



CENTRE FOR LEARNING
AND TEACHING

2024-25 Annual Report

For the period of September 2024 - August 2025

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LEADERSHIP MESSAGE

For the Centre, as for the wider Dalhousie community, it has been a challenging year. It has also been filled with energising initiatives that reinforce the centrality of teaching and learning to the academic mission of our university.

As a Centre, we have been impacted by the financial context. We have responded by advancing transformative initiatives that will support the University's future growth, whether a sector-leading approach to embedded microcredentials, or through a close focus on student engagement and retention in collaboration with Student Affairs. Through our partnerships with faculty, at the individual, program and unit level, we continue to champion the evidence-based, innovative teaching practices that will see Dalhousie continue to thrive.

We have been particularly excited by our new partnership with the Student Accessibility Centre, an idea so sensible it seems hard to believe it was not already in place. There has been an immediate impact on the support services offered to faculty and this will enter a new phase in 2026 when we welcome a full-time Educational Developer for Accessibility and bring forward Dal's draft Accessible Course Design Policy.

As we look ahead, one of the most exciting initiatives will be the inaugural offering of Learn, Gather, Share, a six-phase learning journey grounded in Indigenous values of relationality, reciprocity, and responsibility. Faculty members and instructors will be supported in transforming their learning into meaningful teaching practices and, ultimately, in sharing their "harvest" with students, colleagues, and the wider community.

Less eye-catching, but just as importantly, the Centre will continue to expand its work with Department Heads, Chairs, Directors, and coordinators, supporting their essential role in further enhancing the student learning experience. We need to lean into team-based, collaborative approaches that will rapidly seed excellent ideas and facilitate peer learning across the institution. All of this, while continuing to work in partnership with individual faculty members, ensuring that the energy, creativity and enthusiasm they bring to their discipline is translated into exceptional learning experiences for every student that calls Dalhousie home.



Ben Tait (PhD)
Executive Director

YEAR AT A GLANCE

UNIVERSITY-WIDE SUPPORT

- 5** University-wide Events
- 52** Internal Committee Memberships
- 11** External Committee Memberships
- 10** Teaching Awards
- 28** Grants
- 196** Videos Produced

UNIQUE SOLUTIONS DELIVERY

- 74** Curriculum/Program Consultations
- 246** Individual Consultations
- 47** University-wide Workshops
- 54** Custom Workshops

EDUCATIONAL QUALITY STRENGTHENING

- 25** Faculty Certificate Registrations
- 6** Faculty Certificate Completions
- 2** SoTL Scholars Registrations
- 33** CUTL Registrations
- 10** CUTL Completions
- 19** FOCUS Articles
- 241K** SLEQ Forms Sent

Remarks:

- *SoTL: Scholarship of Teaching and Learning*
- *CUTL: Certificate in University Teaching and Learning*
- *SLEQ: Student Learning Experience Questionnaires*

ABOUT THE CENTRE



Vision

We envision an educational environment that takes collaborative, compassionate, and evidence-based approaches to advancing positive change in teaching and learning.



Mission

In partnership with academic units, faculty members, and graduate students, CLT encourages the exchange of ideas about and lived experiences of post-secondary education. We advocate for openness to new ideas, creativity, growth, and development, to enhance the practice and scholarship of teaching and learning. To ensure quality learning experiences we take an evidence-based, relational approach to supporting effective teaching practices by integrating aspects of in-person, blended, and online learning; curriculum planning and design; embedding equity, diversity, inclusion accessibility (EDIA); and (re)creating institutional teaching and learning policies and (re)visioning infrastructure.



CULTURE & WAY OF WORKING



Collaboration

We work collaboratively across the CLT and the University to co-create outcomes that have impact and align with our vision and mission.



Collegiality

We are collegial and seek to develop genuine connections. We are intentional about showing respect and compassion for the diversity of people with whom we work, for each other, and for ourselves.



Courage

We strive to have the courage to advocate for positive change and seek to build capacity for change within ourselves and in those with whom we work.



Credibility

We communicate genuinely and honestly to foster relationships that can enhance learning and teaching at the university.



Trust

We create trusting relationships with one another and with the people with whom we work, to establish open, authentic dialogue; to share different perspectives; and to build confidence in one another to have courageous conversations.



Professional Development

We invest in our own continued professional development and learning through self-reflection, mentorships, partnerships, and scholarly investigation.

OUR TEAM



Ben Tait (PhD)

Executive Director



Ben Wagar

Student Learning
Experience Questionnaires
Technician



**Betsy Keating (PhD
(on leave)**

Educational Developer
(Faculty)



Bruno Roy (BA)

Student Feedback and
Evaluation Coordinator



**Daniella Sieukaran
(MA)**

Senior Educational
Developer (Program
Development)



Elizabeth Gillis (PhD)

Senior Educational
Developer (Curriculum)
(Sep 2024 - Jan 2025)



Ezgi Ozyonum (PhD)

Educational Developer
(Student Development)
(Aug 2025)



Jake Nissen

Video Producer



Kate Crane (MA)

Educational Developer
(Online Pedagogy)



Kate Thompson (PhD)

Educational Developer
(Scholarship of Teaching
and Learning)



**Les T. Johnson
(PhD)**

Senior Educational
Developer (Online
Pedagogies)



**Michelle Soucy-
Rankin**

Communications and
Event Planning
Coordinator



**Nasim Tavassoli (PhD
(on leave)**

Educational Developer
(Student Development)



**Poondarig Juntawong
(MBA)**

Manager, Administration
& Operations



Rachelle McKay (MA)

Educational Developer
(Indigenous Knowledges
and Ways of Knowing)



Shawn Komar (PhD)

Educational Developer
(Program Development,
Microcredentials, and Non
Credit) (Jul - Aug 2025)



**Shazia Nawaz Awan
(EdD)**

Educational Developer
(Internationalization &
Intercultural Competency)



**Suzanne Le-May
Sheffield (PhD)**

Director



Tereigh Ewert (MA)

Senior Educational Developer
(Anti-oppressive and
Transformative Education)
(Sep 2024 - Jul 2025)

CLT ASSOCIATES

CLT's Faculty Associates support CLT's work by offering workshops, co-teaching studio courses, leading and holding membership in teaching and learning related committees, acting as peer reviewers for CLT's annual conference, supporting teaching award and grant committees, and highlighting CLT's initiatives in their own Faculties and departments.

Faculty Associates

- **Christian Blouin**, PhD, Faculty of Computer Science
- **Clifton Johnston**, PhD, Faculty of Engineering
- **Eric Poitras**, PhD, Faculty of Computer Science
- **Gillian Gass**, PhD, Department of Biology
- **Jennifer van Dommelen**, PhD, Faculty of Science
- **Joy Galloway-Jones**, M.A. Ed, Faculty of Agriculture
- **Karen Gallant**, PhD, Faculty of Health
- **Kim Brooks**, PhD, Schulich School of Law
- **Laura Cumming**, CA, CPA, MBA, BEd, Faculty of Management
- **Laurel Schut, College of Sustainability**
- **Marie-Soleil Beaudoin**, PhD, Faculty of Medicine
- **Marion Brown**, PhD, Faculty of Health
- **Raghav V. Sampangi**, PhD, Faculty of Computer Science
- **Rebecca H. Affoo**, PhD, Faculty of Health
- **Shawn Xiong**, PhD, Faculty of Medicine

CLT LIAISON

- **Lindsay McNiff**, MA, MI, Dalhousie Libraries



ANNUAL EVENTS

26TH ANNUAL DALHOUSIE CONFERENCE ON UNIVERSITY TEACHING AND LEARNING (DCUTL)

Date: April 29th - 30th, 2025

Conference Title: Creating Connections: Building Communities within, Between and Beyond our Institutions

Objectives:

- To promote the importance of university teaching and learning among faculty, staff, and graduate students.
- To create a showcase for current research and practices and provides opportunities to foster new ideas and projects.

Main Conference Participants: 172

Pre-Conference Participants: 14

Post-Conference Participants: 24

“Best end-of conference session I've ever attended-pulled together a lot of thoughts without trying to add something more! Very enjoyable. I especially liked the question about who they met should talk with one another in case they hadn't met- a great idea!”

“I was impressed with the range of topics.”



Keynote Speaker: Dr. Karen Gravett
University of Surrey, United Kingdom



Dr. Karen Gravett



Dr. Marion Brown



Patricia Doyle-Bedwell



Dr. Wanda Costen

Closing Panel



TEACHING AND LEARNING RETREAT

Date: June 24th - 26th, 2025

Objective: The 2025 Transformative Teaching and Learning Retreat, **"Access to Learning: Multifocal Approaches to Accessibility"**, provided an unhurried space to learn, converse, reflect, integrate, and connect with others who share a passion for transformational education.

Participants: 136 registered



TEACHING ASSISTANT PROFESSIONAL DEVELOPMENT DAYS (TA DAYS)

Date: September 4th - 5th, 2024

Objectives: To provide teaching assistants with strategies, information, and/or understanding to support them in their teaching activities during the year.

Participants: 206 registered

"The workshops and presentations alike were eye-openers and encouraging to implement even small changes to create more inclusive environments."

"Really loved the expertise of the presenters and the dialogue amongst participants which was very helpful in envisioning new possibilities."

"Incredibly well done. I learned a lot."

"The was an amazing session! ... The discussion was inclusive but we weren't pushed to share if we didn't want to and we weren't put into groups but could still discuss as a group."

TEACHING CELEBRATION

Date: November 12th, 2024

Objective: A celebratory reception recognizing recipients of university-wide teaching awards. The event brought together awardees from Dalhousie's faculties and departments, along with members of the broader teaching and learning community. The goal was to foster connections, celebrate excellence in teaching, and encourage the exchange of innovative ideas across disciplines.

Participants: 40 registered



UNIVERSITY-WIDE TEACHING AWARDS

Dalhousie honours instructors and graduate students with a number of teaching excellence and innovation awards, celebrating contributions that maintain and support Dalhousie's reputation as a leader in higher education. CLT administered for following awards in 2024-25:

Academic Innovation Award

The Clinical Cadaver Program Team



Anna MacLeod



George Kovacs



Rob Sandeski

Award for Excellence in Education for Equity



Heidi Weigand

Award for Excellence in Graduate Supervision



Jan Rainey

Award for Excellence in Online/Blended Course Development, Design, and Delivery



Chris Greene

Dalhousie Alumni Associate Faculty Award of Excellence for Teaching



Liesl Gambold

Early Career Faculty Award of Excellence for Teaching



Sarah Chisholm

Educational Leadership Award for Collaborative Teaching



Case Diversification Committee

President's Graduate/Undergraduate Student Teaching Award



Jessica Latimer



Clarke Brown

Sessional and Part-time Instructor Award for Excellence in Teaching



Sam Knight

TEACHING & LEARNING GRANTS

CLT administered a number of grants in 2024-25 totalling \$130,000.

Anne Marie Ryan Teaching and Learning Enhancement Grant

- **Objective:** Provide support for Dalhousie educators who are interested in engaging in projects to enhance teaching and learning, through the design and development of new or alternative approaches to enhance student learning at the course, department or Faculty level
- **Value:** Up to \$3,000 for each project
- **Recipients:**
 - Alyssa Eslinger and Amy Birchall (Faculty of Agriculture)
 - Amy Mui (Faculty of Science)
 - Anthony Rosborough (Faculty of Computer Science)
 - Diane MacKenzie and Kaitlin Sibbald (Faculty of Health)
 - Lois Murray and Kayle Dickson (Faculty of Medicine)
 - Roger Mullin (Faculty of Architecture and Planning)
 - Sandra Toze and Sandi Stewart (Faculty of Management)
 - Scott Flemming (Faculty of Engineering)

Scholarship of Teaching and Learning Grants

- **Objective:** Provide support for Dalhousie educators who are interested in developing a project that studies, assesses, and/or evaluates the impact of a particular aspect of their teaching and learning practice on students' learning
- **Value:** Up to \$3,000 for each project
- **Recipients:**
 - Clifton Johnston (Faculty of Engineering)
 - Diane MacKenzie and Kaitlin Sibbald (Faculty of Health)
 - Debra Grantham (Faculty of Science)
 - Spring Farrell (Faculty of Medicine) and Les Tyler Johnson (Centre for Learning and Teaching)

K. Lynn Taylor Educational Conference Presentation Travel Grant

- **Objective:** Assist in funding travel costs incurred by faculty who have been accepted to give a scholarly presentation at an academic conference with a focus on teaching and learning in higher education, or a pedagogical session (focused on teaching and learning in higher education) at a discipline-based conference
- **Value:** 2 grants, up to \$1,000
- **Recipients:**
 - Laurel Schut (College of Sustainability)
 - Raha Mahmoudi (Faculty of Medicine)

Open Educational Resources (OER) Grant

- **Objective:** Provide support for Dalhousie educators who are interested in adapting or creating an OER
- **Value:** Up to \$7,000 for each project
- **Recipients:**
 - Emily Varto (Faculty of Arts and Social Sciences)
 - Greg Hebb (Faculty of Management)
 - Heidi Lauckner, Janet Pothier (Faculty of Health) & Rachelle McKay (Centre for Learning and Teaching)
 - Ivan Wong (Faculty of Medicine)
 - Jennifer L. MacDonald & Joshua Bates (Faculty of Science)
 - Laurene Rehman & Karen Gallant (Faculty of Health)
 - Lisa Goldberg, Cameron Albright, and Lisa Bland (Faculty of Health)
 - Samuel Minor (Faculty of Medicine)
 - Seth Sanders (Faculty of Arts and Social Sciences)
 - Shanon Phelan (Faculty of Health)
 - Sue Gass and shalan joudry (Faculty of Science)
 - Suresh Neethirajan (Faculty of Agriculture)
 - Tasha Richard (Faculty of Agriculture)

Change One Thing Challenge

- **Objective:** Enhance student engagement activity that has been developed as part of their current teaching practice, which has a positive impact on student learning
- **Value:** 1 grant, up to \$1,000
- **Recipient:** Dara Pelkey-Field (Faculty of Agriculture)



CLT IN THE NEWS

Dal's new teaching and learning lead embodies spirit of service amid tectonic shifts

Matt Reeder - November 27, 2024



Dr. Ben Tait recently joined the Centre for Learning and Teaching as executive director. (Nick Pearce photo)

A gesture of understanding: Dal studio course supports faculty in decolonizing pedagogies

Tania Trainor - February 14, 2025



Rachelle McKay, left and Marie Earl prepare for an outdoor yoga class as part of the Decolonizing Pedagogy: Nourishing our Minds, Bodies, Hearts and Spirits studio course offered by the Centre for Learning and Teaching last summer. (Daniel Alier photo)

DAL'S NEW TEACHING AND LEARNING LEAD EMBODIES SPIRIT OF SERVICE AMID TECTONIC SHIFTS

November 27, 2024

"The work is really helping people to interpret techniques, pedagogies, innovations and helping them to come to feel that they are their own and work for their discipline."



Ben Tait (PhD)

Executive Director

A GESTURE OF UNDERSTANDING: DAL STUDIO COURSE SUPPORTS FACULTY IN DECOLONIZING PEDAGOGIES

February 14, 2025

"We had a Circle and every class, even if we were around a table, the principle that everybody belonged, had a voice and were an important part of the whole on a journey, was realized and was supported, I felt what it was like to learn when those conditions were established."



Rachelle McKay (MA)

Educational Developer
(Indigenous Knowledges and Ways of Knowing)

Gathering together: Anti-colonial design forum builds community and connection

Ryan McNutt - April 23, 2025



Educators explored anti-colonial approaches to teaching at a forum earlier this year. (Danny Alier photo)

GATHERING TOGETHER: ANTI-COLONIAL DESIGN FORUM BUILDS COMMUNITY AND CONNECTION

April 23, 2025

"The organizing team sees the event as evidence of a wider and growing interest in both Indigenous education and anti-and de-colonial pedagogy at Dalhousie."



Kate Thompson (PhD)

Educational Developer
(Scholarship of Teaching and Learning)



Shazia Nawaz Awan (EdD)

Educational Developer
(Internationalization & Intercultural Competency)



Rachelle McKay (MA)

Educational Developer
(Indigenous Knowledges and Ways of Knowing)

KEY ACHIEVEMENTS

MPHEC ONLINE LEARNING FRAMEWORK

- Through close collaboration with ATS/ITS and the Registrar's office, the Centre is close to bringing a final Online Framework through Senate for approval, in advance of submission to the MPHEC ahead of the April 2026 deadline. Key innovations include the introduction of course modalities to the Academic Calendar, such that students will be able to search by course modality from September 2026 onwards, and the impending introduction of stronger monitoring of student's academic progress (which aligns with the SEM retention strategy initiatives).

OUTCOME:

The foundations are laid for students, staff and faculty alike to hold shared understandings and expectations of all course modalities, with practical impacts on timetabling, student engagement and financial probity.

DEVELOPMENT OF AI RESOURCES

- “GenAI Orientation” Teaching and Learning submodule: This submodule outlines the pedagogical challenges Generative AI poses for faculty and instructors, and suggests approaches to teaching, course and assessment design to tackle these challenges. Topics include learning outcomes; preserving assessment integrity; and supportive pedagogical approaches to address Generative AI challenges holistically.

OUTCOME:

Instructors provided key ways to understand the issue and practiced, or strengthened, their backwards course design skills.

- Pre-academic term Checklist: This checklist contains the most important, before-start-of-term tasks that establish expectations around use of AI and what “academic integrity” means within the specific course. Additionally, it includes tasks that serve to augment transparency, trust and dialogue around AI use in the classroom and assessments. Resource links accompany each task to support instructor development in that area.

OUTCOME:

The GenAI landscape is overwhelming—in this checklist, instructors are provided with a list of straightforward tasks that aim to support them in setting course design decisions and student expectations that augment academic integrity.

STUDENT LEARNING EXPERIENCE QUESTIONNAIRE (SLEQ) RE-DESIGN

- The Centre steered the SLEQ Task Force's recommendations through the final stages of Senate approval in the summer of 2025 before building out a wide-ranging set of new resources to support their implementation. These include MyDal pages for each SLEQ constituent group (students, faculty, staff and unit leads), which will be regularly updated.

OUTCOME:

Action-oriented Evidence from Students that can feed continuous improvement in Dalhousie's learning experiences.

TASK FORCE: STUDENT LEARNING EXPERIENCE QUESTIONNAIRE (SLEQ): TEACHING ASSISTANTS

- Established by the Senate Learning and Teaching Committee (SLTC) to provide a provisional report into methods for capturing the student experience of being taught and supported by Teaching Assistants across the University.
- The Task Force undertook a review of literature related to TAs role and evaluation and improvement processes, an environmental scan of TA evaluation and improvement processes across the sector, consultations with graduate student TAs and TA co-ordinators, conducted an initial needs assessment for a formalized process of evaluating and improving TA competency, and submitted a report of the Task Force's work that was presented to SLTC in June 2025.

OUTCOME:

A new task force is being created to follow up on the recommendations of this Task Force. The work for this new Task Force is slated to be completed by December 2026.

ACCESSIBLE COURSE DESIGN POLICY DEVELOPMENT

- The Centre has continued to facilitate the development of this essential and potentially transformative policy, reengaging the Advisory group and drawing together the Faculty task force to translate our University-wide consultations into an effective, necessary policy framework.

OUTCOME:

A draft policy framework that will underpin innovative course design for the next generation of Dal students.

MICROCREDENTIAL DEVELOPMENT AT DALHOUSIE

- The Centre is running a first-phase pilot project exploring the potential for micro credentials to be embedded within existing credit courses. This will allow students to identify and clearly communicate the workplace-relevant skills they have gained throughout their time at Dalhousie, complementing the depth and breadth that comes with the broader academic qualification. The first of these types of credentials will be offered in Winter 2026, with broader roll-out later in the year.

OUTCOME:
Students in select courses will be able to claim microcredentials in May 2026.

MICROCREDENTIAL COURSE: INTERNATIONALIZATION OF CURRICULUM (IOC): STRATEGIES FOR GLOBAL LEARNING & ENGAGEMENT

- In consultation with Associate Vice President, Global Relations, the course was developed for upper secondary educators (Grades 10–12) in international contexts, outside Canada. It will be offered for high schools preparing students for transition to post-secondary study at international universities.
- Through three online modules, participants will explore IoC concepts, redesign lessons focussed on global learning, and plan initiatives that foster global citizenship at the classroom and school levels.
- This course equips educators with the theoretical frameworks and practical strategies to design and deliver curricula that respond to the challenges and opportunities of internationalization in their contexts.

OUTCOME:
Teachers from high schools in international contexts will take the course in summer 2026 in collaboration with Global Relations. They will examine their own teaching practices, engage with collaborative activities, and develop contextually relevant approaches to integrating global learning outcomes within their curricula.

FACULTY OF SCIENCE: FOUNDATIONS FOR INCLUSIVE TEACHING

- Faculty of Science participated in pilot program: Foundations for Inclusive Teaching, a course that supports educators in fostering inclusive, equitable learning environments.
- Foundations consisted of three modules: Developing Equity-minded Expectations, (Inter)Culturally Responsive Teaching, and Universal Design for Learning.
- A capstone seminar provided opportunities for in-depth and personalized exploration of the course topics and supported the application of course ideas to participants' teaching practices.
- Participants who completed all three modules and the capstone seminar were awarded four microcredentials.

OUTCOME:
Thirty participants from various roles in Faculty of Science participated in the program, and eight completed the entire course, including the three modules and capstone seminar.

DUAL DELIVERY COURSE DELIVERY

- The Centre is collaborating closely with ITS and Associate Deans Academic to facilitate this important strategic endeavour which will see instructors offered a structured program of professional development, allowing us to rapidly expand popular course offerings and better align activities between our campuses. With a training suite for online, hyflex and dual delivery teaching due in the Killam library early in 2026 and additional classroom spaces available for teaching from September 2026, this is a major step forward for digital learning at Dalhousie University.

OUTCOME:

Comprehensive training in dual delivery methodology, leading to stronger student learning experiences.

DALHOUSIE STUDENT SUCCESS AND RETENTION STRATEGY

- The Centre has been working in intensive partnership with Student Affairs, Office of Planning and Institutional Effectiveness (OPIE), the Office of the Registrar and Faculty leaders to translate insights from data around student retention into practical action plans. With a focus on the first-year student experience in the classroom, we are working with Regional School Boards, faculty members and students to develop toolkits and frameworks that can drive rapid and genuine improvement in students' first learning experiences at Dalhousie.

OUTCOME:

Supports for students and faculty that have a tangible impact on student success, and so on student retention.

LAUNCH OF CLT MYDAL

- The CLT MyDal team successfully designed and developed Dal's Teaching and Learning Hub, a centralized MyDal site that connects users with all aspects of teaching and learning at Dal. This initiative aimed to streamline access to pedagogical resources, guidance, and support for faculty, instructors, and teaching staff. The Hub serves as a one-stop destination for instructional development, fostering collaboration and innovation in teaching practices across Dalhousie University.

OUTCOME:

Simplify resource access for teaching staff, enhance support and guidance for instructional practices, and promote best practices and faculty engagement.

EXTERNAL PRESENTATIONS & PUBLICATIONS

- Cape Breton University's University Teaching Program (UTP): Sociomaterial perspectives on teaching, learning and tech
- (McMaster University) MacPherson Institute's Innovations in Education Conference: Thumbdrives, software, post-it notes, bandwidth: Teaching and learning as a relational, more-than-human entanglement

Crane, Kate (MA)

Educational Developer (Online Pedagogy)

- Guest speaker for the National Community of Care for Educational Developers Canada (NCCEDC)

Ewert, Tereigh (MA)

Senior Educational Developer (Anti-oppressive and Transformative Education)
(Apr 2024 - Jul 2025)

- “Holistic Evaluation of Teaching: Policies, Possibilities and Pitfalls” accepted in *Collected Essays on Learning and Teaching*

Gillis, Elizabeth (PhD)

Senior Educational Developer (Curriculum)
(Apr 2024 - Jan 2025)

- U15 AVPAs – Approach to GenAI. in Teaching and Learning at Dal

Johnson, Les T. (PhD)

Senior Educational Developer (Online Pedagogies)

- Guest Speaker at the Orientation Workshop for FFAR Tutorial Leaders, Faculty of Fine Arts, Concordia University

Ozyonum, Ezgi (PhD)

Educational Developer (Student Development)
(Aug - Sep 2025)

- Italian Conference of Rectors, Teaching and Learning Centres network, University of Palermo: Academic Development as Transformative Practice
- International Journal for Academic Development, vol 30, 2025 with Miriam Hansen, Anna Santucci and Roeland van de Rijst: Transcending hierarchies: mentorship as reciprocal growth.

Sheffield, Suzanne Le-May (PhD)

Director

- Times Higher Education: To trigger-warn or not to trigger-warn: that is the question.
- Times Higher Education: To combat ‘zombie scrolling’, integrate social media into your teaching.
- Atlantic Association of Universities (AAU) Teaching Showcase: Navigating the Emotional Labour of Teaching
- Atlantic Association of Universities (AAU) Teaching Showcase: Managing Your Classroom with the F-R Framework – Friendliness, Firmness, and Fairness

Sieukaran, Daniella (MA)

Senior Educational Developer (Program Development)

- DCUTL: Being curious about Indigenous stories
- Teaching & Learning Inquiry: 3QTL Podcast Review (with McSweeney-Flaherty, J.)
- Atlantic Association of Universities (AAU) Teaching Showcase: Experience Points-Based Grading as a Type of Alternative Grading
- STLHE Annual Conference: What is SoTL? An Introduction to the Scholarship of Teaching and Learning from SoTL Canada (with Webb, A.)
- STLHE Annual Conference: Game-Based Learning for Climate Change Education: Using Daybreak as a Teaching Tool for Sustainability Competencies Learning & Self-Reflection (with Schut, L., Langley, M., Van Woezik, T., & Watson, L.)
- STLHE Annual Conference: Connecting with Indigenous Ways of Knowing – Fostering your collaborative journey (with Vaid, B., Boyle, B., Xiong, S., Palkowski, M.)

Thompson, Kate (PhD)

Educational Developer (Scholarship of Teaching and Learning)

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2024 - 2025

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