**The School of Contemporary Teaching & Learning (SCTL)**

* **Litereature Review**

Overview of the website:
The website belongs to The School of Contemporary Teaching & Learning (SCTL), which is responsible for supporting faculty in their teaching practice by designing educational development programming and providing 1on1 teaching support on all three campuses (e.g., Brockville, Cornwall, and Kingston). The website provides information on several topics such as effective teaching programs, learning plans, and contacts.

Google Analytics
According to Google Analytics data for the website www.teachatslc.ca from August 1st, 2023, to January 15th, 2024, users visited the website the most during the following months: - Learning Plan Page: September, start of November, and start of January.
- Blackboard Page: September, start of November, and start of January.
- Getting Started Page: September and start of January.
- Digital Learning Page: September and start of January.

The analytics show that users are using the platform mostly in September during the start of the fall semester and in January for the new semester - winter intake.

The homepage has the greatest number of clicks compared to the other pages., around 4,000 to 5,000. The second highest number of clicks is for the Learning Plan page and Blackboard page with 1,000 to 2,000 clicks. The Getting Started page and Digital Learning Page have 1,000 clicks.

Written articles about SCTL
There is an article titled ‘Congratulations to the SCTL Program Graduates 2022-23!’ published on the St. Lawrence Blog website, written by André Léger, Associate Dean, School of Contemporary Teaching & Learning on June 15, 2023. The article celebrates the graduation of participants from its annual tri-campus SCTL Program. The program included graduates from the Contemporary Educator Program (CEP) and the Teaching Effectiveness Program (TEP). The CEP is a two-year program for full-time faculty, involving discussions on teaching practices, delivered in a hybrid format. Participants reflect on their practice and complete milestones in the second year. The TEP, launched as a pilot, caters to part-time faculty, offering a flexible, compressed format with virtual and in-person sessions. Both programs focus on enhancing teaching skills and fostering a sense of community across campuses. The article highlights the completion of specific milestones and micro teach activities, along with peer-nominated speakers sharing insights about the learning experience.

Online resources (Doctoral Research Paper)
According to a doctoral research paper by Carol Ann Samhaber at Walden University in 2015, a study was conducted to investigate the importance of teaching and learning professional development for Canadian community college faculty. The study emphasizes the significance of learning sessions for educators to deliver successful teaching to students.

The research findings are based on in-person, open-ended interviews with 12 full-time educators. The participants expressed concerns about the quality of current professional development offerings related to college course design and student assessment. The training was perceived as outdated, not specific to their needs, and not delivered in a conducive manner. Lack of clarity regarding the professor's role in course design, student assessment, and professional development emerged as a major theme. Participants suggested that college leadership needs to offer appropriate training, allocate time, and value course design and assessment skills.

The study identified various professional development strategies, such as one-on-one training, small group learning, peer-based training, and e-based training, emphasizing customization to individual needs. Participants expressed concerns for student learning and future career preparation, highlighting their responsibility for students' success and the importance of well-designed courses. Intrinsic motivation was identified as a key factor for completing the training, with participants favouring a mandated professional development policy to ensure resources, refine training, and level expertise among faculty.

The need for a productive performance management system was emphasized, where training is linked to professional performance and development, with collaboration between administrators and faculty. Financial rewards were not a priority; instead, participants sought professional accolades and additional training opportunities. The findings align with ARCS theory, emphasizing the importance of faculty perception and motivation in professional practice.

To conclude from both the article written on the SLC blog and the published doctoral research paper, both emphasize the importance of learning sessions for educators both online and offline. It is a continuous learning process that requires updates and new added resources. It is important to consider the mode of delivery of these learning sessions and provide practical solutions for the website teachatslc.ca.

**Literature review summary**

**Google Analytics Summary:**
The Google Analytics data for www.teachatslc.ca from August 1st, 2023, to January 15th, 2024, reveals peak user activity on various pages during September and the start of January. The homepage receives the most clicks (4,000 to 5,000), followed by the Learning Plan and Blackboard pages (1,000 to 2,000 each), while the Getting Started and Digital Learning pages receive approximately 1,000 clicks each. The pattern indicates increased usage during the fall and winter semesters.

**SCTL Program Graduates 2022-23:**
A June 15, 2023, article on the St. Lawrence Blog celebrates the graduation of participants from the SCTL Program, including the Contemporary Educator Program (CEP) and Teaching Effectiveness Program (TEP). The CEP is a two-year program for full-time faculty, while TEP caters to part-time faculty. Both programs focus on enhancing teaching skills and fostering community. The article highlights milestones, micro teach activities, and peer-nominated speakers, emphasizing the programs' impact.

**Online Resources (Doctoral Research Paper):**
A 2015 doctoral research paper by Carol Ann Samhaber at Walden University stresses the importance of professional development for Canadian community college faculty. The study, based on interviews with 12 educators, identifies concerns about outdated and inadequate training in course design and student assessment. Participants suggested various professional development strategies, emphasizing customization to individual needs. Intrinsic motivation was crucial, and participants favoured a mandated professional development policy.

**Conclusion:**
Both the SLC blog article and the doctoral research paper underscore the significance of continuous learning for educators, online and offline. The findings emphasize the need for updated resources and practical solutions in the delivery of learning sessions on teachatslc.ca.
* **Competitive and Comparative Analysis**
* **Heuristic Analysis**

**Appendix**

**Literature Review Citations:**

Miller-Young, J., Sinclair, M., & Forgie, S. (2020). Teaching excellence and how it is awarded: A Canadian case study. Canadian Journal of Higher Education, 50(1), 40 - 52: <https://librarysearch.stlawrencecollege.ca/discovery/fulldisplay?docid=cdi_proquest_journals_1719671023&context=PC&vid=01OCLS_STLAW:STLAW&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Everything&query=any,contains,teaching%20at%20canadian%20colleges>

Samhaber, C. A. (2015). *Canadian Community College Faculty and Teaching and Learning Professional Development* (Order No. 3720804). Available from Canadian Business & Current Affairs Database; Publicly Available Content Database. (1719671023). <http://ra.ocls.ca/ra/login.aspx?inst=stlawrence&url=https://www.proquest.com/dissertations-theses/canadian-community-college-faculty-teaching/docview/1719671023/se-2>

Photos from the written article about SCTL by SLC

André Léger. “Congratulations to the SCTL Program Graduates 2022-23!” St. Lawrence College, 15 June 2023, <https://www.stlawrencecollege.ca/blog/congratulations-to-the-sctl-program-graduates-2022-23>Google Analytics:



