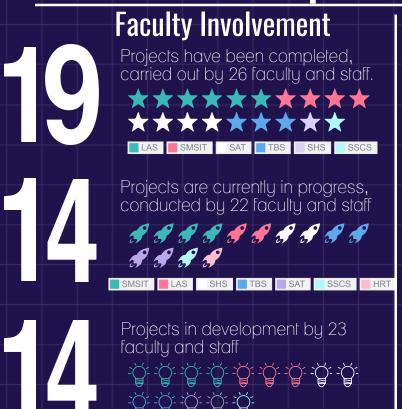
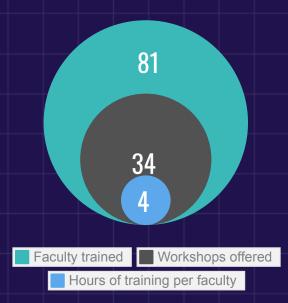
Teaching Innovation Fund:

Impact Summary







324 Hours of SoTL training completed

Spreading the word...

T.I.F. projects have led to 12 Presentations at External Conferences, 14 Presentations at Humber's "Showcase" conference, and 8 SoTL Lunch & Learn Sessions.



11/25 survey respondents reported that others in their program had changed their teaching in some way, as a result of their project.

72% of Faculty plan to publish their results. 7 manuscripts are currently in preparation.

Impact on Teaching & Learning

"This project has improved the way I teach the course"

"This project led to increased student achievement in the course"

"This project improved student satisfaction with the course"

"This project led to more student engagement with the subject matter"

SHS SAT LAS HRT

"This project enhanced student-student interaction in the course"

"This project enhanced instructor-student interaction in the course"

"This project helped me better understand how students learn"

"This project has increased my confidence as a teacher"

"This project has led to an improvement in my teaching practice"

0 10 20 30 40 50 60 70 80 90 100 Percent of Respondents

Disagree

Neutral

Agree

Strongly Agree

17 students have been employed as Research Assistants on T.I.F. projects.

2 of these students presented at Showcase. One has decided to go on to pursue a Master's degree as a direct result of her involvement in the Teaching Innovation Fund project.

She was also hired as a Research Assistant for a

separate SoTL research

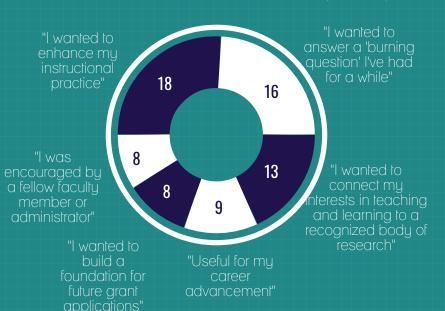
project over the summer.





Reports from T.I.F. Researchers

"Why did you apply for the Teaching Innovation Fund?" (n=26)



What was the best part of carrying out this project?

"Reading participants' journals and understanding how their thoughts connected to the research"

"Help from the full CTL and SoTL team!"

"Experiencing the excitement and witnessing the heightened engagement that students demonstrated..."

"The best part was seeing students connect with the material."

Developing my familiarity with qualitative and..." "quantitative data collection and analysis

"Collaboration with colleagues"

"The enthusiasm of my RA students...watching them learn and grow!"

"Seeing the research question come to life in our simulations."

"Working with colleagues to create content."

"This project was an extremely valuable experience for me. I was looking for ways to engage creatively at Humber outside of teaching and this project was the perfect opportunity. It also allowed me to try out ideas that I feel strongly about in teaching and learning and to take my teaching practice in a new direction that I feel is very positive and beneficial for the students. I'm grateful for the support I received and for the people I met during this process. It was very rewarding to be part of [a] community that was so supportive and enthusiastic about my project. I enjoyed this project a great deal and believe strongly in its benefit for students.'

- Teaching Innovation Fund recipient



Building a Research Culture

Survey responses from 26 Teaching Innovation Fund recipients. Bars represent the percentage of respondents who "Agreed" or "Strongly agreed" with each statement.

Before conducting this project formally researching my teaching practice was new to me

65%

This project has heightened my interest in reading research on teaching and learning

85%

I plan to continue to formally research my teaching

85%

The findings of my project inspired further research questions

88%

I plan to continue informally researching my teaching

89%

This project allowed me to interact with Humber faculty I might not have otherwise met

89%

This project has increased my confidence as a researcher

92%

This project has improved my ability to research my own teaching

100%

First try

8 faculty had never conducted research professionally before this project



What were the primary outcomes of your project?

"An opportunity for students to experiment [with] new technology"

"Connections between different cohorts of students" "Greater understanding of remedial students' needs"

"Able to address student feedback from a new lens" "Applying learning theory to my teaching practice" TEACHING & LEARNING

