CTLI

STRATEGIC INNOVATION MODEL

CONTENTS

Behind every project is an incredible team. The Centre for Teaching, Learning and Innovation (CTLI) comprises a team of educators, researchers, designers, developers, technologists, and strategists. We support Lethbridge College's learning community of teachers and students with a full host of services, programs, and support networks aimed at advancing excellence in teaching and ensuring high-quality learning experiences.

We approach work and play with curiosity and experimentation, and we value meaningful interactions. Our agile design processes and responsive support systems have allowed us to adapt and evolve with changing circumstances so that we can continue to create innovative, customized learning experiences relevant to the shifting needs of students, instructors, and our extended learning community.

Our real superpower is the ability to stretch beyond conventional solutions and, in the process, create more engaging experiences, successful initiatives, and new opportunities. Our key priority is ensuring that learners have every opportunity to achieve desired learning outcomes and that staff members are equipped with the necessary resources and support mechanisms to deliver high-quality, meaningful learning experiences. Our desired result is inclusive, accessible human-centred learning that meets learners' needs wherever they are, whenever they need it, while having a positive and lasting impact on the teaching and learning ecosystems of the future.

LEADING AND TRANSFORMING

We believe that building a strong team starts with building up each individual member. This includes motivating and empowering team members to learn and develop individually, then helping them see how their contributions fit into the bigger picture. Team members at all levels of CTLI are engaged often and authentically in processes and decision making. For our team and its members to feel motivated and empowered to succeed and contribute effectively, everyone needs to believe in the work they do and see that their roles, skillsets, and perspectives are valued. For this reason, CTLI uses a team-based approach that fosters self-awareness, authenticity, and transparency, ultimately leading to better decisions, productive problem-solving, and a capacity for innovation and creativity.

NIITSITAPI'KSIMPSTAAN

Like the rest of our college, our newly designed learning commons sits on the ancestral and traditional lands of the Blackfoot Confederacy. We are grateful and honoured to have been given the Blackfoot name Niitsitapi'ksimpstaan by our campus Kainai Kaahsinnoonik (grandparent), Peter Weasel Moccasin. The name, which means "Real Thinking," celebrates the educational journey of every learner who enters the space. This includes acknowledging and understanding what it means to sit on land marked by the footsteps of First Nations, Métis, and Inuit people for many generations before us.

CTLI is devoted to supporting all learners' success, including those with diverse backgrounds, ideas, and methods of learning. We recognize that it takes a lot of work to create an environment that fosters equity, diversity, and inclusion. We are committed to learning, taking necessary action, and continuing to find ways we can do better.
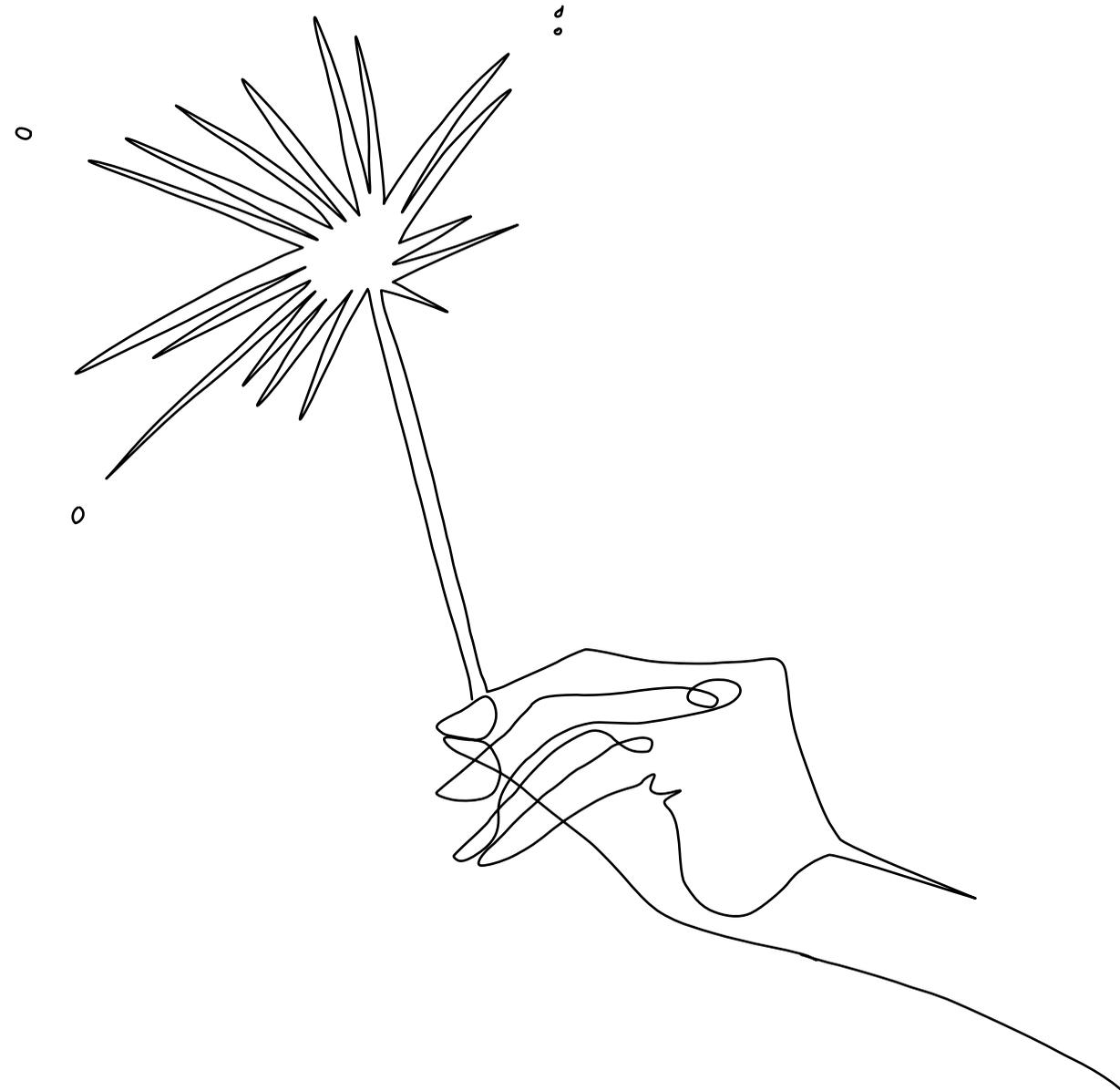
OUR VISION

Our vision is to drive a new era of course design, program development, and learning support that fosters innovative teaching practices, high-quality learning experiences, and environments that unleash every learner's potential.

OUR MISSION

Our mission is to support both instructors and students as they build and navigate their learning pathways. Our approach is about meeting people where they're at, when they need it most. We do this through a human-centred and collaborative learning environment, which is structured and designed to ensure all learners are equipped and enabled to achieve desired learning outcomes.
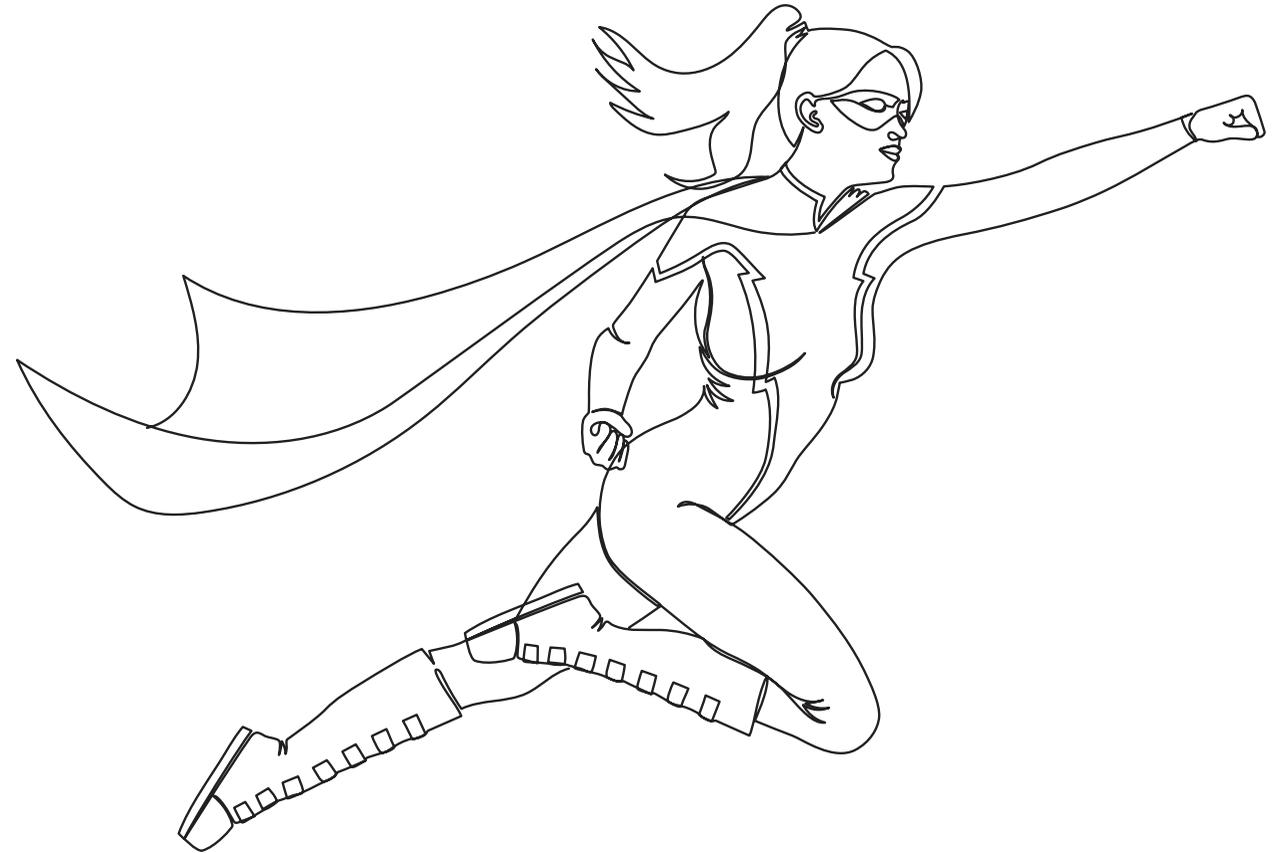
OUR TEAM SKILLS

We believe that just as our students must acquire skills and competencies to succeed in and contribute effectively to our increasingly diverse and ever-changing world, so must we. We consider the following competencies essential to our success, both individual and collective.
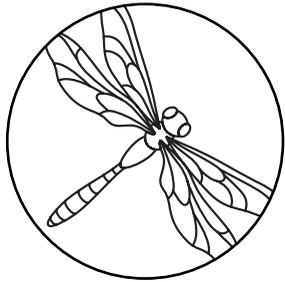
INNOVATION

Innovation encompasses experimentation, creation, imagination, risk, and entrepreneurship. It involves investigating challenges, typically searching for a method, opportunity, idea or product/service where none existed before, or using something in a way it has never been used.
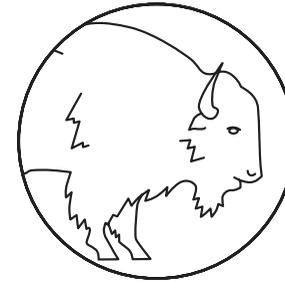
GLOBAL CITIZENSHIP

Global citizenship involves actively engaging with a variety of cultural, environmental, political, and economic systems. It includes acknowledging Indigenous and global perspectives when taking action on local or global issues.
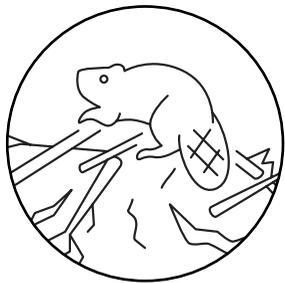
PROBLEM SOLVING

Problem solving consists of applying the skills, attitudes, and behaviours needed to effectively generate and implement ideas to address a need or challenge. A problem-solver is resilient, makes decisions, and employs creativity, flexibility, and critical thinking to deliver solutions.
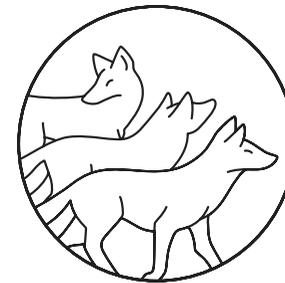
CRITICAL THINKING

Critical Thinking involves application of the skills, attitudes, and behaviour needed to effectively research, organize, evaluate, and use information from a variety of digital and non-digital sources for specific purposes.

OUR TEAM SKILLS
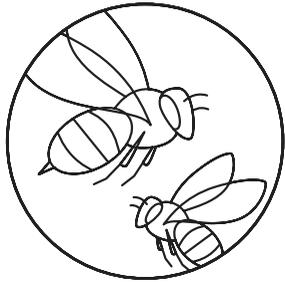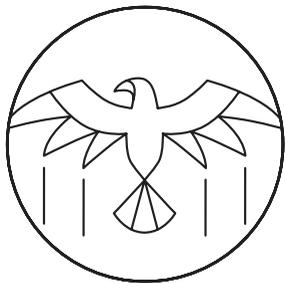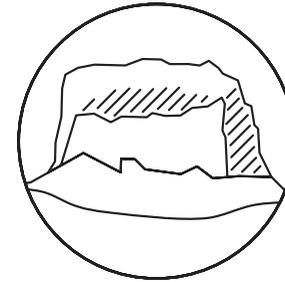
TEAMWORK & COLLABORATION

Teamwork & Collaboration involves building collaborative relationships, products, and services with others who represent diverse cultures, races, ages, genders, religions, abilities, lifestyles, and viewpoints. Developing this competency includes working within a team structure, engaging in positive decision making, as well as negotiating and managing conflict.

CAREER & PERSONAL GROWTH

Career and Personal Growth involves setting academic, career, and wellness goals and striving to achieve them. Developing this competency includes identifying personal strengths and abilities and using them in various settings. Implementing strategies such as self-reflection, goal setting and goal meeting is also a fundamental aspect of career and personal development.

COMMUNICATION

Communication is the ability to effectively read, write, speak, listen to, represent, and view information. Communication may be verbal or non-verbal, formal or informal, and is used for a variety of purposes, audiences and situations. Individuals proficient in this competency demonstrate respect, responsibility and empathy when communicating with others.

OUR VALUES

Central to our strategic plan is a set of values that guide our work and how we interact with and contribute to our learning communities.

VALUE: LEARNER CENTRED

Why? Quite simply put — without learners, there would be no need for our services! The learner experience is at the core of all we do and all we deliver. As a service team, our essential purpose is helping instructors and students reach their full potential. This is best done by meeting those we serve where they're at and seeing the request or problem at hand from their perspective, including potential barriers they might face. We believe that open, honest communication is the foundation of positive relationship building, and many of our services involve establishing trust — after all, it can be intimidating to ask for help! Moreover, we believe every one of our colleagues and learners are deserving of respectful treatment.

How do we bring it to life? By seeing our learners as real people — each with their own unique challenges, backgrounds, and dreams — we are better able to offer inclusive, accessible services. We like to think we're pretty approachable and friendly, too! Using active listening, an openminded approach to problem solving, and a desire to facilitate meaningful interactions, we take pride in creating and delivering custom solutions to meet the needs of each student, instructor, and stakeholder we work with. In the process, we facilitate and enhance teaching and learning experiences at Lethbridge College and in our community. Holding ourselves to this standard and committing to honest communication sometimes means admitting our limitations or mistakes and taking corrective steps to make things right. In doing so, we also create space for those who use our services to safely share their experiences and ask for what they need.

VALUE: TEAMWORK

Why? We serve our learning communities best when we work as a collaborative unit. Every member of our team has unique perspectives, experiences, and skills; our combined contributions enable us to offer a more diverse, inclusive range of solutions and ideas than any one member could offer alone. We also strive to mitigate the challenges of assisting teachers and learners, who might be feeling stressed and frustrated, with a positive and enthusiastic approach to our work. By encouraging fun in our processes and culture, we create a welcoming environment our team members and customers want to spend time in.

How do we bring it to life? By identifying and championing each team member's skills, we can teach one another new approaches, support one another when challenges arise, celebrate one another's successes, and produce work of the highest quality. Drawing on and representing our varied strengths and perspectives benefits our team, our customers, and our educational institution. In addition to recognizing individual abilities, building positive relationships is one of our team's greatest strengths and one that benefits our customers and our campus. By making time to connect and have fun, we reinforce other values such as creativity.
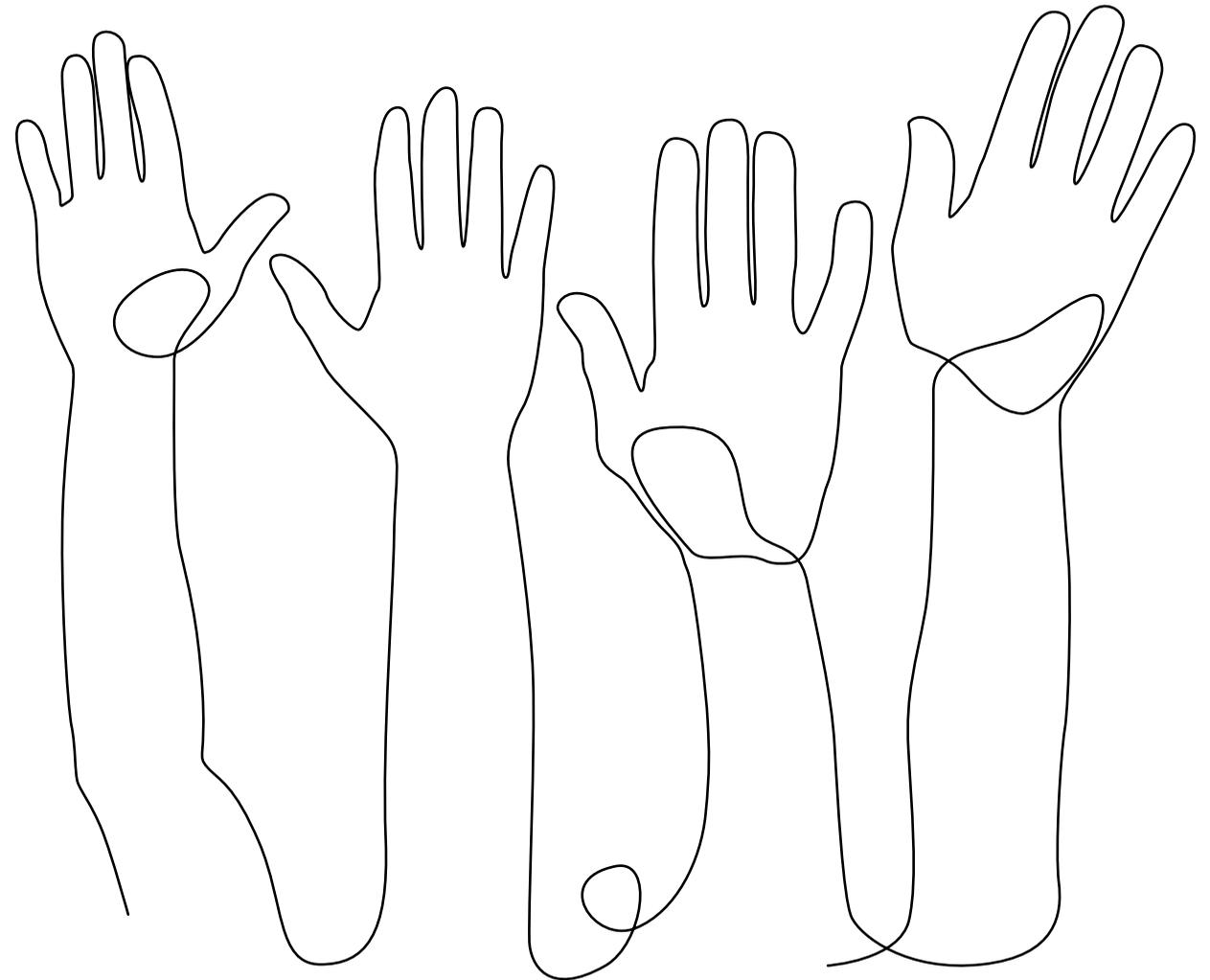
VALUE: LEARNING INNOVATION

Why? It's not just a clever name! Our Centre for Teaching, Learning and Innovation supports instructor development and builds high-quality learning pathways using the latest educational technologies. But none of this would be possible without the continuous improvement mindset and dedication to lifelong learning and competency building of our team members. Competence in our individual areas of expertise is a critical component of delivering high-quality programs and services. Competence earns our team respect and a positive reputation, which encourages confidence and trust in the learning communities we serve.

How do we bring it to life? We are constantly confronted with new tasks, challenges, and ideas to manage. While we might not always know the answer, we'll be sure to find out! This is done by researching, testing, prototyping, iterating, and experimenting until we emerge with the best possible solution. This value is demonstrated through our support for team members' professional development initiatives, our prompt and effective responses to customer needs, and the evidence-based practices we employ to get the job done.
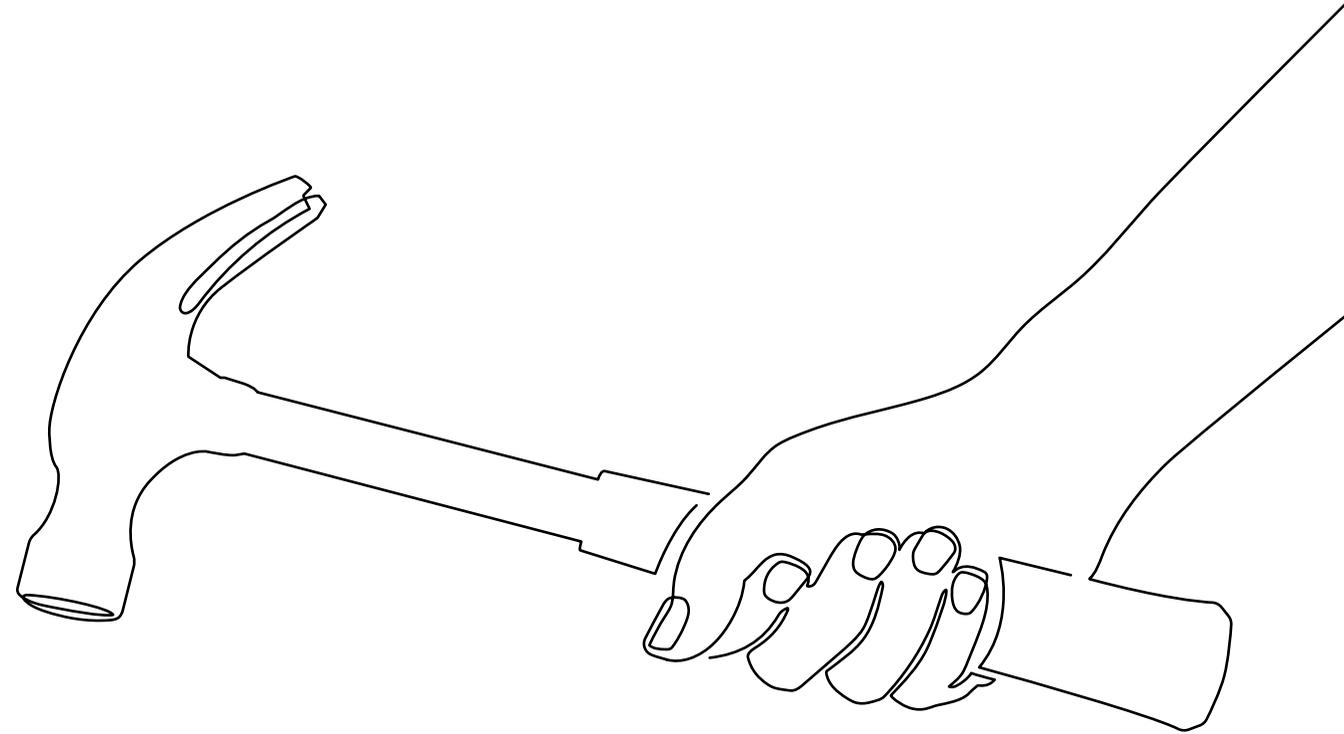
VALUE: CREATIVITY

Why? Creativity enables us to push boundaries and try new solutions. Our culture of creative problem solving and experimentation means it's okay to try and fail — and then try again! The resulting freedom leads to innovative ideas and initiatives that are only limited by what we can dream up. And we at CTLI dream big!

How do we bring it to life? Creativity is a crucial element of all our designs, processes, and relationships. Our willingness to try new solutions, adopt new technologies, and adapt to changing priorities and circumstances means we're ready for anything.
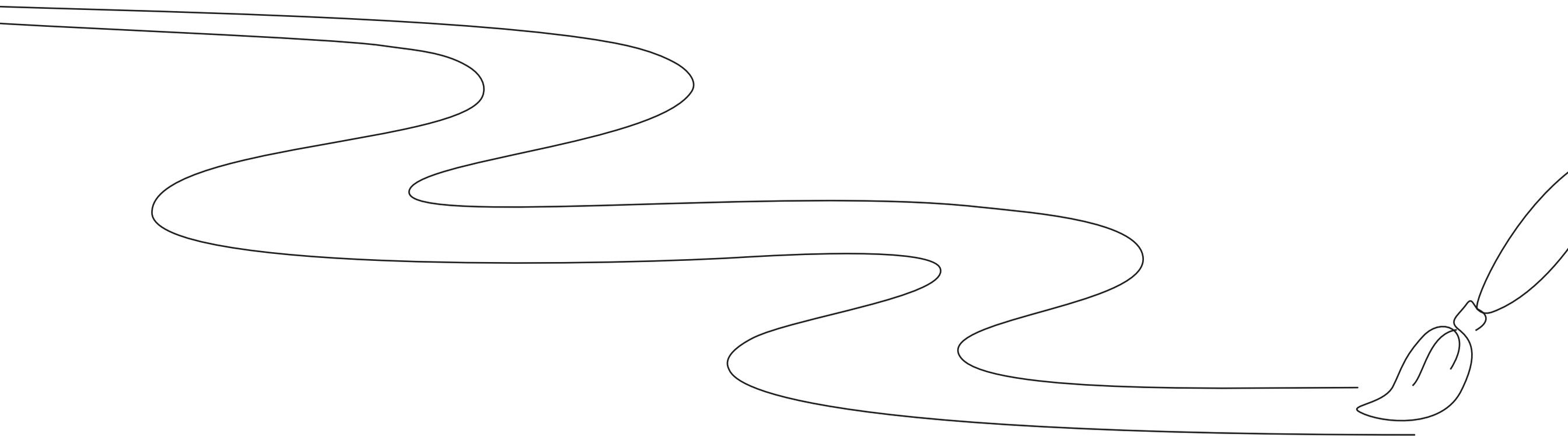
FOCUS AREAS

1. CONNECTING OUR COMMUNITIES

1.1 Create networks and platforms that strengthen interdisciplinary partnerships and reinforce the delivery of high quality, flexible and experiential learning experiences across the institution

- Organize a series of professional development opportunities that bring together multiple areas of the college, with a focus on high quality and innovative teaching and learning practices
- Develop a community of practice for the teaching community that promotes faculty peer-to-peer learning
- Involve faculty as collaborators in educational development projects and initiatives and support mentorship opportunities between faculty members. (e.g., TEF project team, NIOP mentors)

1.2 Develop a comprehensive communications strategy that promotes shared learning experiences and establishes CTLI as the go-to resource for teaching, learning and innovation resources support

- Develop a communications framework that clearly defines CTLI's brand, audience, channels, communication goals and protocols
- Maintain and promote a website dedicated to toolkits, information, and blog posts that support excellence in teaching and learning
- Develop a badging system that allows credit and non-credit learners to display their learning achievements and share their accomplishments with others
- Enhance the library's ability to communicate with their learning community by creating a new web-based platform that increases access to relevant information, research tools and resources, and expertise

1.3 Increase leadership capacity within post-secondary teaching and learning networks both provincially and nationally

- Expand and advance the impact of higher education and educational development externally through dissemination and collaboration with provincial and national networks
- Expand the influence of Learning Services beyond the borders of Lethbridge College through enhanced services for industry and community members
- Contribute to province-wide network of teaching and learning centres (e.g., open access week, collaboration with uLethbridge, AB CLT Slack network)
- Expand and advance SoTL initiatives by participating in provincial, national, and international SoTL networks
- Create a suite of open educational resources aimed at sharing knowledge about best practices in teaching and learning (e.g., microcredentials, open courses, etc.)
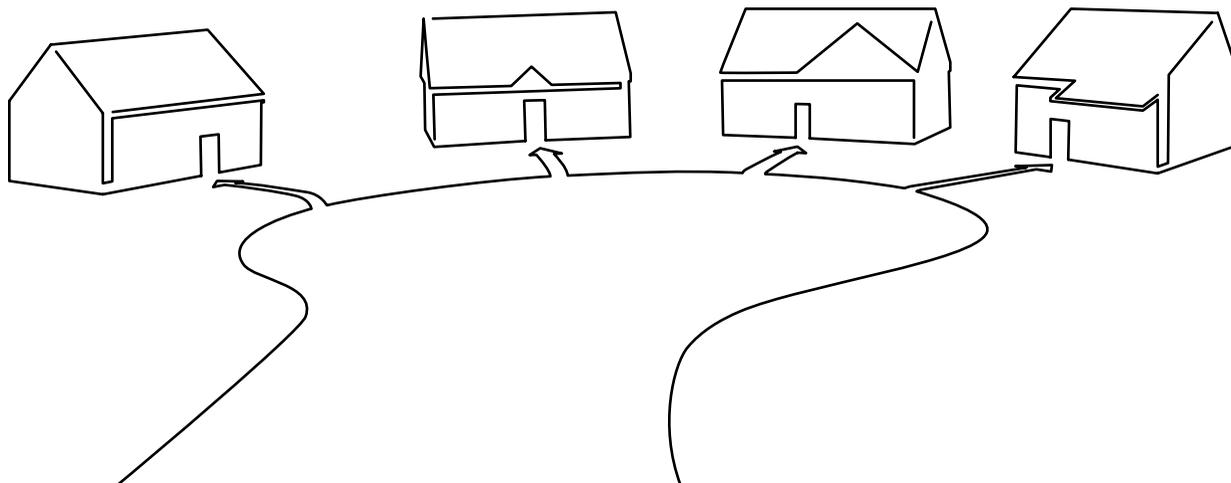
FOCUS AREAS

2. PEOPLE, CULTURE, & HUMAN POTENTIAL

2.1 Develop a people-first culture that fosters equity, diversity, and inclusion

- Contribute to the institutional EDI strategy by providing a teaching and learning perspective for the work that is being done
- Create a bridge using enhanced services and resources to support the successful transition of new students to Lethbridge College (Set for Success, Get Ready, Academic Success modules)
- Develop a UDL framework that advances a culture of Universal Design for Learning (UDL) throughout Lethbridge College
- Model EDI principles in all of the programs CTLI designs and delivers
- Provide solutions for access to learning that meet diverse student learning needs (e.g., assistive technology)
- Review and improve Learning Services' offerings through the design and implementation of a continual Quality Assurance process

2.2 Design and deliver tools, resources, and experiences that lead to learner success

- Create a bridge using enhanced services and resources to support the successful transition of new students to Lethbridge College
- Create tools to help learners develop competencies critical to employment success and personal development
- Design and deliver student supports, strategies, and workshops that meet the needs of diverse students and support them in their learning (e.g., Get Ready, Set for Success, Academic Success modules)
- Develop an improved peer tutoring model that is effective and sustainable

2.3 Provide access to high-quality learning opportunities that enable our team members to achieve their developmental goals and contribute back to their learning communities and networks in meaningful ways

- Create a CTLI leadership team that meets regularly to develop leadership capacity
- Implement a yearly cycle of goal setting, performance review, and reflection with all CTLI staff
- Identify and support PD opportunities that support goals and continual growth of CTLI staff

2.4 Create an environment that fosters learning, development and continuous growth

- Assess and improve the learning commons and library to ensure learning spaces are accessible and versatile enough to meet the needs of all learners
- Develop a more robust digital support model that will increase student confidence when using the learning management system and other learning technologies
- Involve faculty members as collaborators in educational development projects and initiatives and support mentorship opportunities between faculty members. (e.g., TEF project ream, NIOP mentors)
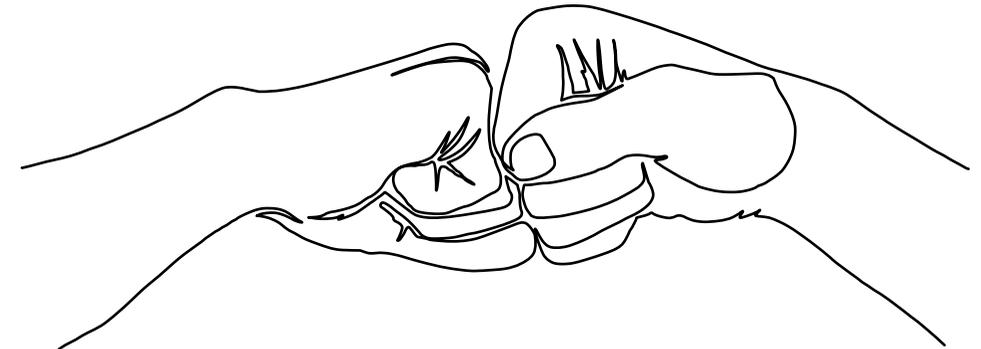
FOCUS AREAS

3. INNOVATION IN TEACHING AND LEARNING

3.1 Enhance conditions for improving academic rigour, quality assurance in program development, and course design

- Create and implement tools and processes to support programs in curriculum development and regular review cycles
- Develop a comprehensive curriculum development and evaluation framework that includes clear program design protocols and standards
- Evaluate and make necessary improvements to the course design framework to ensure design processes and support systems reflect experiential and inclusive design standards

3.2 Advance teaching excellence and expand programming for teaching development and learner support

- Develop programming that targets new, mid-career and late-career faculty teaching competencies and ongoing development
- Evaluate and improve the new instructor orientation program (NIOP) to improve accessibility and relevancy for all hourly and full-time instructors
- Expand current processes, services, and employee skillsets to support students and faculty in online and blended environments
- Offer opportunities to increase staff and faculty engagement and capacity for SoTL projects and activities
- Offer pedagogical training opportunities for all new, mid-career and senior faculty that stretches beyond preparing faculty to use technologies to fostering and promoting pedagogical expertise and digital fluency

3.3 Promote and foster scholarly activity and evidence-based teaching and learning models and practice

- Administer the STAR Grant SoTL program that selects and supports a number of faculty SoTL projects each year
- Host the annual symposium on SoTL
- Infuse SoTL Principles into Educational Development programming and courses
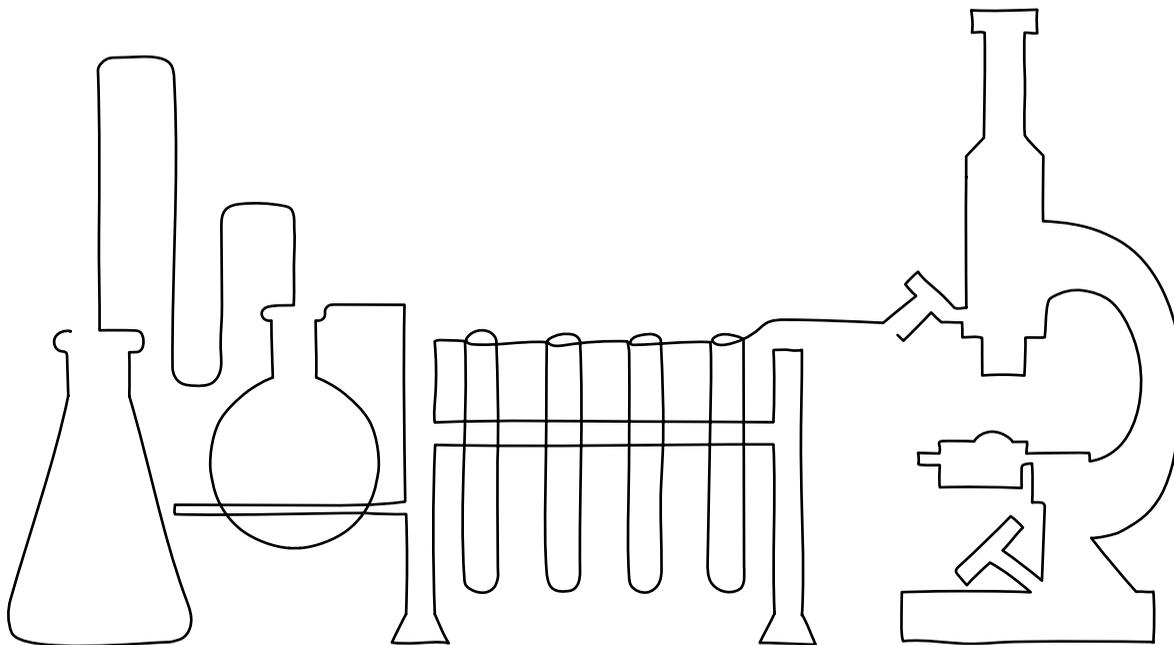
3.4 Support meaningful innovation in our learning communities by both encouraging experimentation and removing barriers

- Develop spaces for faculty to experiment with innovative technologies and experiential learning activities
- Expand self-service options to improve library access and empower members of our learning community to increase interactions with library services

3.5 Provide leadership in the design, development, and implementation of innovative learning models, assessment strategies, and emerging learning technologies that are relevant now and in the future

- Develop a flexible, competency-based microcredential learning platform that allows both credit and non-credit learners to develop new skills and personalize their learning pathways
- Develop a framework and development resources for microcredentials at Lethbridge College
- Develop an OER framework that provides the LC learning community with easy access to OER tools, platforms, and resources with the overarching goal of creating more affordable education pathways for students
- Leverage institutional data to inform teaching and learning service and resource design and development
- Transform Testing Services and its current profile and activities to reflect a broader, multi-faceted assessment focus, rooted in assessment pedagogy, design, and delivery

3.6 Develop systems, processes and resources that will position Lethbridge College as the leader in experiential learning and flexible delivery

- Develop a digital learning strategy that focuses on creating a next-generation digital learning environment, while offering students more flexibility in their learning experiences
- Develop an OER framework that provides the LC learning community with easy access to OER tools, platforms and resources with the overarching goal of creating more affordable education pathways for students

FOCUS AREAS

4. EMERGENCE & AGILITY

4.1 Develop and invest in clear sustainability strategies to support ongoing development, innovation and knowledge building

- Develop and maintain a strong talent pool of contract media specialists, writers, and instructional designers that are familiar with CTLI standards and processes
- Ensure all CTLI departments develop and maintain strategies for reskilling, cross-skilling and up-skilling
- Maintain and create flexible, resilient library services that can quickly be adapted and expanded to meet current, emerging, and future needs
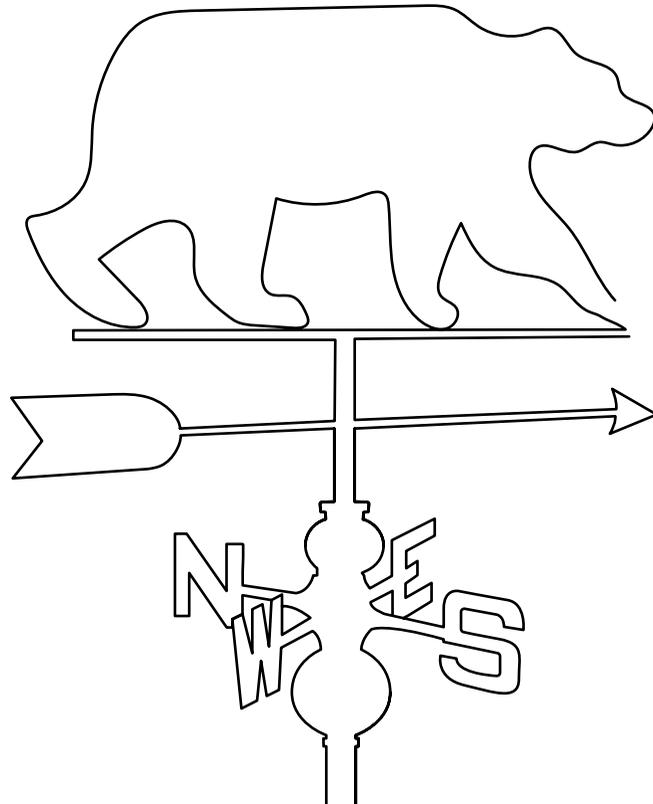
4.2 Develop shared routines across the Centre that promote collaboration and are continuously iterated upon and improved

- Design and implement processes and documentation for creating appropriate and accessible media and content
- Develop a suite of project planning tools, engagement frameworks, and templates that will be utilized across the Centre
- Establish regular centre-wide, team, and one-on-one methods for checking in with one another and providing updates
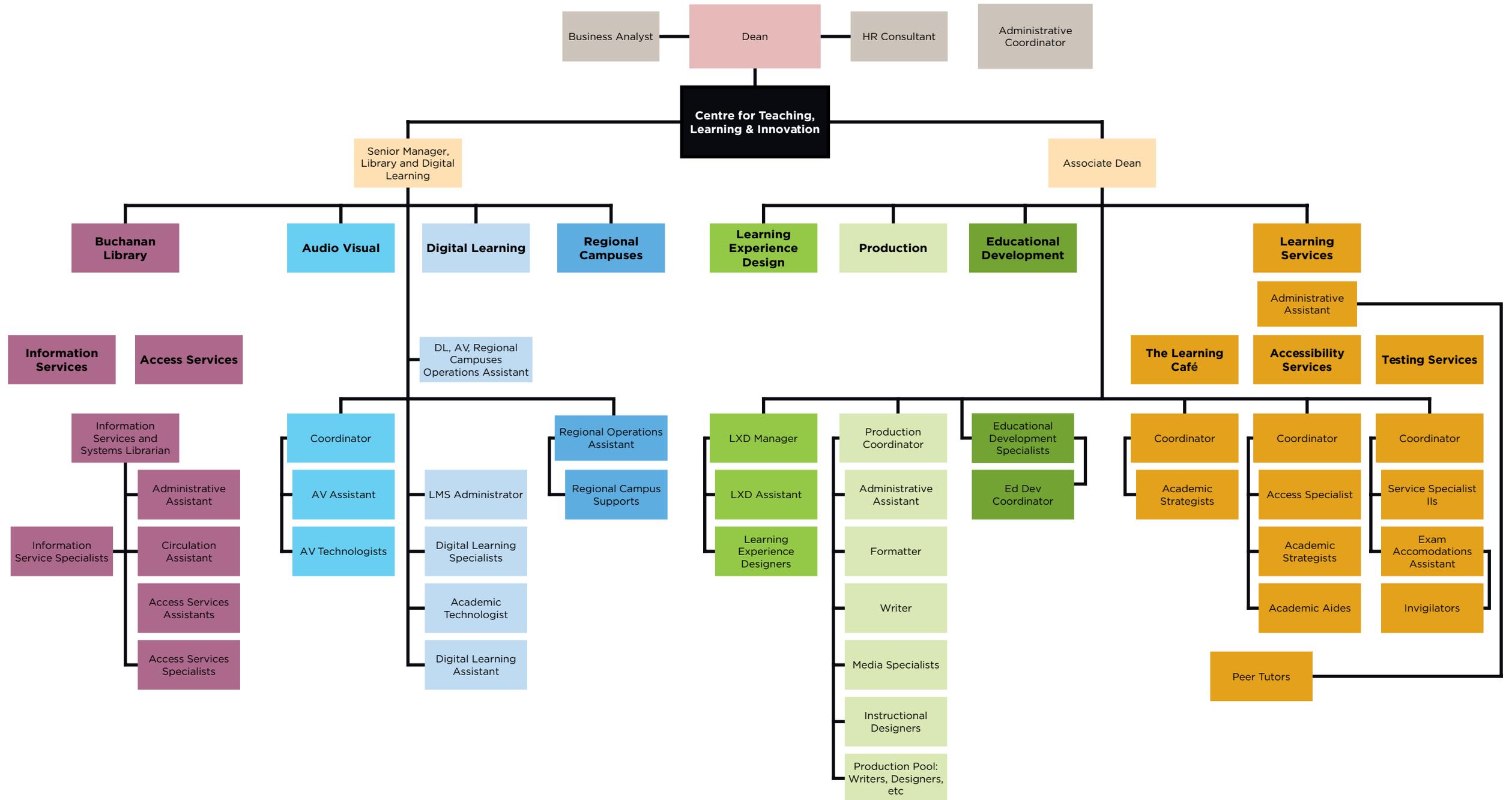
4.3 Develop, document, implement and share strategies that contribute to agile and responsive institutional systems and processes

- Leverage institutional data and service analytics to improve, change, or expand services, tools and resources

4.4 Use a systems-thinking approach to enhance services and make strategic decisions

- Develop a student hub approach to student services by working collaboratively with Student Affairs, the Registrar's Office and IT

APPENDIX 1: CTLI ORGANIZATION CHART

APPENDIX 2: INTERSECTIONS OF LEARNING, DESIGN & INNOVATION

KNOWLEDGE & SKILLSETS

LEARNING EXPERIENCE DESIGN

- Course Design & Development
  - Innovative Learning Models
  - Educational Technologies
  - Adult Learning Design Principles
  - Universal Design for Learning (UDL)
- Human Centered System and Process Design
- Competency Based Learning Design
- Competency Based Employment Design
- Badging and Credential Design
- Project Management
- Curriculum Development
- Instruction & Facilitation
- Program Systems Mapping
- Educational Technology Integration
- Accessibility Design and Accommodation
- Tailored Training Program Design

ASSESSMENT DESIGN & ADMINISTRATION

- Competency based assessment design
- Authentic Assessment Design
- Experiential Assessment Design
- Prior Learning Assessment Design
- Assessment tools design (eg. rubrics)
- Exam Invigilation
- Accommodated Testing
- Community Examination (eg. Insurance, Real estate)
- Accuplacer Testing & Score Setting
- Celpip Testing (English Tests for Immigration, Citizenship, Professional Designation)
- Exam security consultation

MEDIA DEVELOPMENT

- Graphic Design
- Video Production
- Drone Piloting
- 360 Video Creation
- XR Development (AR, VR, 360)
- User Interface Design
- Web Development
- Photogrammetry
- Data Visualization
- Process and Information Design
- Animation
- Podcast development
- 3D Printing
- Projection Mapping
- Interactive Design
- Communication asset design

STRATEGIC INNOVATION

- Public engagement
- Design thinking & human-centred design
- Systems thinking
- Strategic Facilitation:
  - Ideation
  - Journey mapping
  - Value proposition design
  - Process design
  - Systems
  - SOAR
  - Strategic plan design and formatting
  - Prototyping

STUDENT SUPPORTS

- Science, math, writing & citing
- Academic strategies (managing college, study skills, test taking, writing & research)
- Peer tutoring
- Learning strategies support for students with diabilities
- Student advocacy
- Educational technologies support
- Guidance & mentoring of student personal & academic development
- Research & information literacy

PRODUCTS, PROCESSES & TOOLS

LEARNING PRODUCTS & DELIVERABLES

- Microcredentials
- Competency based learning and development pathways
- Online and blended courses
- Hyflex learning experiences
- 3D models and learning objects
- Aerial/Drone photography
- Interactive learning experiences
- Infographics and complex graphics
- Embedded Strategists & Librarians

INTELLECTUAL ASSETS

- http://www.learninginnovation.ca/
- eLearning Cafe
- Curriculum Alignment Framework & Guide
- Writing Dropbox
- Microcredential Framework
- Microcredential Handbook
- Universal Design for Learning Microcredential
- Faciilitating Online Learning Micro Cred.
- Student Core Competencies
- Academic Integrity Resources
- Teaching Excellence Framework (in development)
- Engagement Framework
- Kodiaks Academic Success Team (KAST)
- New Instructor Orientation Program
- Instructor Certification Program
- APA Student Guides
- Academic Success Modules

SYSTEMS & TECHNOLOGIES

- Library Systems and databases
- Interlibrary Loans
- Canvas Learning Management System
- Canvas Catalogue
- Assistive Technologies
- Writing Dropbox
- Teaching and Learning Toolkit
- Qualitative data analysis
- Remote Proctoring Software
- Disability Tracking System

NETWORKS

- SoTL Canada
- Alberta Innovates
- Production Pool
- Alberta CTL SLACK Network
- Educational Developers Caucus
- Learning Specialists Association of Canada (LSAC)
- Canadian Writing Centres Association (CWCA)
- Alberta Association for Alberta Libraries
- Canadian Higher Education Testing Association
- AB Microcredentials Working group
- ISSOTL
- CACUSS
- PADRA

INNOVATION SPACE

- Andrews 1801 (Large Group Facilitation)
- The Fishbowl (Small group Presentation)
- The Aquarium (20 seats)
- The Solarium (20 seats)
- Coulee's Edge (Open/transformable space)
- Teaching Studios & break-out rooms
- Learning Commons

EQUIPMENT

- DJI Drone for Photography
- 3D Printer (Makerbot)
- Lightform for Projection Mapping
- Scanner for Photogammetry
- VR Headsets (20+ Gear VR, 2 Oculus Quest, 1 HTC Vive)
- VR Computer both for creation and experience

Centre for Teaching, Learning and Innovation

Visit **learninginnovation.ca** for more resources, tips, and tricks.

BE READY.

Lethbridge College