverse learning experiences and encouraging them to take on local and global academic and professional opportunities.

BUILDING BRIDGES WITH LOCAL SCHOOL BOARDS

2024 saw a marked expansion in Teaching and Learning at Trent's engagement with local school boards and teachers. This engagement was truly a "two-way-street" as we went to schools to provide workshops for teachers on generative AI, engaged high-school teachers in panel discussions on student transitions, and hosted day-long professional development opportunities for intermediate teachers to learn about Indigenization. Through all of these activities, we worked to share knowledge and experience and develop common understandings that will help create richer educational experiences for students at all levels.

CONSULTATIONS AROUND ARTIFICIAL INTELLIGENCE

In 2024 we continued to provide workshops on generative AI to local teachers and administrators. From Grade 5 to 12 teachers in Port Hope, to educational consultants in the Peterborough region, to Principals in our local Catholic school board, we engaged in meaningful discussions of the benefits and challenges of ethical AI-use. While focusing on strategies for protecting against AI's threats to learning, we also explored ways that AI can support students' learning as well as be a productive part of creating engaging teaching materials and environments.

BUILDING YOUR BUNDLE PROGRAM

In May, we were excited to collaborate with Trent's First Peoples House of Learning and the Kawartha Pine Ridge School Board to host Grade 7 and 8 teachers for a day of learning. Part of a new pilot program, Building Your Bundle, the teachers engaged with advisors, Knowledge Holders, and facilitators from the FPHL for the "Just get over it" exercise. This important activity was close in mind for the afternoon session during which participants explored ways of incorporating Indigenous perspectives in their own teaching. We are excited to expand this pilot session in 2025 to include more teachers from our area!

FIRST-YEAR ENGAGEMENT PANEL

Another standout event of 2024 was our student engagement panel. Held as part of our First Year Caucus, the event brought together two high school teachers, a guidance counsellor, and two Trent professors to discuss issues related to first-year students' transition to and engagement in university courses. Exploring issues such as mental health, exam performance, and participation in class activities, panelists helped one another to identify the roots of particular first-year challenges as well as see opportunities for new ways to support incoming students' transition. We look forward to facilitating more opportunities for first-year instructors and high school teachers to learn from one another in the coming year!





TEACHING & LEARNING IN THE NEWS

First-Year Student Experiences Front and Centre at Biannual Caucus Meeting

January 10, 2024: Faculty and staff come together to support students and learn from one another. Learn more: trentu.ca/news/story/38869

Teaching Outside the Box

March 15, 2024: Contributing to best practices in accessible education. Learn more: trentu.ca/news/story/39457

Research Round Up: Celebrating Outstanding Faculty Research

March 25, 2024: Sharing stories of research excellence during Research Week at Trent. Learn more: trentu.ca/news/story/39503

Trent University to Honour 2023/24 Research and Teaching Award Winners

March 25, 2024: Recipients to be recognized at the Celebration of Faculty Excellence in Teaching & Research April 23. Learn more: trentu.ca/news/story/39499

Honouring Faculty, Staff, Retirees: The Heart of Trent

May 10, 2024: Jackie Muldoon Award for Faculty Service awarded to Dr. Kristy Buccieri. Learn more: trentu.ca/news/story/39779

New Book Launch: How to Use Digital Learning with Confidence and Creativity

June 13, 2024: Senior eLearning Designer co-authors chapter in a new book which includes contributions from leading figures in the field of digital learning and ed-tech from Ireland, the UK, mainland Europe, Canada, the US, Egypt, and Australia. Learn more: <https://teachonline.ca/tools-trends/must-read-books-on-online-learning/how-use-digital-learning-confidence-and-creativity-practical-introduction>

Trent Decanal Awards Celebrate Excellence in Teaching and Mentorship

September 9, 2024: Six faculty recognized for passion and commitment to student success. Learn more: trentu.ca/story/40643

Tech Talk: E-learning Designer Wins Award for Innovative Podcast

September 26, 2024: From Trent Online to his award-winning podcast, Terry Greene is transforming how educators and learners thrive in the digital age. Learn more: trentu.ca/story/40805

Open Educational Resources Pilot Project Saves Students an Estimated \$390,000 in Textbook Costs

December 13, 2024: Trent University Library & Archives and Trent Teaching Commons collaborate to increase accessibility to course materials. Learn more: trentu.ca/story/41407

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