University of Regina

CENTRE FOR
TEACHING &
LEARNING

Annual Report

for January 1 – December 31, 2024

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Message from the Director

I am pleased to present the annual report for the Centre for Teaching and Learning (CTL), highlighting the key initiatives and activities undertaken in 2024. We observed strong engagement from faculty and staff across campus, reflected in increased participation in our programming and consultations. Our efforts in open education, curriculum mapping, academic technology integration, and generative AI support have continued to shape and inform instructional development across disciplines.

We have deepened our internal expertise and broadened the scope of our programming. The development of resources for responsible and effective use of generative AI, as well as ongoing contributions to our open education publishing efforts, have supported accessible and affordable learning experiences for students. These initiatives promote innovation in teaching and reduce barriers to education.

We have also continued our work on Indigenization and EDI, embedding these principles into our workshops and institutional collaborations. These efforts are reflected not only in our programming but also in our sustained partnerships with colleagues who lead Indigenous and equity-focused initiatives.

Looking ahead, we anticipate the launch of the University Teaching and Learning Certificate and will continue to grow our support around AI-enhanced pedagogy and inclusive curriculum design. We also aim to strengthen cross-unit collaborations and help foster a shared vision for teaching excellence at the University of Regina.

Finally, I would like to express my sincere appreciation to our faculty community, including those who lead teaching innovation in their disciplines and those who partner with us to enhance their practices. Your trust in the CTL's work is what allows us to support and strengthen the university's academic mission. We look forward to reaching even more classrooms and expanding these efforts in the year ahead.

— Dr. Alec Couros, Director

About the CTL

The Centre for Teaching and Learning (CTL) at the University of Regina is committed to advancing teaching excellence and student success through the development of innovative pedagogical strategies, robust professional development opportunities, and evidence-based instructional support. The CTL works collaboratively across disciplines, faculties, and federated colleges, promoting high-quality teaching practices and fostering educational innovation tailored to diverse institutional needs.
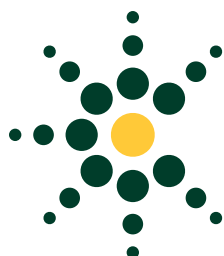
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Strategic Priorities

The CTL's efforts in 2024 were guided by our Strategic Action Plan (2021–2026), which outlines our long-term commitments to supporting high-quality teaching, fostering innovation, and enhancing student learning experiences across the University of Regina. Key strategic priorities include:

■ **Curriculum Mapping Support:** Expanding discipline-level curriculum mapping to support curricular connectivity across programs and improve alignment with learning outcomes and institutional goals.

■ **Academic Technology Integration:** Leading the implementation and evaluation of educational technologies, including supporting the LMS review, collaborative platform adoption, and integration of AI tools in teaching and assessment.

■ **Faculty Development and Certification:** Continuing the design of the University Teaching and Learning Certificate, which will support new and existing instructors through evidence-based, equity-minded pedagogical development.

■ **Open Education and Publishing:** Supporting faculty in the creation, adoption, and use of open educational resources and publishing initiatives that reduce barriers to learning and recognize pedagogical innovation.

These priorities closely align with the University's Academic Plan and reflect the CTL's commitment to providing responsive, evidence-informed teaching support and leadership.

Fostering Teaching Expertise

The CTL experienced notable growth in professional development activities in 2024, reflecting increased demand for teaching excellence:

Workshops and Webinars

Delivered **58 events**, a substantial **45%** increase from **2023**.

Registrations and Attendance

Total registrations rose by **166%** to **2,542**, with attendance increasing by **151%**.

Curriculum-Mapping Projects

Successfully completed **three comprehensive** initiatives, providing faculties with clear, **evidence-based** frameworks for **program renewal**.

Highlighted Programs and Initiatives
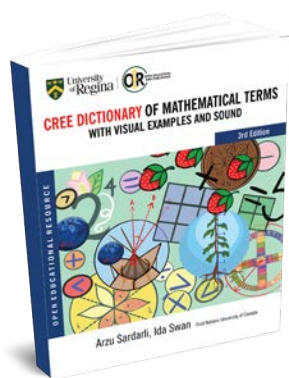
Graduate Teaching Enhancement Course (GTEC)

- Regularly offered to support Graduate Teaching Assistants (GTAs) in enhancing their instructional skills and overall graduate experience, positively impacting undergraduate education.
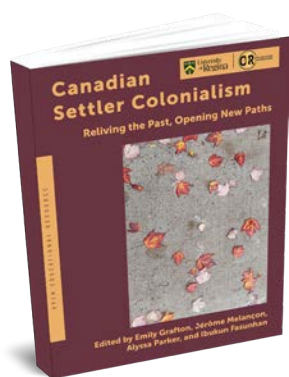
UR² Fellows Program

- Three-year pilot program enhancing the first-year student experience through cross-disciplinary faculty collaboration, mentorship, and pedagogical innovation.

- Provides participants with research funding, consultations, professional development activities, and recognition of teaching excellence through certification.
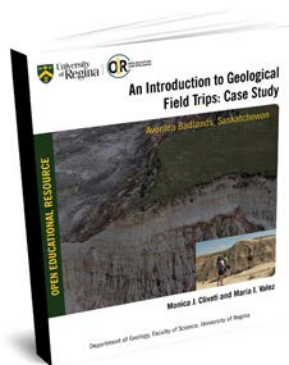
Open Education and Publishing (OEP) Program

- Since its inception, the OEP Program has significantly expanded, saving students over 10 million dollars in textbook costs.

- To date, the Program has published 18 new educational titles, with 16 more in development, and hosted multidisciplinary webinars to advance pedagogical practices across the institution.
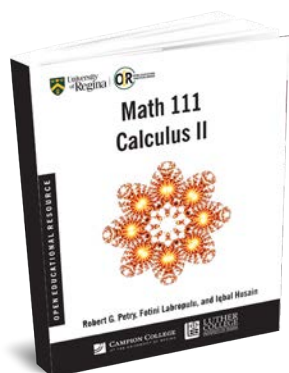
Why the University of Regina OEP Program Matters!

As the cost of commercial textbooks increases and access to journals and other educational materials becomes more difficult due to expensive licensing fees, universities and governments are looking for ways to reduce student expenses and improve access to education. Openly licensed textbooks and other open educational resources (OER) are viewed as one potential solution. The Open Education and Publishing (OEP) Program supports and facilitates open educational practices and the creation and use of open educational resources for teaching and learning at the University of Regina and its Federated Colleges. The benefits of the OEP Program are centered around student success and well-being, including the following:

- **Greater Affordability:** OER are free of cost to students. Reduced costs lead to better health and learning outcomes because students have less anxiety about their finances (See for instance, **Mowreader, 2024**).

- **Greater Access:** Openly licensed OER give students not only free but also perpetual access to their textbooks and other learning materials. Perpetual and open access supports learning as students build understanding and knowledge in their fields of study and later as they enter their professions. (Compared to commercial publishers who offer access to select digital materials for the duration of the course.) Greater access along with affordability combine to improve student learning outcomes because, as some studies have indicated (see **Cho & Permzadian**, 2024; **Mowreader, 2024**; **Penn State, 2024**) students reduce their expenses by choosing not to purchase commercial textbooks and educational resources, a decision which negatively effects student grades and completion outcomes. Further, OER are accessible globally, benefitting teachers, students and researchers worldwide, which supports UNESCO's sustainable development goals. (See **UNESCO SDG4**: "It supports the creation, use and adaptation of inclusive and quality OER.")

- **Greater Agency:**
  - For Students: Students can choose to learn from a free digital copy or print a physical text at minimal cost. Students can choose to share educational resources with others and choose to create renewable assignments by openly licensing their own creations, which helps other students. Through open pedagogy, students become co-creators of knowledge rather than consumers only. Publishing student assignments can lead to more authenticity and engagement, which also increases academic integrity (See for instance, **Ives et al. 2022**)
  - For Educators: Instructors control the content in learning materials instead of commercial publishers, leading to greater alignment with institutional learning outcomes!

- **Greater Alignment:** Lowering costs supports student success and students' health and well-being, values which are aligned with the University of Regina's Strategic Plan. Openly licensed materials give instructors permissions to create or adapt OER that incorporate local and institutional priorities, teaching values, local issues and content while ensuring the materials are culturally sensitive and inclusive of diverse and under- or unrepresented student populations. This greater alignment also leads to teaching and learning excellence because the content is more relevant, engaging, and student-centred.[1]

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1 Developed and adapted from *The 3 As of OER which were developed by the Gwenna Moss Centre for Teaching and Learning.*

What the OEP Program Does

To achieve its objectives, the OEP Program:

- advocates for the use of quality OER in teaching and learning across the University;

- administers grants for the creation and adaptation of OER in teaching and learning;

- provides support for faculty engaged in the development and use of OER in teaching and learning at the University;

- organizes workshops/webinars to raise awareness of the benefits of OER for teaching and learning;

- collaborates with other units across the University to promote awareness of OER;

- maintains connections with OER programs at other institutions in Canada and abroad; and

- represents the University of Regina nationally and internationally at events related to OER.

https://ctl.uregina.ca/open-education/publications-catalogue

Quick Stats
Since Inception to December 2024

- How much has the OEP Program saved students since its inception?
  $10,887,250

- How many textbooks (with their ancillary resources) has the OEP
  Program supported to publication? **18**

- How many supplementary resources projects has the OEP Program
  supported to publication? **8**

- How many open pedagogy projects has the OEP Program supported? **5**

- How many projects are currently in various stages of development? **16**

TOTAL PROJECTS: 47

January to December 2024

- Titles Published: **5**

- Open Pedagogy Projects completed: **1**

- Supplementary Resources completed: **2**

- New OER Project Funding Awards: **$90,000**
  - # of Large OER Grants: **4**
  - # of Small OER Grants: **0**
  - # of Open Pedagogy Fellowships: **1**

- Sessions, Webinars, Workshops offered:
  - 2024 Stats: Webinars offered=**30** | Attendees=**1032** |
    Registrants=**1883** | Video Views=**709**

- Total OEP Program Manager consultations/collaborations between
  August 1 and December 12, 2024 = **270**

Academic Integrity & Generative AI (GenAI)

As part of Academic Integrity Week (November 5–7, 2024), the CTL coordinated a high-visibility campus booth in the Riddell Centre atrium, promoting conversations around responsible AI use and ethical academic practices. Visitors engaged with interactive resources, posters, and short quizzes—both physical and digital—designed to prompt reflection on emerging challenges related to academic integrity.
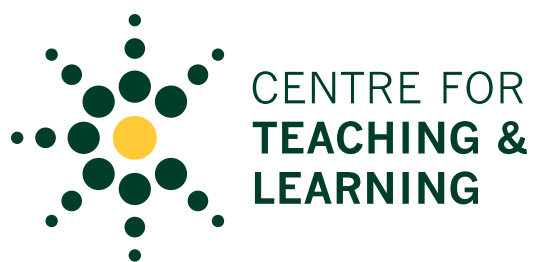
In addition to public engagement, the CTL released new resources, including a Turnitin AI detection guide and a student-facing Generative AI Guide, both of which are hosted on our website. These materials were widely shared by faculty, librarians, and instructors seeking clarity on the academic use of AI.

The event was complemented by a two-day workshop led by Dr. Sarah Eaton, a national leader in research on academic integrity. Her keynote session, "The Future is Now: Academic Integrity in the Age of Generative AI," was attended by faculty and staff across disciplines and sparked new campus-wide dialogues on proactive policy and instructional design strategies.

Recognizing Teaching Excellence

CTL Teaching Awards

In 2024, we celebrated and supported outstanding teaching through prestigious awards and grants:

Dr. Risa Horowitz
President's Award for Teaching Excellence

Dr. Muhammad Asadullah
Provost's Award for Innovation in Teaching

Dr. Emily Grafton
New Faculty Teaching Award

Dr. Cameron Mang
Excellence in Experiential Learning

Dr. Marc Spooner
Excellence in Public Education and Outreach

President's Teaching & Learning Scholars

We recognized innovative projects involving generative AI and awarded research funding and professional recognition:

Dr. Justin Longo
Enhancing Briefing Note Writing

Dr. Jaime Mantesso
Transforming Nursing Education

Dr. Shauna Davies
Transforming Nursing Education

Dr. Scott A. Thompson
Inclusive Education Innovation

Dr. Susan Yamamoto
Interactive Forensic Psychology Simulations

Dr. Kaila Bruer
Interactive Forensic Psychology Simulations

Commitment to Justice

The CTL continues to embed justice, equity, diversity, inclusion (EDI), and Indigenization as foundational principles across all of its programming and partnerships. Our commitment includes both direct programming and sustained collaborations with leaders and units across campus.

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Land-based learning session or Indigenous-led teaching workshop

Indigenization and Indigenous Pedagogies

Our programming supports deeper engagement with Indigenous ways of knowing, being, and teaching. In 2024, we hosted a variety of workshops focused on land-based learning, reconciliation-informed approaches, and Indigenous pedagogical practices. These sessions explored diverse themes such as Indigenous knowledge systems, teaching through connection to land, and mathematics education rooted in place-based contexts. We continue to collaborate with Indigenous voices to guide programming that honours cultural protocols and promotes meaningful transformation in teaching.

Equity, Diversity, and Inclusion (EDI)

Parallel to Indigenization efforts, the CTL hosted workshops on inclusive teaching strategies and intercultural competence. These sessions explored how to recognize and respond to micro- and macro-aggressions in classroom environments and how to cultivate intercultural communication in diverse teaching contexts. Our EDI work supports faculty in creating inclusive, supportive environments for all students.

EDI training session or small group discussion in workshop setting

We recognize that while Indigenization and EDI are interconnected, they carry distinct histories, frameworks, and responsibilities. As such, the CTL is intentional in how these commitments are implemented and evaluated.

generated by chatgpt

New Spaces and Technology

The newly renovated CTL Seminar Room opened in October 2024; the space is centrally located and equipped with advanced, up-to-date technology. This highly visible space is designed to support dynamic hybrid and collaborative learning experiences, making it an ideal environment for both workshops and strategic meetings.

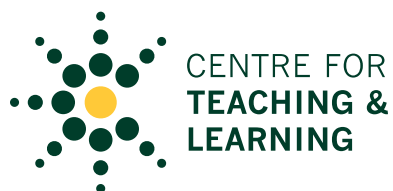# Looking Ahead

In the year ahead:

The CTL remains committed to advancing teaching practices and fostering innovation in pedagogy. Future initiatives include the launch of the University Teaching and Learning Certificate, expanded instructional workshops and events, and enhanced integration of generative AI-powered educational tools.

The CTL will continue to provide the University of Regina community with valuable opportunities to explore Indigenous knowledge, culture, and practices in teaching and learning while fostering understanding and collaboration within our community. The CTL team is planning an Indigenization Workshop Series to discuss various aspects of Indigenization, decolonization, and reconciliation in higher education.

The CTL team will continue with efforts to support faculty in embedding active learning strategies in their teaching, applying a consistent lesson planning model to their course design, and reflecting on teaching through coaching and facilitated peer feedback. As part of this work, the CTL is planning to host the first Instructional Skills Workshop (ISW) at the University of Regina; the ISW is a made-in-Canada workshop that has been supporting faculty in building their teaching skill since the 1970s.

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For more details, visit: ctl.uregina.ca