

# CTL Instructor Survey 2023

## Executive Summary

From January 25th, 2023 to March 8th, 2023, the Centre for Teaching and Learning (CTL) at the University of Alberta (U of A) conducted a survey to gather data from instructors regarding their teaching experiences and preferences. The survey was promoted through CTL's Newsletter, website, the academic listserv (Academic's Digest), and the Executive Director's request at U of A administrative meetings. A total of **137 responses** were received. On average, instructors had 16 years of teaching experience, with Professors having more experience compared to Lecturers. The survey captured responses from various teaching roles, with representation from multiple faculties.

In terms of **accessing CTL resources**, instructors showed a preference for online access, both asynchronously and synchronously. Short courses, such as half-day or one-day sessions, received the highest interest among instructors. In terms of **delivery modalities**, there was a slight preference for in-person attendance, which shifted towards online and hybrid options for longer courses.

Regarding specific topics, instructors showed limited familiarity with Indigenization and decolonization pedagogies. Equity, diversity, and inclusion (EDI) principles were familiar and of high interest to instructors, with particular emphasis on equity, diversity, and inclusion. Challenges in creating accessible teaching materials were identified, with themes including technical barriers, time constraints, and the **need for professional development**.

Instructors displayed higher familiarity and interest in student-centered learning and critical thinking compared to other components of critical race theory.

Regarding writing pedagogies, instructors expressed the most interest in strategies for facilitating student engagement through active learning. In digital pedagogies, adapting instructional strategies into a digital framework and designing digital assignments garnered the most interest. Reflective practice in digital pedagogies received the lowest ranking, indicating relatively less interest.

In terms of assessment practices, instructors frequently used small (formative) assessments for student reflection but showed room for improvement. General assessment (formative and summative assessments) practices were more widely used, with instructors providing feedback, aligning assessments with course objectives, and utilizing clear rubrics being used most often by instructors. Collaboration with students in developing grading expectations was identified as an area for improvement.

Factors contributing to improving teaching practices included continuing interaction with students and informal student feedback, while formal student evaluations, institutional support,

scholarly teaching practice, and peer observation were less commonly identified as influential factors.

When investigating instructor confidence on various online and hybrid pedagogies, it was found that instructors feel more confident with online instruction compared to hybrid instruction. Instructor and student workload were areas that instructors rated as having the least amount of confidence.

The findings highlight a preference for online access to CTL resources, particularly short courses. Instructors showed limited familiarity with Indigenization and decolonization pedagogies but expressed a strong interest in equity, diversity, and inclusion principles. Challenges in creating accessible teaching materials were identified, and instructors displayed a higher familiarity and interest in student-centered learning and critical thinking. Recommendations include focusing on active learning strategies, adapting instructional strategies to a digital framework, and improving assessment practices, including collaboration with students. Continued interaction with students and informal feedback are identified as influential factors for improving teaching practices.