<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:30 A.M. – 2:45 P.M.</td>
<td>Registration</td>
<td>Sobeys Building, Atrium</td>
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<tr>
<td>9:00 A.M. – 10:30 A.M.</td>
<td>Morning pre-conference sessions</td>
<td>Various</td>
</tr>
<tr>
<td>10:30 A.M. – 10:45 A.M.</td>
<td>Break</td>
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<td>10:45 A.M. – 12:00 P.M.</td>
<td>Morning pre-conference sessions continue</td>
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<tr>
<td>12:00 P.M. – 1:00 P.M.</td>
<td>Lunch (full-day conference attendees will receive voucher)</td>
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<tr>
<td>1:00 P.M. – 2:30 P.M.</td>
<td>Afternoon pre-conference sessions</td>
<td>Various</td>
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<tr>
<td>2:30 P.M. – 2:45 P.M.</td>
<td>Break</td>
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<tr>
<td>2:45 P.M. – 4:00 P.M.</td>
<td>Afternoon pre-conference sessions continue</td>
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**UNIVERSITY OF KING’S COLLEGE**

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<thead>
<tr>
<th>Time</th>
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<tr>
<td>4:00 P.M. – 8:00 P.M.</td>
<td>Registration</td>
<td>Academic Building</td>
</tr>
<tr>
<td>5:00 P.M. – 5:30 P.M.</td>
<td>First Timers Reception</td>
<td>The Wardroom</td>
</tr>
<tr>
<td>5:30 P.M. – 8:00 P.M.</td>
<td>Opening Reception</td>
<td>Prince Hall</td>
</tr>
<tr>
<td>Time</td>
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<tr>
<td>8:30 A.M. – 12:00 P.M.</td>
<td>Council of 3M National Teaching Fellows Executive</td>
<td>Saint Mary’s University, CLARI (AT340)</td>
</tr>
<tr>
<td>8:30 A.M. – 4:30 P.M.</td>
<td>2017 3M National Student Fellows Retreat</td>
<td>Dalhousie University, SUB 224</td>
</tr>
<tr>
<td>12:00 P.M. – 5:00 P.M.</td>
<td>Council of 3M National Teaching Fellows AGM and Special Session</td>
<td>Discovery Centre - Waterfront</td>
</tr>
<tr>
<td>1:00 P.M. – 2:30 P.M.</td>
<td>National Teaching and Learning Centres’ Leaders Meeting</td>
<td>Saint Mary’s University, CLARI (AT340)</td>
</tr>
<tr>
<td>4:30 P.M. – 5:30 P.M.</td>
<td>EDC General Meeting</td>
<td>Dalhousie University, SUB 307</td>
</tr>
<tr>
<td>5:00 P.M. – 5:30 P.M.</td>
<td>Welcome to First Timers Reception</td>
<td>University of King’s College, The Wardroom</td>
</tr>
<tr>
<td>5:30 P.M. – 8:00 P.M.</td>
<td>STLHE 2017 Conference Opening Reception</td>
<td>University of King’s College, Prince Hall and the Wardroom</td>
</tr>
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</table>
PC01.01 - EDC Program Accreditation Framework: Introducing the First Canadian Framework for Educational Development Programs
Svitlana Taraban-Gordon (University of Waterloo), Celia Popovic (York University), Mandy Frake-Mistak (York University), Cynthia Korpan (University of Victoria) and Carol Appleby (Humber College)

In 2015 the Educational Developer’s Caucus (EDC) of Canada launched a new initiative focused on the development of a Canadian framework for accrediting educational development programs offered by Canadian postsecondary institutions. The EDC Accreditation Working Group created the first Canadian accreditation framework for educational development programs which is now available on the EDC website: https://www.stlhe.ca/affiliated-groups/educational-developers-caucus/accreditation-for-courses-or-programs).

This pre-conference workshop will provide participants with an opportunity to learn about the new Accreditation Framework, and to actively work with it while preparing an accreditation submission for their program. Participants will engage in both small-group and individual activities to move them through the process of preparing their accreditation materials.

By the end of the workshop, participants will have a draft of the accreditation submission which they can then complete and submit to the EDC Accreditation Committee.

PC01.02 - Reflective Pedagogies and Leadership Development in Changing Landscapes
Samah Sabra (Carleton University) and Nancy Arnold (Carleton University)

To respond to ongoing and significant change in higher education, it is necessary to create leadership capacity across all levels within our specific educational institutions. This pre-conference session focuses on the value of reflective and social pedagogies in developing such capacity. We begin with an overview of a leadership development series, which brings together professional services staff and faculty. Workshop participants then engage in an activity where they will identify and recognize the value of various leadership styles across differing contexts. The rest of the workshop combines time for structured personal reflection and small group discussions to allow participants to consider how they can apply their learning at their home institutions. The session concludes with a discussion about the place of reflective and social pedagogies in professional development activities that aim to produce a gradual culture change.

PC01.03 - Landscape of Accessibility and Accommodation for Students with Disabilities in Canadian Post-Secondary Education
Kathleen A. Moore (NEADS), Samantha Dubord (NEADS), Mahadeo A. Sukhai (NEADS), and Emily Duffet (NEADS)

The population of students with disabilities continues to increase in the postsecondary context. Although it is important to understand where we have come from in terms of enrollment rates of students with disabilities, we must also acknowledge where we currently stand in terms of supporting student success and graduation. Although the population of students with disabilities is increasing, the number of students with disabilities enrolling in and graduating from postsecondary continues to be lower than the rates of enrollment and graduation of students without disabilities. The purpose of this session is to first recognize the historical context of students with disabilities and to then discuss the current status of this population. The focus will then be a new national study that received funding to examine the current landscape of accessibility, services, accommodations, technical equipment, and supports for students with disabilities at publicly-funded Canadian institutions.
PC01.04 - Indigenizing the Academy MEANS First Recognizing and Reconciling Worldviews
Gail Baikie (Dalhousie University) and Carolyn Campbell (retired, Dalhousie University)

The co-creators of this three hour workshop participatory workshop invite participants to join them in creating and engaging within an ethical space between Indigenous and dominant Eurowestern worldviews. Participants will learn a way of being that will enable them to work effectively across these differences. As a society we are being challenged to reconcile our problematic relationship with Indigenous peoples and establish new, ethical ways of relating. Universities are responding with initiatives to ‘Indigenize the academy’. The facilitators take the stance that a genuine agenda to create space for Indigenous belonging requires a concerted effort at all institutional levels that first acknowledges and then to reconcile the differences in worldviews at play. Ultimately it means that individually and institutionally we must decolonize in order to truly transform our organizational and classroom perspectives and practices. Participants will engage in a variety of exercises that use discussion, critical reflection, and metaphors.

SMU MM201

PC1.05 - Rethinking and Redesigning Feedback for Greater Impact on Learning
David Boud (University of Technology Sydney)

Student opinion surveys typically place assessment and feedback as one of the least successful aspects of higher education courses. This is still the case after more than twenty years of institutional efforts to address the problem. Doing more of the same does not work.

How then can we rethink feedback so that it can become much more effective without adding to the time taken to do it? Feedback is normally thought of as helpful comments provided to students. However, it can be more useful to think of feedback as a process in which students have and active role that leads to improved learning.

The session will explore new ways to think about feedback. While comments on students' work is still important, what is more important for feedback purposes is what it leads them to do and how they can be actively engaged as a consequence. It will place emphasis on the design and location of student tasks to permit effective feedback it to take place, on the simple activities that can productively accompany it and on the nature and type of comments likely to have the most impact on students' subsequent learning.

While the workshop will emphasize new ways of conceptualizing feedback, there will be many illustrations of feedback processes and opportunities to share effective practices. Participants are invited to bring along examples of challenges they have faced or still in feedback for discussion.

SMU LPDR

10:30 A.M. – 10:45 A.M.

Break

10:45 A.M. – 12:00 P.M.

Morning pre-conference sessions continue

12:00 P.M. – 1:00 P.M.

Lunch (full-day pre-conference attendees will receive voucher)
PC2.01 - Transforming Student Engagement to Meet the Needs of Changing Student Demographics
David Sable (Saint Mary’s University) and Shelagh Crooks (Saint Mary’s University)

As universities address changing student demographics and internationalization, motivating all students to engage in an active learning process is of primary importance. Yet learning may be regarded by students as a passive process where they simply receive knowledge from authority. A specific set of mindfulness-based, peer learning activities for developing the courage to speak, understanding multiple perspectives, and generating new meaning from peer interaction was the focus of recent research with undergraduates. Session participants will engage an application of these practices to threshold concepts in their own disciplines. They will practice and apply mindfulness, active listening, reflective writing, non-judgmental inquiry, and generative dialogue. By the end of the session participants will be able to identify mindfulness and self-awareness practices that build on their own teaching methods and threshold concepts; value unexpected questions from their peers; and report on possible applications to increase student engagement and opportunities for transformative learning experiences.

PC2.02 - Episodic Narrative Interviews: A Methodological Gateway to Narrative Research in the Scholarship of Teaching and Learning
Robin Mueller (University of Calgary)

The value of qualitative inquiry is widely acknowledged; however, narrative approaches to SoTL research are still relatively rare within the field. Narrative research is notoriously time consuming and highly contextualized, which leads to difficulty with respect to identifying patterns and making claims that extend beyond a localized context. Episodic narrative interviewing is an innovative research method that allows researchers to delve deeply into the personal experiences and stories of university teachers and learners, while also enabling assessment of broader trends and themes across a number of research participants and locations.

This workshop will allow for an in-depth exploration of the episodic narrative interview method. It will feature a combination of presentations, collaborative group work, and time for individual development and practice. Following brief introductions to each aspect of the episodic narrative interview method, participants will work in pairs or small groups to explore options for application and implementation.

PC2.03 - Learner-centred Design of Blended Courses: An Inclusive Model and Framework
Carol Miles (University of Newcastle)

With the implementation of the blended classroom, we have dramatically changed the way that post-secondary students learn (Means, Toyama, Murphy & Baki, 2013). These students are now expected to master much of their course content independently, outside of the classroom and without the direct teaching of the traditional lecture. Most post-secondary institutions are now grappling with the requirement to rapidly and fundamentally redesign many of their course offerings to include learner centred course design (Churchill, King, Webster & Fox, 2013; Johnson, Adams Becker & Hall, 2015). Design, delivery and assessment of this mode of teaching is complex, involving three primary partners: university teachers, students, and learning designers.

This interactive pre-conference workshop will employ a model and framework (Author, 2016) designed to enable the inclusion of rich contributions from academics, students, and learning designers in the design, delivery and assessment of blended courses that are learner centred. The workshop will allow participants to define the optimal model for their own institutional requirements.
PC2.04 - Implementing TRC’s Calls to Action: Teaching and Learning Opportunities for Colleges and the Community, in partnership with a Reconciliation Committee (40+ agencies)
Robin Bendig (Great Plains College) and Janice Linklater (Saskatoon Police Service)

Group discussion and personal-reflection exercises will be utilized when discussing what reconciliation is. An experiential-learning group activity will lead the way to personal assessment of knowledge of Indigenous peoples, culture, history, and events. The attendees will be guided through the reconciliation committees process and examples, with specific attention to the implementation in the College with students, staff and the community. Handouts and templates will allow attendees to reflect on what they can do as we share stories. This will be followed again by group discussion of their institution’s implementation of the Calls to Action. Throughout the workshop, presenters will watch videos from various Elders, agencies and other leaders, who provide a snapshot of their story and path to reconciliation. Finally, each attendee will be asked to create and discuss their personal declaration statement and what that looks like to them. Participants will be provided with the tools and resources to then facilitate these conversations at their institutions.

PC2.05 - Oral Assessment as a Gateway to Learning: Optimizing Learning in Oral Presentations and Other Oral Assessments
Gordon Joughin (Deakin University)

Oral assessment can profoundly affect students’ experience of learning and lecturers’ experience of assessment. Many students have said to me something like this: “I will write any old rubbish and just hand it in, but for the oral presentation I will only say what I deeply understand and believe to be true.” Vivas, group presentations, clinical examinations, oral project reports, moot courts and design juries all put student talk at the centre of assessment. This can be transformative or it can be humdrum. What makes the difference? Perhaps it’s about the nature of speech itself. Or is it because oral assessment means coming face to face with your audience? Or is it the fear of appearing foolish in front of others if you aren’t fully prepared? In this workshop we will be addressing these and other questions as participants apply research findings and recent online developments to their present or planned oral assessment tasks.
MAIN CONFERENCE
WEDNESDAY, JUNE 21
DALHOUSIE UNIVERSITY
&
NSCAD University
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<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
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<tr>
<td>7:30 A.M. – 4:00 P.M.</td>
<td>Registration</td>
<td>SUB 2nd Floor</td>
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<tr>
<td>8:00 A.M. – 8:30 A.M.</td>
<td>Students Welcome</td>
<td>SUB 307</td>
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<tr>
<td>8:30 A.M. – 8:50 A.M.</td>
<td>Welcome</td>
<td>Rebecca Cohen</td>
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<tr>
<td>8:50 A.M. – 10:10 A.M.</td>
<td>Keynote – Assessing Students: From Constraining to Enhancing Learning</td>
<td>Rebecca Cohen</td>
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<tr>
<td>10:10 A.M. – 10:40 A.M.</td>
<td>Awards</td>
<td>Rebecca Cohen</td>
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<tr>
<td>10:40 A.M. – 11:10 A.M.</td>
<td>Networking Break</td>
<td>SUB McInnis</td>
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<tr>
<td>11:10 A.M. – 12:00 P.M.</td>
<td>Concurrent Sessions 1</td>
<td>Various</td>
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<td>12:00 P.M. – 1:30 P.M.</td>
<td>Lunch</td>
<td>SUB McInnis</td>
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<td>1:30 P.M. – 2:20 P.M.</td>
<td>Concurrent Sessions 2</td>
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<td>2:30 P.M. – 3:20 P.M.</td>
<td>Concurrent Sessions 3</td>
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<td>NOVA SCOTIA COLLEGE OF ART AND DESIGN (NSCAD)</td>
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<td>4:00 P.M. – 6:00 P.M.</td>
<td>Poster Session</td>
<td>NSCAD</td>
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<td>4:30 P.M. – 5:30 P.M.</td>
<td>Pecha Kucha</td>
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# MEETINGS, SPECIAL EVENTS & SPONSORED WORKSHOPS/EVENTS

## Wednesday, June 21, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tr>
<td>8:00 A.M. – 8:30 A.M.</td>
<td>Student Welcome</td>
<td>SUB 307</td>
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<tr>
<td>11:10 A.M. – 12:00 P.M.</td>
<td>TAGSA Roundtable - Teaching Development of Grad Students: Challenges and Opportunities</td>
<td>Rowe 1007</td>
</tr>
<tr>
<td>11:10 A.M. – 12:00 P.M.</td>
<td>Meet the D2L Award Winners</td>
<td>SUB 303</td>
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<tr>
<td>12:00 P.M. – 2:00 P.M.</td>
<td>2017 3M National Teaching Fellows: Beginning the Journey</td>
<td>Dalhousie Faculty Club, Alumni Room</td>
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<tr>
<td>12:30 P.M. – 1:30 P.M.</td>
<td>TAGSA Special Interest Group Annual General Meeting</td>
<td>SUB 303</td>
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<td>Canadian B-School Innovators</td>
<td>SUB 307</td>
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<td>STEM Educator</td>
<td>McInnis Room</td>
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<tr>
<td>6:00 P.M. – 10:00 P.M.</td>
<td>3M National Teaching Fellows Reunion Dinner</td>
<td>Dauphinee Inn, Shore Club, Hubbards</td>
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Welcome

Dalhousie Art Centre, Rebecca Cohen Auditorium

Keynote: Assessing Students: From Constraining to Enhancing Learning

Dalhousie Art Centre, Rebecca Cohen Auditorium

David Boud
Emeritus Professor
Faculty of Arts and Social Sciences
University of Technology, Sydney, Australia
Professor Boud has been involved in research and teaching development in adult, higher and professional education for over 30 years and has contributed extensively to the literature.

Being assessed has a powerful influence on students. While assessment can have a positive influence on students, too often it is negative. One identified negative influence is how assessment can foster unproductive study habits that fail to focus on relevant learning outcomes. The presentation will explore the ways in which assessment interacts with learning. It will discuss ways in which we can think differently and more productively about the role of assessment in courses. The transformation of assessment practices in higher education challenges the disciplinary and departmental cultures of assessment that exist within each of our institutions and our taken-for-granted assumptions about what constitutes good assessment. And it further locates consideration of assessment practices within the global agenda that emphasises standards and criteria in higher education and their representation in learning outcomes. A particular focus will be on the importance of students developing the capacity to make effective judgements about their own work.

It will consider the question: how, through simple changes in task design and activities related to assessment events, can assessment engage students more actively, have a positive impact on learning and enhance the learning experiences of all students?

2017 STLHE Award Ceremony

Dalhousie Art Centre, Rebecca Cohen Auditorium

Networking and Nutrition Break

SUB McInnis Room
11:10 A.M. – 12:00 P.M.  (CONCURRENT SESSION 1)

CON1.01 - TAGSA Roundtable: Teaching Development of Grad Students: Challenges and Opportunities
Jill McSweeney (Dalhousie University), Melanie Greene (Memorial University of Newfoundland), and Michal Kasprzak (University of Toronto)

Over the last two decades research has shown the importance of teaching advancement for graduate student professional development. This has resulted in the proliferation of teaching assistant training programs, graduate student teaching development certificates, and frameworks that identify and classify effective teaching competencies (see: Connolly et al., 2016; Kenny, Watson and Watton, 2014; Korpan, Le-May Sheffield and Verwood, 2015; Rose, 2012). Nonetheless, many graduate students still emphasize the lack of institutional and disciplinary support for, and recognition of, teaching development efforts. In recent years, this conversation has been further complicated by debates around how faculty mentor graduate students, employable competencies and readiness for academic and non-academic careers, and/or the drive for certification of teaching development programs for graduate students. The Teaching Assistant and Graduate Student Advancement (TAGSA) special interest group of STLHE is hosting a roundtable that brings together perspectives of graduate students, faculty and educational developers, who will discuss the challenges and opportunities in teaching development at Canadian universities. We will encourage participants to reflect on how their current institutions support teaching development for graduate students; the challenges that they experience within their programs and practices; and their predictions on the future of teaching development for graduate students.

This TAGSA session was sponsored by University Affairs

CON1.02 - The Compassionate Classroom
Elizabeth Wells (Mount Allison University) and Toni Roberts (Mount Allison University)

Increasingly, students arrive in the post-secondary classroom with many cultural, personal and educational challenges. From mental health problems to learning disabilities, issues around race, sex, gender, and identity, students are more complex than ever before in our postmodern educational world. Although many institutions have student life or similar offices to address and ameliorate some of these issues, professors are more and more on the front lines.

This workshop will address some of these concerns. Mental health issues are increasingly important in our classrooms. This workshop provides resources, ideas, and strategies around respecting and supporting diversity and ability in our classrooms that is both safe for instructors and helpful to students. Although we cannot solve all problems or be all things to all people, educated professors can help to make the classroom a compassionate, safe space for students.

CON1.04 - The Science of Mindfulness: Student Success and the Role of Mobile Biofeedback Technology
S. Richelle Monaghan (Wilfrid Laurier University) and Michael E. Ackerman (Wilfrid Laurier University)

While originating from spiritual practices, the secular practice of mindfulness has a strong body of scientific evidence supporting its role in mental and physical health. Far from just “zoning out to relax”, the scientific study of mindfulness has established identifiable and measurable changes in cognitive, biological and emotional domains.

This workshop will present a few key aspects of the historical and recent research data regarding the positive effects of mindfulness; explore the potential of utilizing mindfulness to help address the academic, physical and emotional challenges facing undergraduates; introduce a new technology tool designed to assist with mindfulness and actively engage participants with the opportunity to use this tool in a mindfulness session.
CON1.05 - A Mighty Challenge for Educational Developers: Collecting Evidence of the Value of Our Work
Cheryl Amundsen (Simon Fraser University), Nancy Fenton (McMaster University), Carolyn Ives (MacEwan University), Robin Mueller (University of Calgary), Cherie Werhun (Sheridan College), and Cindy Xin (Simon Fraser University)

Having a travel plan involves more than a destination. Join us for a hands-on exploration of frameworks for defining and planning educational development evaluation, and create a plan that works for you! This session is aimed at individuals or groups seeking to collect evidence about the value of the educational development processes, programs and activities in which they engage. The session will begin with three mini-case studies from different institutions. The focus of the assessment activity in each case study will be on the purpose of the assessment, the desired outcomes of the program being assessed, sources of evidence collected, and how findings are communicated. This will be followed by an opportunity for you to consider how you might adapt one (or more) of the practices presented to create or update your own assessment plan and identify possible sources of evidence that are both meaningful and doable in your own context (handout provided).

CON1.06 - Talking the Talk, Walking the Walk: An Innovative Approach for a 21st Century Curriculum in an Applied Discipline- Connecting and Collaborating
Shelley Cobbett (Dalhousie University), Brenda Sabo (Dalhousie University), Willena Nemeth (Cape Breton University), Judy Bailey (Cape Breton University), Joanne Witty-Rogers (St. Francis Xavier University), JoAnne MacDonald (St. Francis Xavier University), and Charmaine McPherson (St. Francis Xavier University)

A collaborative journey through a major pedagogical shift, which saw the co-creation of a new curriculum reflective of 21st century pedagogy, will be shared. Our goal was to improve the student educational experience, engage them in the process of co-learning, creation of knowledge, development of higher level thinking skills, and life-long learning within the interactive nature of significant learning. Participants will engage in, and experience, active learning techniques and different ways of thinking. For example, the shifting method of idea generation will be demonstrated with participants in the workshop. Participants will be challenged to think about pedagogical change within their respective disciplines, and how such change can be managed to support an educational climate that is energizing and rewarding for faculty and students.

CON1.07a - Transformative Learning and Horses as Teachers (15-minute research)
Mae Doran (Yorkville University) and Ellyn Lyle (Yorkville University)

Within a transformative learning theory framework, and employing reflexive narrative inquiry, we explore equine-partnered experience (EPE) for its potential to support transformative experiential learning. In addition to research regarding the unique opportunities for inquiry supported by our methodological approach, we specifically explore perspective transformation. We discuss how EPE supports interrogating assumptions, beliefs, and values that contribute to limiting habits of mind, and we expose how these partialities represent blind spots difficult to expose in traditional inquiry. Equine-partnered experience, in its non-judgmental approach, has the capacity to support personal paradigm shifts, successfully transferring learning from the horse arena to the human arena. By thoughtfully and critically examining this emerging field, we aim to deepen critical praxis while demonstrating the benefits of collaborative relationship. This parallel theme is also modelled in the design and development of this presentation, which is a faculty/student partnership aimed at graduate student advancement.

CON1.08a - Supporting MBA Students on the Path to Success: Transformative Learning Experiences Within a Leadership Foundations Course
Teal McAteer (McMaster University), Whitney Ross (McMaster University), and Leah Graystone (McMaster University)

This research presentation will explore the outcomes of introducing a Transformative Learning Experience (TLE) within a Leadership Foundations course for students as they began their MBA program. Student TLE reports were analyzed in order to determine next steps and adjustments needed within the program to ensure students are a) transitioning well to their new academic context and b) are acquiring the necessary learning and skills for success. Based on analysis of the students TLE reports, this presentation outlines the changes made to future courses in order to best accommodate and support students. The presentation will also address briefly the role of the post-secondary institution and instructors in supporting their students for success in higher education and ask participants to consider how we can best support our students based on our findings.
CON1.08b - Experiential Pedagogy: International Critical Service Learning
Sandra Smeltzer (Western University)

Experiential pedagogy can serve as a gateway between the “ivory tower” and the “real world”. As a Media Studies professor and a Teaching Fellow at my university, I provide support for faculty and staff involved in service learning both at home and abroad. My focus is on resource-intensive critical service learning that marries theory and practice, incorporates action and reflection, and forefronts social justice objectives. For many of our students, this form of pedagogy takes place with non-governmental, non-profit, and community-based organizations located throughout the world. International critical service learning can be of tremendous personal and professional value to students; however, there are a range of issues related to coordinating, supervising, and participating in these types of placements that must also be addressed. I will draw on my own experiences to speak to these issues and challenge a more traditional service learning model that views students as unilaterally “serving” myriad “others”.

CON1.08c - Between Community and Academia: Challenges and Opportunities for Service Learning
Catherine Baillie Abidi (Saint Mary’s University and Athabasca University), Evie Tastsoglou (Saint Mary’s University), and Danielle Cable (Saint Mary’s University)

Community service learning is a growing practice within higher education and is designed to bridge community and academia. Service learning has shown to deepen students’ learning experiences, to promote education in civic engagement and citizenship more broadly, to enhance community organizations’ capacity, and to improve academic scholarship. However, there are challenges embedded within service learning, particularly in the areas of relations of power, in balancing the goals between educational institutions, students and community partners and in resource sharing arrangements.

This presentation explores the perspective of three individuals engaged in service learning: an academic facilitating service learning within undergraduate courses; a former community-based educator who hosted students completing service learning projects from various faculties and higher learning institutions; and a student who completed a service learning project within a community-based organization as part of a course for credit. Conference participants will take away a deeper understanding of the challenges and opportunities of service learning theories in practice.

CON1.09 - Making Spaces for Messy Journeys: Negotiating our Threshold Experiences as Educators
Lisa Dickson (University of Northern British Columbia), Shannon Murray (University of Prince Edward Island), and Jessica Riddell (Bishop’s University)

The theory of threshold concepts provides a useful tool to help educators identify and plan for troublesome knowledge and moments of transformation for our students. In our session, we propose that as educators we can learn much by turning this lens upon ourselves. By the end of this session, participants will be able to identify the key elements of threshold concepts and will practice using this theoretical model to make sense of their own experiences of challenge, paradox, and transformation in order to identify some strategies to build resilience in the midst of struggle.

We will ask participants to identify experiences with difficult knowledge and “messy journeys” in “liminal spaces” that irreversibly changed the way that we view not only our “home” academic disciplines, but the discipline of teaching as transformation. The session will pose the question: “How do we prepare for and negotiate our own transformations?”
CON1.10 - Propelling Institutional Change One Classroom at a Time: Results from a Student Engagement Study
Victoria Holec (University of Lethbridge) and David Hinger (University of Lethbridge)

How do we foster advances in learning environments in an institutional culture that is discrepant from teaching practices? Using a novel instrument to measure student engagement, we have demonstrated that the learning environment affects student engagement above and beyond not only instructor contributions, but also traditionally measured behavioural, psychosocial, and cognitive aspects of student engagement. In comparing an active learning classroom (ALC) to traditional classrooms, we found that while the instructor is the most important contributing factor to student engagement, students in the ALC perceived the classroom to impact their self-rated engagement above and beyond that of contributions of instructor and classmates. However, the classroom did not contribute to self-ratings of engagement in the traditional classrooms. Demonstrating tangible results to both late adopters as well as the teaching community at large might aid in propelling institutional culture regarding learning environments into the 21st century.

CON1.11a - Contributions and Experiences of Teaching Focused Faculty in Canada: Results from a National Survey
Catherine Rawn (University of British Columbia) and Joanne A. Fox (University of British Columbia)

Many Canadian institutions are implementing faculty positions that specialize in teaching, yet little scholarly understanding of these positions exists. We conducted the first national survey of Teaching Focused Faculty (TFF). Launched during STLHE 2015, we surveyed 251 TFF working in 18 institutions across seven Canadian provinces, representing a variety of disciplines and experience. TFF regularly engage in diverse scholarly activities spanning teaching, service, leadership, pedagogical and disciplinary research, and professional development. TFF value their positions more to the extent that they feel integrated as part of departmental and institutional cultures, feel fairly compensated, have clarity regarding promotion and tenure expectations, and participate in mentorship regarding teaching careers. We recommend that institutions continue to cultivate permanent TFF positions to offer positive career paths for people who contribute productively to the educational mission of universities. We offer best practice recommendations for institutions and departments.

CON1.11b - Management of Adjunct Faculty- After 40 Years of Study is it Working for Everyone?
Scott Thomson (University of New Brunswick)

“...To achieve financial stability... [We will be] Implementing retirement incentives for full-time faculty.” (Financial Statement Release, A Canadian University) Universities are relying on part-time contingent faculty to balance budgets. A study in 1978 found that part-time faculty are more likely to be discontented, take on a larger work load, and work at more than one institution. These early studies, and collective agreements, have led to improvements in pay and working conditions but after 40 years of study has much changed? A 2008 article reported that job satisfaction among involuntary part-time faculty is low compared to full-time faculty. A 2015 study found involuntary and voluntary part-time faculty feeling alienated from their institutions and being treated like second class citizens. This presentation will focus on best practices in human resource management which require employers to effectively evaluate and train employees regardless of status, whether they be part-time or full-time, permanent or temporary.

CON1.11c - Professors’ Learning, Teaching, and Identity: Developing a Pedagogy of Disjuncture in Higher Education
Launa Gauthier (Queen’s University)

Nearly two decades ago, Parker Palmer (1998) professed: We teach who we are. And his message is timeless. Amidst ongoing change and innovation, Palmer’s adage points to the glaring reality that teachers themselves matter- especially with respect to student learning and development. In this session, I will share preliminary results from a qualitative study with 10 3M National Teaching Fellows across Canada. During individual and group interviews, the Fellows described themselves as learner and teachers and reflected on their experiences of disjuncture (see also, cognitive dissonance (Festinger, 1957)) in their teaching. My research revealed some nuances of the impact of teachers’ own learning on their teaching and their identities as teachers. The results of this study also showed that reflection on the influence of disjuncture on learning and teaching is both a provocative and accessible approach to teacher development.

CANCELED
CON1.12a - Diverse Approaches to Academic Writing at a Canadian University
Jennifer MacDonald (Dalhousie University and University College London)

In the face of internationalization, it is key that institutions examine fundamental aspects of the academic experience for domestic and international students alike, such as the teaching and learning of academic writing. This talk details an ethnographic study exploring student and instructor experiences in courses rooted in two differing approaches to academic writing instruction for multilingual international students: approaches rooted in English native speaker norms, and those which take an English as an Additional Language orientation. Opposing themes emerged regarding orientations toward pragmatism and academic socialization on one hand, and student development in areas such as autonomy and linguistic socio-literacy on the other. Unmet expectations stemming from differing conceptions of teaching, learning and knowledge were also expressed. This presentation will focus on how the findings of this study could inform institutional and pedagogical decisions, with the larger goal of improving the experience of internationalization for students and instructors alike.

CON1.12b - Using Existing Writing Centre Data to Explore How Attention to Sentence-Level Issues Varies Over Time and with Learner Type
Sarah King (University of Toronto Scarborough), Sohee Kang (University of Toronto Scarborough), and Zenan Li (University of Toronto Scarborough)

A writing centre director, statistician, and senior student in statistics present a quantitative study based on data gathered in the normal course of operations—records of writing tutorials. Our study focuses on how attention to sentence-level issues in tutoring sessions varies over time and between native and non-native speakers of English. The presentation will include the rationale, results and implications, but will focus on the methodology—particularly the process of manipulating student data and the use of the generalized linear model. The presentation will be of interest to any administrator of a program that regularly gathers student and program information. Participants will emerge with ideas for how to make use of existing data, a good idea whether or not they are ready to do it on their own, and if not, how and where to seek out mutually beneficial partnerships.

CON1.12c - Succeeding in University Writing as an English Language Learner: Training Writers through Ethnographic and Discourse Exploration
Christina Page (Kwantlen Polytechnic University) and Lyn Benn (Kwantlen Polytechnic University)

For English language learners, learning the conventions of Western academic writing may involve linguistic and cultural challenges. Faculty and students alike struggle when writing difficulties hinder academic success. Additional supports are necessary to ensure that these students reach their maximum academic potential. Within the context of a highly multilingual polytechnic university, where the majority of students speak a language other than English at home, faculty have identified the need for additional support for students as they develop as apprentice writers in their discipline. This presentation highlights three case studies in science, business, and arts courses where principles of discourse and genre analysis have been applied to support undergraduate students in English writing across the disciplines. Models for collaborative development of writing workshops and other support for English language learners will be highlighted, along with directions for future program development.
CON1.13 - How to Reap the Benefits of Diverse Student Cohorts
Karen M. Lauridsen (Aarhus University)

This workshop will address the issue of how to consider student diversity in higher education teaching and learning. In this context, it is important to acknowledge the overlap between various cultural, linguistic and educational (didactic) factors that are intertwined in a classroom characterised by diversity. What are the opportunities and, at the same time, what are the challenges? And how can educators reap the benefits and meet the challenges? Changing demographics, internationalization of higher education, and migration has resulted in much more diverse student cohorts than it has previously been the case in higher education. The content of this workshop is based on the outcomes of a major European network project (www.intluni.eu) and the facilitator’s experience gained at a local, institutional level in several European countries. Come join us and share your experience and ideas.

McCain 2130

CON1.14a - Learning Communities in Teacher Education: Introducing an Integrated Noticing Framework for Mathematics Teacher Professional Development
Kathleen Nolan (University of Regina)

Traditional models for teacher education field experience often perpetuate a split between theory (university) and practice (school classrooms). One way for prospective secondary mathematics teachers to engage with theory at the classroom level is to involve them in a professional learning community during their field experience (internship).

This presentation shares research on the development of an alternative model for internship and for faculty supervision through the creation of a learning community and an Integrated Noticing Framework (INF) for professional development (a process incorporating lesson study, video analysis and the discipline of noticing). The research emphasizes the value of community and collaboration between faculty, school teachers, and university students when reconceptualizing traditional models for internship, for the role of the faculty advisor, and for being/becoming a mathematics teacher.

CON1.14b - Professional Development Transitions Events for High School Teachers and University Faculty
Stephen Cheng (University of Regina)

The High School to University Transitions Committee which includes the University of Regina and three school divisions including Prairie Valley School Division, Regina Catholic Schools, and Regina Public Schools was created in 2009 to promote a shared responsibility toward student success. A professional development (PD) day has been organized for high school teachers and counselors as well as university instructors to get together and discuss strategies to support the successful transition from high school to university.

In the presentation, we will first provide participants an overview of the High School to University Transitions Committee and the annual PD transitions events. Then, we will discuss our experience of organizing the PD transitions events. Participants will learn how to develop PD events in their institutions to connect high school teachers and university instructors together.
CON1.14c - Creating Opportunities for Self-Regulated Learning in a Course on Individual Differences for Pre-Service Teachers
Corinne Haigh (Bishop’s University)

The goal of this study was to determine whether actively engaging in self-regulatory practices, or the ability to “plan, set goals, organize, self-monitor, and self-evaluate at various points” during the learning process (Zimmerman, 1990, p. 4), would provide pre-service teachers with a more complete understanding of what they know already about effective teaching, and what they need to know to be successful in their future teaching in an inclusive setting. I have collected students’ reflections on several questions meant to promote thinking about self-regulating their own learning over the course of the semester. Students have participated in active-learning activities that modeled the principles of inclusive education, as well as case-study exercises meant to compliment and extend the concepts discussed during in-class sessions. I will present the results of their reflections, as well as my own critical reflections on my attempts at fostering self-regulation skills in this group of pre-service teachers.

CON1.15a - What Are Students’ Learning and Experiences in an Online Learning Tool Designed for Cognitive and Metacognitive Skill Development, with Features Including OER, Bilingual, Accessible, and Learner Controlled?
Alison Flynn (University of Ottawa)

World Leaders recently committed to 17 Sustainable Development Goals, and Science, Technology, Engineering, and math (STEM) disciplines are centrally important to meeting these Goals. However, students face the barrier of learning STEM’s languages, which are comprised of many symbols, tools, and representations.

CON1.15b - A Polytechnic’s Narrative on OER
Dong Ye (Northern Alberta Institute of Technology)

Many education professionals view Open Educational Resources (OER) as an alternative pathway to traditional educational format and essentially a game changer for post-secondary education. Despite the benefits, the open movement brings such as widening the access, reducing the overall costs, and improving the quality, the institutional participation in the development and use of OER has been low. There still exists “inequalities between OER Use in the contemporary society” irrespective of the said OER benefits (success stories) (Kim & Ju, 2008, p.282). Clearly, there is a gap in the literature in understanding OER from the perspective of institutions. This research project explored a polytechnic institute’s narrative of OER, specifically the awareness and attitudes of faculty, students and administrators towards OER, and what factors affect the engagement in OER. The findings should, therefore, assist the leadership to find mitigating strategies that will promote the OER movement.

CON1.15c - Individual and Structural Factors That Determine the Selection and Adoption of Open (and Commercial) Educational Resources
Rajiv S. Jhangiani (Kwantlen Polytechnic University)

The adoption of open educational resources (OER) has been steadily growing in British Columbia, with more than 275 faculty having adopted open textbooks in more than 1000 courses. However, the resulting $4 million in student savings pales in comparison to the $187M that BC students are asked to spend annually on commercial textbooks. Recent research has investigated Canadian faculty and student perceptions of OER; however, in order to better understand barriers to more widespread OER adoption it is necessary to first investigate the individual and structural factors that influence the selection of course materials.

This presentation provides an overview of a survey of >200 BC post-secondary faculty across 26 institutions. Along with their selection criteria for course materials, the survey reports on the reliance on ancillary resources, perceptions of textbook affordability, and perceptions of both OER and commercially-produced materials.
CON1.16 - Alice and the Cheshire Cat Weigh in on Today’s Millennial Student in Canadian Universities
Lorraine Carter (McMaster University) and Lorna Rourke (St. Jerome’s University)

Today’s millennial students in Canadian universities include not only undergraduate students but also returning adults who balance complex lives. Based on a rapidly changing employment landscape, university graduates are more likely to return to the alma mater for continuing education than ever before. As adult learners, millennials are increasingly choosing online courses and programs and, thus, may experience “challenges” due not only to balancing work, family, community, and studies but also the online learning context. Millennials are also recognized for their unique mental and emotional health needs, a circumstance which has recently found presence in the educational and public media.

This session is for university educators and staff who care deeply about their responsibility to assist millennial students even when their journeys lack specific destinations and include many changes. In the tradition of Alice in Wonderland and the Cheshire Cat, the millennial journey is often uncertain, although informed and caring educators can make an important difference: “Would you tell me, please, which way I ought to go from here?” “That depends a good deal on where you want to get to” said the Cat. “I don’t much care where” said Alice. “Then it doesn’t matter which way you go” said the Cat. “so long as I get SOMEWHERE” Alice added as an explanation. “Oh, you’re sure to do that” said the Cat, “if you only walk long enough”.

CON1.17 - La recherche en pédagogie de l’enseignement supérieur dans la francophonie : quels espaces de collaboration et de diffusion pour les chercheurs francophones?
Marilou Bélisle (Université de Sherbrooke) and Alan Wright (University of Windsor)


CON1.18a - Incorporating Harm-Reduction Strategies to Deliver Material on Victimization in Lectures: Preliminary Findings
Sheri Fabian (Simon Fraser University) and Tamara O’Doherty (Simon Fraser University)

In 2016, we began a study to investigate existing harm-reduction strategies used to deliver sensitive course content in large lecture settings. Criminology courses often feature content relating to triggering issues such as colonization, residential schools, sexual assault, and other victimization.

Our underlying goals in this project include creating learning environments that respect student emotional safety while covering the required materials and better preparing our students to manage this content in the future by building their resiliency and healthy coping mechanisms. In addition, we want to ensure the format includes those students who have experienced trauma or are otherwise connected to, or impacted by specific cases, incidents, and other course materials.

This session focuses on the experiences of Simon Fraser University faculty in their attempts to employ such strategies. We discuss our preliminary findings from the interviews and invite discussion on the implications of our findings for instructors across disciplines.
CON1.18b - Engagement and Characteristics of Queer Students
Jana Clark and Allison BrckaLorenz (Indiana University)

Research shows there are differences in the college experience for queer students. Sexual orientation impacts academic experiences, intellectual development, and student perceptions of campus climate. This session will explore the participation of nearly 800 queer first-year and seniors students in activities that promote learning and development at ten institutions. Additional demographics and characteristics of queer students as well as patterns of engagement in activities such as reflective and integrative learning, student-faculty interaction, and high-impact practices. Although some comparison will be made to straight students at Canadian institutions and queer students at institutions in the U.S., the focus of this discussion will be on queer students at Canadian institutions. Participants will be encouraged to reflect on and discuss the engagement of queer students in different contexts and what that means for efforts to increase or maintain a high level of engagement for queer students in courses and across institutions.

McCain 2184

CON1.18c - Exploring Connections of Student Well-Being with Performance and Active Learning
Amy M. Godert (Cornell University) and Theresa L. Pettit (Cornell University)

Much of the work concerning student well-being has focused on co-curricular aspects of the college experience. The academic experience also has a significant impact on students’ well-being, leading us to explore if pedagogical choices like active learning are connected with student well-being, and if there is correlation of student well-being and performance. In this session, we will discuss the implications of well-being in the classroom and share preliminary findings from our pilot study examining the correlation of well-being with student performance.

McCain 2184

CON1.19 - Partnerships in Transitioning Instructors to the Online Teaching and Learning Environment
Florence Tarrant (Dalhousie University), Vivian Howard (Dalhousie University), Chad O’Brien (Dalhousie University), and Suzanne Le-May Sheffield (Dalhousie University)

In a world where online education is becoming ubiquitous, we might assume that faculty can easily adapt to teaching in this context. However, the literature indicates that some faculty find challenging the change from F2F to online teaching. How can we best support faculty in online course design to enhance their teaching experience and student learning? The Faculty of Management at Dalhousie University reached out to the Centre for Learning and Teaching to partner with their faculty as they transitioned their core F2F courses to online.

This interactive workshop will offer participants the chance to learn about the one-on-one facilitated approach taken to introducing faculty to online course design and the impact, successes and challenges encountered. Opportunities for sharing and discussion among participants will be provided.

McCain 2190

CON1.20 - Welcome to My Classroom: Building Community in the Classroom
Patrick Maher (Cape Breton University)

Students flourish when they become part of a collaborative and creative community. All too often, courses are focused on squeezing in a maximum amount of content at the expense of the equally important process component of learning. The concept of learning communities, which assist to deepen the degree of learning by spending more time on, and paying greater attention to, process is highlighted as a "high impact practice" in student recruitment and retention literature; and it’s also the ethos of the program I teach in, Community Studies.

Whether the setting is a conventional university classroom, a field or forest on the edge of campus, or a local neighborhood, educators can easily facilitate a learning community through a progression of intra- and interpersonal explorations. This workshop will engage participants in a series of experiential activities that we use in our first-year Community Studies programming – aimed at fostering initiative, leadership, self-awareness, and trust – all factors that underlie effective collaborations for increased learning. Workshop activities will be debriefed from both the participant and facilitator perspectives.

McCain 2198
CON1.21 - Meet the D2L Award Winners
This panelist session introduces the five award winners of the annual Brightspace Innovation Award in Teaching and Learning, an award that celebrates and recognizes innovative teachers in higher education. Attendees will have the opportunity to listen to award winners speak about their winning innovative styles and initiatives and will provide the audience with the opportunity for a Q & A with the award winners. This session will leave attendees inspired and pondering how to further support, recognize, and encourage innovative teaching and learning in higher education.

CON1.22 - Transform the Data You Have into the Data You Need with DIG
Philip Hassoulas (eXplorance)

Course evaluation data preparation can be a long and painful process. It can occupy key institution resources to split files, parse information, chase down stakeholders, and compile data manually for submission. In this interactive session you will see firsthand how the Data Integrity Gateway (DIG) can help automate processes, speed up data preparation, expand your data set, and enrich analytics. By fully integrating with learning management and information systems, DIG validates and standardizes data, eliminates errors, improves integrity, and can decrease course evaluation preparation time from seven to just two weeks.

12:00 P.M. – 1:30 P.M.
Lunch

12:00 P.M. – 2:00 P.M.
2017 3M National Teaching Fellows Retreat: Beginning the Journey
Dalhousie Faculty Club, Alumni Room

12:30 P.M. – 1:30 P.M.
1:30 P.M. – 2:20 P.M. (CONCURRENT SESSION 2)

CON2.01 - The Recitation Model at a Large Public Research University
Fok-Shuen Leung (University of British Columbia), Vanessa Radzimski (University of British Columbia), and Pam Sargent (University of British Columbia)

We describe a “recitation model” that combines large faculty-led lectures with smaller graduate student-led recitations, or problem-based classes. This model is used effectively at small, elite institutions, often in seminar-style courses. Our contribution is to have adapted it to first-year “service courses” in Calculus at a large, public research university. We argue that it is beneficial for students, attractive to faculty members and superb teaching training for graduate students. It is a practical and principled approach to teaching undergraduates. The goals of the session are to introduce participants to the recitation model, to discuss its strengths and weaknesses, and to learn how to adapt the model under different constraints.

Rowe 1007
CON2.02 - How to Design Interinstitutional Collaborative Assignments to Minimize Technological, Social, and Disciplinary Challenges
Brett McCollum (Mount Royal University)

Innovative technology-supported teaching strategies have proven useful for facilitating experiences that broaden a learner’s perspective and help students to fix learning within appropriate contexts. To promote development of disciplinary language, while also facilitating an international experience for learners, second-year students at two universities (one in Western Canada, one in Central USA) completed a series of collaborative homework assignments. Students were randomly assigned a partner from the other university, and online meetings were monitored for the development of interlanguage. Partners met weekly to collaborate through online video chat software.

In this workshop we will share evidence from our study and explore issues related to initiating your own interinstitutional collaborative learning project. We will identify strategies for meeting the goals of your collaboration while minimizing the impact of technological, social, and disciplinary barriers. We will also consider assessing the impact of your project through a SoTL lens.

CON2.03 - Understanding the Needs of Indigenous Students: A Participatory Action Research Project
Sheri Fabian (Simon Fraser University) and Tamara O’Doherty (Simon Fraser University)

In early 2017, we began a research project to learn more about how Indigenous students define Indigenous issues and their classroom experiences when these issues are presented. Collaborative action principles guide the project: as white settler faculty members, we recognize that Indigenous students must guide every element of the study including co-creating research tools, contributing to knowledge production, envisioning and disseminating the final products. Moreover, our research collaborators are ethically compensated.

Our project began with a series of informal meetings with Indigenous students to transform the students from research subjects to active and equal co-creators of knowledge. These processes increase our accountability to the student collaborators as we developed the research parameters together, and brought data back to the students throughout the project. In this interactive workshop, we discuss our preliminary results and our experiences working with our Indigenous student research collaborators.

CON2.04 - Mindfulness and Self-Awareness: Gateways to Teaching and Learning in Higher Education
Billy Strean (University of Alberta), Kathleen Kevany (Dalhousie University), Angie Kolen (St. Francis Xavier University), and David Sable (Saint Mary’s University)

Presenters with distinct expertise will seek to broaden understandings of how mindfulness and self-awareness can deepen learning through somatic, reflective, and creative experiences. As faculty, we create environments fostering mindful or mindful learning; where students learn by rote or explore their deepest potential for clarity, meaning, and creativity. What is mindfulness and how do we distinguish it from mindlessness in our lives, in the classroom, and in other contexts? Beyond basic mindfulness meditation, we’ll examine movement and creative approaches that motivate and exhilarate students and faculty to liberate their creativity and compassion and expand their potential. Participants will engage in body awareness and movement, reflection and self-awareness activities, and small and large group conversations.

Participants will be invited to build on approaches they already use and to explore the power of experiential approaches that are effective to transform and to liberate new ways of knowing and being.
CON2.05 - Enabling Greater Success for Undergraduate Students: A Collaborative Framework Between Academic and Student Affairs
Fiona Black (Dalhousie University), Anne Forrestall (Dalhousie University), and Heather Doyle (Dalhousie University)

Teaching and learning in the 21st century post-secondary environment cannot be limited only to academic courses. There is compelling research-based evidence that many learners thrive in a more holistic environment, through meaningful connections with faculty, students and the broader university community. All curricular and co-curricular experiences must be informed not only by tested theories, but also by a commitment to approaches that support a strong culture of diversity and inclusion.

This workshop will explore Dalhousie’s new framework in support of student success and show how it can be used to transform a relatively siloed approach to one that integrates academic and student affairs.

CON2.06 - Challenges and Successes: Faculty Reflections on a Teaching Development Program
Brenda Joyce (Red Deer College) and Alison Jeppesen (Red Deer College)

The Centre for Teaching and Learning at Red Deer College introduced a three-year program, Excellence in Teaching and Learning, in 2012. In this blended program, faculty meet in interdisciplinary groups to explore teaching and learning, supported by online resources and activities, their colleagues, and a facilitator. A multi-method research study was launched at the same time to explore the impact on faculty’s approaches to teaching.

The transformative nature of the program was identified in the research study. Faculty responses in focus groups, individual interviews, and through their assignments illustrated challenges, positive outcomes, and the tension between these. The intentional integration of reflective practice was one of the strongest benefits seen by participants. In this interactive workshop, the reflective process will be explored through experiential activities used in the program to highlight both the program’s curriculum and the impact on participants.

CON2.07 - Bridging the Gap: Involving Undergraduate Students in the Work of Faculty Development
Sophia Abbot (Trinity University) and Paola Gutierrez (Dalhousie University)

The constituents and staff of centers for teaching and learning thus far are primarily faculty and graduate students. However, undergraduate students have a stake in the work of these centers- their learning is necessarily impacted by educational development work. Drawing on the framework of students as partners, faculty and educational development staff can work with undergraduate students to improve learning outcomes, increase student and faculty engagement, reduce traditionally held hierarchies, and re-energize teaching staff.

In this session, co-facilitated by an educational developer and an undergraduate student, participants will consider a range of examples of undergraduate student involvement and partnership practices from one university, including new research and assessment of an intensive student-faculty pedagogic partnership program launched in spring 2017. Participants will create context-appropriate plans to further engage undergraduate students in the study and development of teaching and learning. Student attendees are particularly encouraged to join and share their expert voices.
CON2.08a - An Institutional Framework for Curricular Experiential Education: Definition, Tracking and Campus-Wide Implementation

Anna Lathrop (Brock University), Madelyn Law (Brock University), and Sandy Howe (Brock University)

Experiential learning has gained increasing attention in higher education in Canada. Although the philosophy of learning grounded in experience is not new, there are limited examples of how best to categorize and define experiential learning opportunities in the university setting. The goal of this project was to develop, define and track curricular experiential learning across the campus of a medium-sized university in Ontario.

The methodology and results will be presented with an emphasis on: a) the development of an institutional framework that provides academic support for experiential learning through new and realigned services; b) the development of a campus-wide consensus on the descriptions of twenty-two course-, research-, work- and community-focused course components; c) the development of a system for institutional data collection; d) the description of pilot work with a software provider to monitor student placements; and e) the next steps regarding in the creation of experiential education learning outcomes.

CON2.08b - Fit-Breaks: A Physical Activity-Based Intervention for the University Classroom

Alyona Koulanova (University of Toronto Scarborough), Ary Maharaj (University of Toronto Scarborough), Brian Harrington (University of Toronto Scarborough), and Jessica Dere (University of Toronto Scarborough)

A common practice at many post-secondary institutions is to take short breaks during longer lectures to allow students time to relax, collect their thoughts, and “stretch their legs”. However, in many modern lectures a majority of students remain seated during this time, using a laptop or mobile device. This prevents the physical and cognitive break that is necessary to regain focus and reduce stress. In this session, we introduce the concept of a “Fit-Break”: A short burst of easy-to-follow exercises and stretches carried out during the normal lecture break. We will then discuss our use of Fit-Breaks in first year courses, and provide the resulting data. The introduction of these simple physical activities during the normal lecture schedule is an easy way to improve student focus, reduce stress, promote retention, and provide students with a healthier, more pleasant academic environment.

CON2.08c - Colliding Theories: Linking Connection to Place with Reflective Practice in Outdoor Education

Tim O’Connell (Brock University), Ryan Howard (Lakehead University), and Janet Dyment (Univeristy of Tasmania)

A common practice at many post-secondary institutions is to take short breaks during longer lectures to allow students time to relax, collect their thoughts, and “stretch their legs”. However, in many modern lectures a majority of students remain seated during this time, using a laptop or mobile device. This prevents the physical and cognitive break that is necessary to regain focus and reduce stress. In this session, we introduce the concept of a “Fit-Break”: A short burst of easy-to-follow exercises and stretches carried out during the normal lecture break. We will then discuss our use of Fit-Breaks in first year courses, and provide the resulting data. The introduction of these simple physical activities during the normal lecture schedule is an easy way to improve student focus, reduce stress, promote retention, and provide students with a healthier, more pleasant academic environment.

CON2.09 - Teacher Development: A Threshold Concept Approach

Shelagh Crooks (Saint Mary’s University) and Paul Muir (Saint Mary’s University)

Overwhelmingly, the research on Threshold Concepts has focused on thresholds as they apply to students in a discipline-specific course. Our session will consider the application of the idea of Threshold Concepts on the meta-level of teacher development. We ask, “In order to attain a higher level of expertise as a teacher, what thresholds must the teacher pass through?” We identify several new Threshold Concepts which (we will argue) qualify as thresholds in the sense that they are have the capacity to transform the teacher’s practice, and, quite possibly, his /her identity as a teacher. Such concepts include: (i) transparency, (ii) non-authoritarianism, and (iii) disciplinary critique. The session is designed to raise questions in the participants’ minds about the significance of Threshold Concepts for their individual development as teachers.
CON2.10a - Evaluating an Instructor Support Model for Active Learning Classrooms
Gavan Watson (Western University)

As Active Learning Classrooms (ALC) are built at institutions, how should instructors be introduced and supported to teach in these new classroom spaces? This presentation will report on the initial findings of a qualitative research project designed to evaluate the effectiveness of a three-part instructor support model for ALC at Western University. The broad premise investigated was that the instructor support model helps orient and support instructors teaching in these ALC, which, in turn, supports student learning. Through semi-structured interviews and a grounded theory approach, we collected data from 12 instructor participants. The study has provided us with data on the effectiveness of the three-part model as well as with information to inform the continuous improvement of the ALC support model at Western. This presentation will be relevant to those interested in exploring the emerging evidence about how best to support instructors in these new classroom spaces.

CON2.10b - Experiencing Learning Spaces: Exploring New Possibilities for Teaching and Learning
Chris Ostrowski (University of Calgary) and Nancy Chick (University of Calgary)

With access to new, customizable, technology-rich learning spaces we were challenged to meaningfully document and understand their impact on teaching and learning experiences. Our goal was to go beyond perceptions and levels of satisfaction, and dig deeper into the entanglements between people, environments, technologies, and teaching and learning. In this presentation, we share the framework we developed to unpack the nuances of these relationships.

We present preliminary findings from an ethnographic study of learning spaces that included multiple data sources (e.g., observations, interviews, technology and spatial usage). In addition, we share our experiences- including a variety of logistical and ethical challenge- in undertaking this kind of research. This study offers insight into how learning spaces impact students’ and instructors’ experiences of teaching and learning.

CON2.10c - Dalhousie Social Work Community Clinic: An Innovative Space for Teaching and Learning
Jeff Karabanow (Dalhousie University), Cyndi Hall (Dalhousie University), Michelle Titus (Dalhousie University), and Sarah Oulton (Dalhousie University)

The Social Work Community Learning Clinic opened its doors in June, 2014 in a donated space in a local parish hall. With very few resources initially the clinic now has its own rented space, serves a caseload of over 200 marginalized community members and has provided field placement experiences for over 40 BSW/MSW/Pharmacy and Occupational Therapy students.

The presentation will highlight the steps we took to create and develop the clinic with a social justice/anti-oppressive foundation, and the practice teaching approaches we use with our students. It will also describe how we are integrating an inter-professional and community-university partnership culture in our day-to-day work with marginalized populations.

McCain 2102

CON2.11a - Inspiring Faculty Imagination: A Model for a Multi-Day Blended Learning Course Design Workshop
Doug Reid (MacEwan University) and Carolyn Ives (MacEwan University)

In the field of educational development, process and product can be equally important; therefore, we would like to share our process for creating and our results from offering our Blended Learning Course Design Institute, a four-day workshop during which faculty convert an existing face-to-face course into a blended delivery format or create a new blended learning course.

Our workshop design has evolved over several offerings through a process similar to that of an action research cycle. We’ll outline the various stages of development, the model for the final product, and our evidence for the effectiveness of our most recent offering of the Blended Learning Course Design Institute that follows the model we are showcasing.

McCain 2116
CON2.11b - Do Students Want More Technology in the Classroom?
Robyn Schell (Simon Fraser University)

Student engagement is a significant indicator of the quality of post secondary education and the nature and extent of student engagement impacts the level of student learning. Classroom technology can support learner-centered activities involving student-to-student and instructor-student interaction, on the spot feedback and assessment, and instant access to research resources. Tools vary widely and change constantly. To assess classroom technology requirements, our evaluation focused on identifying the technologies that students found the most helpful to their learning and their priority when selecting classroom technologies they would most like used in the classroom.

Our presentation highlights our findings, how we will share our results, and describes our action plan to address the students’ classroom technology requirements. We will also allow you an opportunity to offer your thoughts and experience on the type of technologies that have best supported learners at your institution.

CON2.11c - Examining the Influence of Embedded Multi-Modal Online Learning Modules for Supporting Undergraduate Student Skill Development
Adrienne Sauder (King’s University College), Emma Swiatek (King’s University College), Jeremy Greenway (King’s University College), and Darcy Harris

Professors commonly see the researching and writing abilities of undergraduate students as essential skills that need improvement across almost all disciplines (Bruce, 2001). There is evidence that online opportunities for learning can be utilized as a means of addressing students’ learning gaps in information literacy, writing, and referencing. This presentation explores the success of a collaborative pilot project that used an embedded online module to provide essential skills training within an undergraduate course. This module was linked to curricular expectations and was tailored to the unique needs of a particular discipline. Data analysis revealed general areas of struggle for students and showcased areas of improvement for students after completing the training. The findings from this study will be of benefit to a range of stakeholders, including instructors, curriculum developers, and student success professionals. Implications of these findings will be presented/discussed.

CON2.12 - A New Approach to Providing Transformative Work Integrated Learning for Large Cohorts
Susan Rowland (University of Queensland)

We have designed a non-traditional Work Integrated Learning program that serves Science students. The program (called SCIWILWORK) is unique, as it offers course credit for professionalisation and reflective activities that focus on the diverse extracurricular jobs that students already hold as they study. The program is designed to help students develop their career management skills and articulate and value the employability they already have as a result of their current work, even if it is not in a scientific field. It is also designed to be scalable so it can serve the thousands of new Science students we enroll each year at our university. Students found a pilot implementation of SCIWILWORK confronting, inspiring, and very valuable. Participants I this workshop will be able to complete some of the activities that SCIWILWORK students do during classes and provide design input to additional activities that our students can complete.

CON2.13 - Integrating Critical Thinking Skills into Course Outcomes and Classroom Practice
Valerie Scovill (College Sector Educators Community)

In order to find ways to more clearly and fully teach and assess critical thinking skills within courses and programs, George Brown College, as part of a consortium of 6 colleges and Universities in Ontario funded by the Higher Education Council of Ontario (HEQCO), investigated and tested a number of strategies. In this session we will briefly describe the research approach that was taken, including the successes and challenges, and present the final rubric and support booklet that was developed to be comprehensive, user-friendly, and flexible.

Workshop participants will share questions and possible solutions that other institutions may have regarding the seamless integration of critical thinking skills into courses and programs. Lessons learned throughout the process may help to guide other colleges and universities struggling with ways to incorporate significant, lifelong skills, such as critical thinking, into everyday teaching and assessment practices.
CON2.14 - Online Support to Facilitate Students’ Academic English Development through Course Readings
Elaine Khoo (University of Toronto Scarborough) and Sohee Kang (University of Toronto Scarborough)

Without an adequate level of Academic English, students cannot cope with the academic demands of their courses. The language of textbooks has been found to be far beyond the linguistic reach of many students in post-secondary education. Most at risk are the large numbers of domestic and international English Language Learners (ELLs), First Generation and mature/returning students, and under-represented groups (e.g. indigenous populations). Students’ inability to cope with the Academic English demands makes it difficult (and in some cases, impossible) to read course materials. However, it is important to facilitate students’ access to disciplinary thoughts and ideas despite initial language challenges.

This session presents an investigation using the Vocabulary Expansion Accelerator (VEA), an innovative online tool that gives students agency in addressing their respective language needs. Using this tool, students are facilitated to read course materials (if they are available digitally) in a way that expands their competence in Academic English simultaneously. Quantitative data involving the analysis of what is possible to extract for language acquisition from journal articles and other academic texts will be presented and used for demonstration of how the use of the Vocabulary Expansion Accelerator (VEA) changes the level of cognitive load that an English Language Learner has to cope with during the reading process.

The analysis of journal articles across different disciplines will be presented to generate exploration about manageable reading comprehension levels for English Language Learners and their Academic English learning potential. Survey data of impact of VEA-facilitated reading that is related to keeping up with course content from week to week and for assignments will be explored from the framework of L2 Motivational Self System. Using samples from data, participants will be invited to share their interpretations and perspectives on how being able to access reading texts for the courses transformed what students believed about themselves, and their ability to inhabit the identity of a competent language user while working towards achieving the level of L2 competence they aspire to. Participants will also engage in exploring possible applications and implications of this approach for their respective teaching contexts.

CON2.15a - Group Processing: Students Reflect on Past Experience
Jacqueline Murray (University of Guelph) and Nathan Lachowsky (University of Victoria)

Enquiry-based learning (EBL) is recognized as a transformative pedagogy, but there is a paucity of research examining group processing, a critical element of EBL. Group processing is a structured approach to peer- and self-assessment that encourages learning that is both self-reflexive and collaborative. As students develop the skills of peer- and self-assessment, they learn to receive and deliver constructive feedback, and they benefit from continuous assessment. This presentation is based on a mixed method study that asked former students, who had taken an enquiry-based learning seminar within the past 10 years, to reflect on their experience of group processing. Participants believed that group processing is transferable to other contexts and positively affected their subsequent educational and professional experiences. This research brings the student voice to the evaluation of group processing and its effectiveness. It also suggests strategies that could enhance the effectiveness of peer review as part of other pedagogies.

CON2.15b - Measuring the Impact, Strengths, and Limitations of Formative Assessment: A Case Study
Morgan Rooney (Carleton University)

R. E. Bennett recently argued that “formative assessment’ is both conceptually and practically still a work-in-progress. That fact means we need to be more sensible in our claims about it, as well as in our expectations for it. That fact also means we must continue the hard work needed to realise its considerable promise” (2011). This presentation will examine the results of the author’s 10 years of university teaching, the first 5 of which drew on a “traditional” teaching paradigm and the last 5 of which purposefully incorporated formative assessment techniques. By comparing grades for summative assessments, student outputs, and student feedback, the presentation will attempt to measure the impact that the purposeful implementation of formative assessments (graded and ungraded) had on specific sets of students. At issue will be questions that Bennett’s study raises: how effective is formative assessment, and what impact(s) does it have on student learning?
CON2.15c - Graded Response Method: Can Question Type Improve Critical Thinking in Large First Year Undergraduate Courses?
Sherry Fukuzawa (University of Toronto Mississauga)

The Graded Response Method (GRM) is an alternative to multiple-choice testing in large courses to promote critical thinking without incurring extra resources. GRM has been suggested to increase critical thinking because it requires students to make inferences between multiple options and arrange them according to their relative correctness. This pilot project evaluated three question types (multiple-choice, GRM, and short answer) in a first year undergraduate anthropology course (N=53). The multiple-choice questions were composed according to Bloom?s taxonomy. All question types involved the same course material so that we could assess whether participants? ability to answer correctly was influenced by question type. The preliminary results show a correlation between GRM and higher order multiple-choice (Bloom?s taxonomy level 5 & 6) (p<0.001 ? R^2 0.32), but a weak correlation with open-ended short answers (p=0.002 ? R^2 0.14). In this session, we will demonstrate how GRM works and discuss challenges and benefits of its implementation.

CON2.16 - Ah ha! Apprendre du moment présent grâce au Questionnaire d'incidents critiques
Genevieve Maheux-Pelletier (York University)

La réflexion favorise l’apprentissage critique dans la mesure où des activités de réflexion sont insérées dans des interventions pédagogiques organisées avec régularité et structure. Cette planification peut s’avérer ardue pour l’enseignant de niveau post-secondaire qui dispose de peu de temps pour atteindre de nombreux objectifs pédagogiques. Le Questionnaire d'incidents critiques (CIQ) (Brookfield, 1995) permet de faire de la réflexion un mode d’apprentissage en continu à la fois gérable et efficace. Dans cet atelier, l’animatrice partagera son expérience du CIQ comme outil d’enseignement pour échafauder le processus de réflexion critique. Ensuite, elle invitera les participants à compléter le CIQ dans le contexte d’apprentissage vécu à la conférence de la SAPES. Le groupe analysera les données ainsi générées et discutera de l’applicabilité du CIQ comme outil visant à favoriser la réflexion critique des apprentissages dans leur propre contexte d’enseignement.

CON2.17 - Foundations for Student Success
Wallace Lockhart (University of Regina)

This workshop will be of value to anyone whose work involves students in transition, and for anyone working on developing a research project. It’s all about foundations for student success: understanding student diversity and high impact teaching practices, and about how we can employ research to guide decision making at the instructional, faculty and institutional levels. The workshop will have two key components: Sharing our research / results, and learning from our mistakes /successes. Highlights include: - Results of our fall 2016 study of 300+ students: what we have learned, how we are employing the results to influence change. - Tips you can use: data sources, instruments, statistical tools and the value of utilizing established methods and instruments. Learn from our mistakes, we’re still making new ones all the time! We’ll be glad to share our stories, and we hope to learn from you!

CON2.18 - Universal Design for Learning in Vocational and Skills-Based Post-Secondary Programs
Jennifer Martin (Niagara College) and Apryl Gill (Niagara College)

Universal Design for Learning (UDL) is a goal, a process, and a set of principles that serves as a gateway to make educational experiences and environments accessible to everyone. Although an increasingly prevalent consideration in curriculum design across a variety of disciplines and levels of post-secondary education, the application of UDL principles to vocationally-focused, skills-based programs is under-represented in the literature and common UDL strategies can be difficult to apply in these contexts. The challenges associated with UDL implementation arise from the difficulties inherent in establishing varied learning opportunities. The specificity of vocational outcomes complicates the application of UDL and narrows the possibilities for learners to engage with content and demonstrate competence in diverse ways. Participants in this session will leave being able to identify the importance of UDL practices, choose appropriate approaches for applying UDL to vocational education, and evaluate how these practices can be used across a variety of post-secondary programs.
CON2.19 - Welcome to my Classroom: This Hour Has Seven Days:
A Typical Week in the Life of My Ed Psych Students
Ron Sheese (York University)

I will illustrate the methods I use in my Educational Psychology course by combining the events of a typical week into a one hour session. Those attending will play the part of students - reading, listening, discussing, writing and more. The topic chosen for the week’s work will be the application to post-secondary teaching and learning of John Dewey’s cognitive psychology as seen in his 1916 book Democracy and Education. The heart of Dewey’s approach is growth through reflection on experience. I strive to provide my students with experiences that are rich with possibilities for reflection and growth each week; and I hope that the session will not only illustrate how I do that, but also provide the attendees with the same outcome in this hour.

McCain 2190

CON2.20 - The Blanket Exercise: Walk with Me
Cheyenne Joseph (University of New Brunswick)

This session will create an engaging and dynamic space to share an enlightening teaching technique for discussing our shared Canadian and Indigenous history and current realities through interactive storytelling.

SUB 303

2:30 P.M.

Bus Service to the Poster and Pecha Kucha Sessions at Nova Scotia College of Art and Design
This bus will be for delegates who wish to setup early and see the space.

Outside of the Student Union Building

2:30 P.M. – 3:20 P.M. (CONCURRENT SESSION 3)

CON3.01a - EDC Accreditation of Programs
Celia Popovic (York University), Mandy Frake-Mistak (York University), Svitlana Taraban-Gordon (University of Waterloo), Alison Jeppesen (Red Deer College), and Carol Appleby (Humber College)

The idea of creating a national framework for accrediting educational development programs in Canada was first discussed by educational developers in early 2000s. As the types and numbers of formally structured educational development programs continued to grow, the benefits of Pan-Canadian accreditation model became more apparent. In this context, the Educational Developers’ Caucus (EDC) of Canada pursued the idea of developing the first Canadian accreditation framework for educational development programs/courses.

In 2015, the EDC Accreditation Working Group formed and conducted an environmental scan of accreditation frameworks available internationally. In 2016 the Canadian accreditation framework for educational development programs was introduced after being approved by the EDC (https://www.stlhe.ca/affiliated-groups/educational-developers-caucus/accreditation-for-courses-or-programs). This 15 minute research presentation will provide participants with an opportunity to learn about the new Accreditation Framework and the results and outcomes of the Accreditation process at the end of its first year.

CON3.01b - Developing and Sustaining a Multi-Disciplinary Faculty Learning Community: Lessons Learned through a Three-and-half-year Implementation
Cindy Xin (Simon Fraser University), Veselin Jungic (Simon Fraser University), and Jamie Mulholland (Simon Fraser University)

The purpose of this research presentation is to share our experience and lessons learned after the three-and-half-year development of a multi-disciplinary faculty learning community through a semester-based, bi-weekly teaching and learning seminar series at a major research and teaching university. Informed by three bodies of current literature (faculty learning community development, faculty leadership development, and developmental evaluation) and using a developmental and evidence-based approach to our implementation, this study will be beneficial to those who are considering developing faculty learning communities, as well as those who wish to enrich existing communities.

Rowe 1007
CON3.02 - Preparing an Educational Leadership Philosophy Statement
Carol Berenson (University of Calgary) and Natasha Kenny (University of Calgary)

Increasingly, teaching award programs, such as the 3M National Teaching Fellowship, and institutional tenure and promotion processes require faculty to articulate their educational leadership beliefs and accomplishments (UBC, n.d.; STLHE, n.d). An educational leadership philosophy statement clearly communicates what our beliefs are about educational leadership, why we hold these beliefs and how we translate our beliefs into practice. Few specific resources are available to help faculty in preparing an educational leadership philosophy statement.

This interactive workshop will engage participants in a variety of activities to support faculty in creating an educational leadership philosophy statement. By the end of this session, participants will be able to: 1) create or revise their educational leadership philosophy statement; 2) adapt and share the workshop framework and resources to support others in articulating an educational leadership philosophy statement; and, 3) provide feedback to help others strengthen their educational leadership philosophy statement.

CON3.03a - A Comparative Exploration of Canadian Aboriginal Policies that Inform Social, Educational and Cultural Resilience with a Multinational Review of Best Practices
Shane Theunissen (Mount Saint Vincent University)

Traditional Western oriented policies and initiatives within the context of Indigenous education have been assimilative. This has resulted in an erosion of cultural and economic diversity around the world, and in particular, an erosion of indigenous identity and sovereignty. But, some Indigenous groups around the globe have adopted strategies that have facilitated linguistic perseverance, cultural resilience, individual and community agency, and socio-economic development. I will outline how, if and under what circumstances the globally utilized best practices, of Vibrant Indigenous Noetic Space, Cultural Revalorization, and Heuristic Thinking are in evidence (or not) in Canadian educational institutions.

Participants in this presentation will become more aware of Canada’s Principles of Reconciliation and how they seek to address the ongoing legacies of colonialism, by promoting a shift away from paternal, imposed curricula, and interim solutions. Participants will have a more comprehensive understanding of the shift towards comprehensive policy changes that promote justice on an ontological plane.

CON3.03b - Out There Learning: Field Courses as Pedagogy for Indigenous Law
Wenona Partridge (University of Saskatchewan)

While there is considerable reflection on the importance of place in field school education, the discipline and teaching of law is geographically disinterested. Most law school teaching takes place in a classroom and focuses on legal doctrine, effectively ignoring watershed-specific forms of knowledge and law, such as Indigenous law. As revealed by Indigenous scholars, Indigenous laws and culture are specific to a geographic place within which social, political and ecological relationships interact to shape and be shaped by law. The author taught an interdisciplinary field course in the Great Bear Rainforest for five years and a comprehensive evaluation of student learning outcomes from that course revealed a deep engagement with the complexities of colonial/aboriginal/Indigenous laws. It is in this space that field courses can offer a venue through which students can experience the nuanced complexity of multijuridical problem-solving and reconciliation of Indigenous and Canadian laws.

CON3.03c - White Racial Literacy, Adult Education, and Student Development: Indigenous Learner Success and Faculty Renewal
Linda Pardy (University of the Fraser Valley)

How we frame our teaching practice has significant epistemological and ontological dimensions that impact vulnerability, power dynamics, and what is recognized as success. It also influences how we teach other to teach. This is especially important to acknowledge when working to teach vulnerable student populations or those with contested relationships with education (i.e., including Indigenous learners). This presentation shares the learning journey of a Euro-Canadian instructor’s work to improve Indigenous learner success by infusing adult learning and student development theories into higher education teaching and learning. It combines Freire’s (1992) and Lear’s (2006) work on radical hope, as well as DiAngelo’s (2012) research examining white racial literacy, to explore strategies for fostering both Indigenous learner success and faculty renewal.
CON3.04 - Mindfulness as a Pathway to Learner Success  
Mandi Arnold (Nova Scotia Community College)

Mindful practices have been shown to reduce anxiety, stress and negative emotions, while increasing focus, attention and resilience. In this workshop we will experiment with ways to incorporate mindful techniques into the classroom, and at an institutional level, to help students and staff cope with stress and improve learning. The techniques will include discussions, meditation and gentle movement, along with relaxation and breathing techniques. We will look at how to incorporate these techniques naturally into various learning spaces and situations.

Rowe 1014

CON3.05 - Teaching Mentors: Agents of Transformation  
Eileen Harris (Carleton University), Kim Hellemans (Carleton University), Wayne Horn (Carleton University), and Vincent Kazmierski (Carleton University)

This interactive session will discuss the process of developing the Teaching Mentor program, a faculty-developed initiative, from its inception to present state. For this first year of the pilot project, twelve Teaching Mentors, recruited across each of the six different faculties, were responsible for supporting new and existing faculty members in their individual departments. They were also encouraged to consider curating a collection of helpful teaching resources that could be shared among departmental members. In this session we will share reflections on our own experience, roadblocks and milestones, and key take home messages.

We will invite participants to discuss barriers around both formal and informal teaching mentor programs, and suggest ways in which these may be minimized. By the end of this session participants will be able to (1) identify key issues that need to be considered when developing a teaching mentor programs at their institutions; (2) recognize barriers to the implementation of a teaching mentor programs; and (3) develop possible solutions to identified barriers.

Rowe 1016

CON3.06 - Transforming the Library Orientation: Drawing the Students In  
Cindy Harrigan (Saint Mary’s University) and Heather Sanderson (Saint Mary’s University)

Students transitioning into university face many hurdles including learning how to use their library. Research into the first year experience indicates that the library and information literacy are critical to student success. There is a positive correlation between library use and academic performance. The Library partners with the University’s Learning Communities program. Over the years, the Library has faced challenges connecting with students in this program and finding creative ways to support them as they develop research skills, including overcoming the perception that they don’t need the library. The Library made a breakthrough with first-year students in a workshop called Library Love in 2016. This conference session will explore the Library’s first-year student workshop, especially its active learning strategies: peer discussion, peer mentoring and in-class student artwork.

Rowe 1014

CON3.07 - Embracing Open Educational Practices in Service of Student Success and Pedagogical Innovation  
Stephanie T. L. Chu (Kwantlen Polytechnic University) and Rajiv S. Jhangiani (Kwantlen Polytechnic University)

Students’ educational choices are increasingly being driven by the question of whether they can afford their required course materials. As a result, faculty have been increasingly adopting open textbooks, which, according to 13 peer-reviewed studies with an aggregated sample of 119,720 students, results the same or better course outcomes, greater course persistence, and higher enrolment intensity (Hilton, 2016; Wiley et al., 2016).

However, open education emphasizes not only freely accessible content, but also the freedoms to revise and remix content, which can enhance students’ learning experience. Whether in the form of contextualizing open textbooks or even inviting students to become creator or adapt OER. Open Pedagogy serves both social justice and pedagogical innovation.

Our institution is a provincial post-secondary leader by embracing open educational practices. At this practical session we share examples, strategies, insights, and resources which may be useful to others in seeking to build a culture of Open.

McCain 2016
CON3.08a - An Environmental Scan of Interprofessional Initiatives in Canadian Nursing Programs
Lori Weeks (Dalhousie University)

Interprofessional education (IPE) occurs when students from two or more professions learn with, from and about each other, and IPE is essential in the development of a practice-ready workforce. Although IPE initiatives have grown, little is known about them in Canadian higher education. We will share findings of current knowledge and practice of IPE in nursing programs across Canada. We invited a key informant associated with each of the Canadian Association of Schools of Nursing accredited bachelor of nursing programs to obtain a profile of IPE experiences provided to students. We received a total of 24 completed surveys for a response rate of almost 50%. A key finding was that only 8 (30%) of these programs currently have a structured IPE program, although several respondents wrote about intentions to develop IPE curriculum. This research will contribute to the further development of IPE in nursing and a variety of other disciplines.

CON3.08b - Enhancing Undergraduate Medical Education with Asset-Based Community Engaged Learning Experiences
Sarah Peddle (Dalhousie University) and Shawna O’Hearn (Dalhousie University)

BACKGROUND: Our Service Learning program in the Faculty of Medicine, requires students to participate in preparations, written critical reflections and also group reflection discussions in addition to the minimum of 20 hours contributing to a project based on community identified priorities from an asset-based approach to community development practices.

METHODS: The comprehensive process and outcome evaluation includes descriptive (e.g., Program design, development and delivery; Teaching, learning and assessment), and quantitative and qualitative measures (e.g., student and community pre-post surveys using a Likert-scale and open-ended responses, qualitative themes from student critical reflection, community partner post-interview and any pre-post open-ended questions from the surveys).

CONCLUSION: In this presentation we will provide an overview of the process and outcome evaluation and how results will inform the evolution of the program. Additional reflections on the program evaluation process, especially as it relates to the roll-out of a new program, will also be shared.

CON3.08c - Preparing Students for Healthcare Practice Culture: Professional Behaviour Transformations
Diane MacKenzie (Dalhousie University) and Brenda Merritt (Dalhousie University)

Acquisition of effective and context specific professional behaviour is a hallmark of many post-secondary educational programs. This study sought to validate a professional behavior rubric (PBR) with multiple stakeholders within the community of occupational therapy community. Identification of barriers and facilitators for professional behavior was also explored. The goal of the PBR is to provide students with formative and/or summative feedback regarding their professional behaviour development. The PBR is linked to occupational therapy educational and professional competency expectations. Elements of the PBR most likely extend to other health professions as well as other educational disciplines.
CON3.09 - For Better or for Worse, I Lead
Beverley Hamilton (University of Windsor), Jessica Raffoul (University of Windsor), and David Andrews (University of Windsor)

Educational leaders cannot always articulate what makes them leaders, or even acknowledge they are leaders in the first place. Working closely with faculty attempting to articulate their educational leadership philosophies has unearthed common conceptual and personal challenges they face when coming to terms with their own leadership in change initiatives. The process of developing this awareness is a critical element in enabling faculty to evolve and be perceived as trusted leaders. Wedding theory and practice, this session will draw upon instructor narrative, participant definitions of educational leadership, and theoretical and evidence-based conceptualizations of leadership in post-secondary institutions to identify threshold concepts in educational leaders’ development.

Through reflection and discussion, participants will explore challenges and epiphanies in leadership, expanding on an emerging framework of threshold concepts in educational leadership. They will consider how this approach can inform faculty development, as well as the systematic development of leadership capacity in our institutions.

CON3.10a - Effects of Transformation Initiatives in Curriculum Development: A Case Study on Teaching Research Methodologies for Postgraduate Students in Chemical Engineering
Amira Abdelrasoul (Ryerson University) and Simant Upreti (Ryerson University)

Learning research methodologies can be a challenging process for graduate students. Fortunately, new initiatives in course development suggest that suitable development of graduate curriculum can significantly expedite the students’ learning process. This case study presents our experience of designing and teaching an original research methodology course with emphasis on the Chemical Engineering discipline. This course introduces a new approach that combines both, backwards design, and the integrated course design.

The primary objective of this course is to equip students with the state-of-the-art research methodologies and practice used to formulate, develop, and complete research problems in different fields of Chemical Engineering. In addition, this course aims to enhance the students’ research experience, and ensure that it can be applied beyond academia by inculcating tolerance against obstacles, and augmenting capacity for independent work. The key formative features of the course, its challenges, and future improvements will be presented.

CON3.10b - Finding the Line of Best Fit: Navigating Tensions Between Disciplinary Perspectives and the Scholarship of Teaching and Learning in the Design of a Graduate Mathematics Teaching Program
Danny Dyer (Memorial University of Newfoundland), Eduardo Martinez Pedroza (Memorial University of Newfoundland), and John Hoben (Memorial University of Newfoundland)

Despite the integral role academic disciplines often play in the formation of teacher identities, it is often difficult to balance disciplinary perspectives with those offered by the Scholarship of Teaching and Learning. In light of these tensions, we describe the needs assessment phase of a mathematics graduate student teaching program, including the process of gathering data about departmental values, educational aims and knowledge. Programming responses made in light of student and faculty surveys and focus groups will be related to efforts to ground programming within the needs of a specific disciplinary community. We also describe efforts to integrate teaching-related insights drawn from educational research, teaching methods, and disciplinary teaching practice to create a program that uses the experience of the disciplinary community and active learning strategies to improve graduate students’ knowledge of effective teaching.
CON3.11 - Cultivating Curiosity in the Classroom: Practices and Techniques
Melissa Jean (Brescia University College at Western University)

Increased attention to the importance of outcome based education has led, and in many cases, required institutions to adopt a set of all-encompassing competencies intended to portray the abilities of their new graduates. The transformation of students in the areas of problem-solving, self-awareness and development, and inquiry and analysis abilities are but a few of the standard competencies institutions claim and market. In order for any new graduate to be successful in demonstrating these three competencies a strong foundation of curiosity is essential. How can we as educators foster the successful transformation of our students unless we can successfully foster a culture of curiosity? In this session, participants will: identify the importance of cultivating curiosity in the classroom as a catalyst for student learning; discuss the potential barriers and possible solutions to fostering an environment of curiosity; and evaluate how these practices could be used in their own courses.

McCain 2116

CON3.12 - Student Engagement Levels in Traditional Vs. Collaborative Learning Spaces
Christine McCaw (Humber College Institute of Technology and Advanced Learning)

Does room design and access to technology impact student engagement? Results of an empirical study measuring student engagement levels in a traditional classroom vs. a collaborative classroom (students seated in table groups with access to a 50” screen and device agnostic technology in each team) will be shared. Data collection included independent student observations using a STROBE modified classroom observation sheet, class attendance records and overall class GPAs.

The study measured student engagement levels using different teaching methods and materials (lecture, lecture with Q&A, presentations, group work, individual work, class discussion). It also measured participation levels (# of questions asked or answered, # of new ideas contributed to class), and relationship satisfaction (peer-peer assistance and student-professor relationship satisfaction. The results of the study were clear - classroom design does impact student engagement and success levels.

Join us to learn more about this study and participate in a brainstorming session to discuss ways to increase student participation and engagement in traditional classrooms.

McCain 2118

CON3.13 - Going Global with Engaged Teaching: An International Teaching Certificate Program
Carol Miles (University of Newcastle)

For a large Australian University, delivery of engaged teaching in Singapore has presented a particular challenge due to the strong tradition of didactic teaching in Asian universities. As we move toward offering more engaged and blended learning opportunities rich with online content and in-class activities for our local students, the challenge was to replicate these opportunities for students studying the same courses at our Singapore campus. To address this, and to assure that our Singapore students would enjoy the benefits of an engaged experience by learning from lecturers employing innovative teaching methods, a compressed Certificate in University Teaching was designed and delivered at our Singapore campus.

This workshop will give specific details of the content and structure of the certificate program, provide data relating to program success, and outline how this initiative demonstrably addresses the serious challenges faced by any higher education institution when needing to internationalise their curriculum.

McCain 2130
CON3.14 - Shifting Mindsets, Habits, and Practices: Transformative Experiences from an Improvisation Course
Meagan Troop (University of Waterloo and University of Guelph), Andrea Buchholz (University of Guelph), and Trent Tucker (University of Guelph)

This session will introduce participants to key principles of improvisation and encourage the application of these ideas to their own teaching and learning contexts. In a first-year seminar course at the University of Guelph, improvisational action served as an agent for personal transformation as it played a contributing role in students’ development and well-being. Building on lessons learned, participants will engage in a series of improvisational processes applicable to a diversity of teaching and learning contexts. We will discuss the collaborative approach in which four professors from multiple disciplines engaged, and reflect on the nature of activity and assessment from this experientially-based course.

CON3.15 - The Promise and Peril of Digital Pedagogy
Michael Ackerman (Wilfrid Laurier University)

We are told that we are educating a generation raised in a digital culture, and that mobile technology will transform our classrooms. Post-secondary institutions are scrambling to develop technologically-driven classroom experiences as they transition into meeting the (assumed) expectations of this new generation. But is this what students are asking for? And is this transition into digitally-mediated content pedagogically sound? Over the past two years, the co-organizers of this workshop (a professor of Biology and one from English) have been involved with a campus-wide, multi-disciplinary, initiative that piloted the use of digital textbooks (e-texts) in the classroom.

This workshop is rooted in those experiences and explores the potential implications of its results. It will have two, inter-related, sections: the first summarizing the pilot overview, and the second interacting with participants to develop and demonstrate pedagogical tools unique to e-text usage.

CON3.16a - Does One Size Fit All? Defining Success in Student and Faculty/Staff SoTL Partnerships
Jennifer Spencer (University of Guelph), Bree Akesson, Roselynn Verwoord (University of British Columbia), Victoria Chen (Queen’s University), Clarke Mathany (University of Guelph), Brett McCollum (Mount Royal University), Anita Acai, and Meghan Allen

Partnerships with students are considered one of the principles of good SoTL practice (Felten, 2013). However, not all partnerships are equally successful. What characteristics are common to successful partnerships and what preparatory elements can lead toward more successful partnerships? In this research presentation, we present findings from an inquiry project that explored our lived experiences of successful student-faculty/staff SoTL partnerships and drew from self-reflection to consider elements of success that are connected to both the process of the partnership and the anticipated outcomes (Cook-Sather et al., 2014; Healey et al., 2014; Woolmer et al., 2016). We: 1) provide a description of the reflective process that examined our student-faculty/staff SoTL partnerships, 2) discuss our use of thematic analysis to examine the data, 3) present our findings including four domains that can shape partnerships, and 4) present questions to stimulate discussion and guide new partnerships in defining the parameters for success.
CON3.16b - Rethinking Research Collaboration: Transformative Experiences of Faculty and Students Engaged in Undergraduate Research Learning
Catharine Dishke Hondzel (Huron University College), Christine Tsang (Huron University College), Lucas Savino (Huron University College), Scott Schofield (Huron University College), Melanie Mills (Huron University College), and Britney Podolinsky (Huron University College)

Research habits of reflective and analytic thinking are developed through applied practice and guided mentorship. Institutions that support undergraduate research opportunities find that research experiences help undergraduates connect theory to practice, can increase student self-efficacy and motivation, and enhance professional competencies. The Centre for Undergraduate Research Learning at Huron University College offers opportunities for undergraduate students enrolled in the arts and social sciences to engage with faculty members to complete independent research projects.

This presentation will discuss four different undergraduate research projects completed during the 2016-2017 academic year. Using a qualitative multiple-case study approach, researchers examined the decisions that the students and their faculty mentors made during the course of each undergraduate research project. Results provide insight into the factors that influence the decisions students make when undertaking independent research projects and the role of institutions in supporting and fostering undergraduate research opportunities for liberal arts students.

CON3.16c - Implementing an Authentic Research Experience for a Large-Scale Genetics Class of Second-Year University Students
Christine Angelidis (Dalhousie University), R. Andrew Schofield (Dalhousie University), and Debra Grantham (Dalhousie University)

Research is fundamental to all of science, and an in-depth understanding of research is an essential component of a science education. University curricula at many institutions now include research courses or fourth-year capstone term-long research projects. Our goal was to update the laboratory component of a large undergraduate genetics course to give students an inquiry-based authentic research experience early in their university career. Based on miRNA experiments performed as a term-long course in other universities, we have developed a small research project within the current lab component of a second-year core biology course. Innovations include having the students choose a gene of interest to investigate, use cutting-edge online tools and perform laboratory experiments to generate data that they will analyze and present in a formal paper. the focus of this workshop is on development of research capabilities in undergraduate courses, and discussion of potential benefits and outcomes.

CON3.17a - Integrating Scholarship in New Programs
Denise Stockley (Queen’s University), Kimberley Sears (Queen’s University), Amber Hastings-Truelove (Queen’s University), Leslie Flynn (Queen’s University), and Jill Scott (Queen’s University)

The development of a new program can provide unique opportunities for research. Often, however, when new programs are created, time, effort and resources are front-loaded during the development and implementation phases, leaving little to none left over for scholarship. To combat this initial resource drain, we propose an integrated approach to scholarship that measures processes and outcomes from the initial stages of program development (See Hubball & Clarke, 2010; Zhang & Amundsen, 2015; Marquis, 2015).
CON3.17b - Transformative Voices: Explorations within an Interprofessional Landscape of Scholarly Practice
Debbie Sheppard-LeMoine (St. Francis Xavier University) and Will Kay (Saint Mary’s University)

This presentation will share salient transformative learning moments experienced within an interprofessional community engaged in a teaching and learning innovation that brought nursing and medical students together in a simulated encounter at a transnational branch campus in Doha, Qatar. Beginning as a pilot project in 2015, this collaboration consisting of expert family assessment, simulation, nursing, and medical educators from the University of Calgary in Qatar (UCQ) and Weil-Cornell Medical College-Qatar (WCMC-Q), guided an experiential teaching and learning initiative that fostered paths for medical and nursing students to build their capacity to work together within a family assessment paradigm. As an ongoing initiative currently entering a formal teaching and learning grant funded research stage, the presenters will discuss the background development and emergent directions of their study. Participants will be involved in a discussion that is situated within the larger theoretical framework of a “landscape of practice” (Wenger-Trayner & Wenger-Trayner, 2015).

CON3.17c - A Journey to Scholarship
Jody Guy-Merritt (St. Clair College), Linda MacDougall (St. Clair College), and Kathy Deshaies (St. Clair College)

Aim: To highlight several strategies used for creating a culture of scholarship in the workplace. Rationale: The demand for evidence of scholarship has increased; yet faculty struggle with finding balance between their already taxing work schedule and these new scholarship expectations. An understanding of the facilitators and barriers for faculty members adapting to the demands of scholarship is paramount.

Theory: The theory applied to this work is that of Felgen whose I2E2 formula pertains to transformative cultural shifts. The I2E2 formula relates to the four elements that are critical for long lasting change: Inspiration (I1), Infrastructure (I2), Education (E1), and Evidence (E2).

Method: This research is in the preliminary stages; the current focus of the presentation will be on discussing the journey one college has undertaken to understand and support faculty and instructors during their scholarship culture transformation.

CON3.18a - Educational Leaders: Practices and Perceptions of Teaching Stream Faculty at a Large Research-Intensive Institution
Gülnur Birol (University of British Columbia), Adriana Briseño-Garzón (University of British Columbia), and Andrea Han (University of British Columbia)

In July 2011, The University of British Columbia (UBC) introduced the Professor of Teaching rank “to provide educational leadership, outstanding teaching, and curriculum development” (UBC, 2016). Although several institutions across Canada have now implemented similar ranks, little is known about the teaching practices and perceptions of teaching stream faculty. Based on responses from 114 teaching stream faculty at UBC (55% response rate), we will present findings that paint a picture of this unique group. Areas where wide variances occurred within the stream will be highlighted as will significant or unexpected differences between teaching faculty and their research stream or contract colleagues.

This session will be especially interesting to university leadership considering implementing a teaching stream, academic leaders seeking to better understand the unique contributions of this group and educational developers interested in tailoring their support to better meet the needs of teaching stream faculty.
CON3.18b - I Want to Keep My Sexuality Light Years Away from My Work: Supporting LGBTQ Faculty
Beatrice Waterfield (Dalhousie University), Tameera Mohamed (Dalhousie University), Kim Brooks (Dalhousie University), and Brenda Beagan (Dalhousie University)

This presentation analyses data from qualitative interviews with seven Canadian faculty members who self-identified as lesbian, gay, bisexual, transgender or queer (LGBTQ), asking about experiences of inclusion and exclusion. Four major themes emerged: navigating disclosure; homophobia and self-surveillance; heterosexism and micro-aggressions; security and insecurity. Navigating disclosure was fraught with tensions, particularly with students. Faculty described significant isolation on campus. While incidents of overt homophobia were not common, they encouraged participants to be very cautious, engaging in self-surveillance and self-censoring. Heterosexism and micro-aggressions were more common, leaving participants caught between exoticism, reductionism and dismissal. All participants described relative security once they earned tenure, yet also felt certain the university administration did not have their backs. The extent to which LGBTQ faculty may hold back significant parts of themselves suggests an unfinished transformation of the culture of higher education, one in which LGBTQ faculty need more support.

CON3.18c - Transforming Graduate Studies through Decolonization
Lisa Lunney Borden (St. Francis Xavier University), Laura-Lee Kearns (St. Francis Xavier University), and Joanne Tompkins (St. Francis Xavier University)

Recommendation #10 in the Calls to Action of the Truth and Reconciliation Commission’s (TRC) report specifically relates to decolonizing teacher education and developing transformative pedagogies, which in turn will achieve the larger goal of community control of education for First Nations, Metis and Inuit (FNMI) peoples (2015, p. 2). This research aims to examine how specialized cohorts in Indigenous Education, with their explicit focus on deep professional learning might strengthen the capacity of Indigenous and Settler teachers to be effective teachers of FNMI students and, in turn, build community capacity in FNMI schools. Building on Marie Battiste’s (2013) work on nourishing the learning spirit as fundamental to all Indigenous people, we seek to know how this program has nourished the learning spirit of the educators themselves. We will share early findings from research focus groups and surveys and then engage in small group sharing circles with our audience.

CON3.19 - Not So Tacit: Interdisciplinary Design and the Development of Academic Writing Skills
Becka Barker (NSCAD University)

Through a careful exploration of the relationships among English language fluency, academic writing skills development, and interdisciplinary design, this session will focus on helping participants develop their approaches for leveraging students’ creative faculties and abilities to create meaning from information in a multimodal manner as they negotiate learning academic writing skills. Drawing on direct experience with international, linguistically-diverse post-baccalaureate students studying interdisciplinary design, session participants will be invited to reflect on their own experience assessing and helping students develop content knowledge and writing skills in tandem. The work of The New London Group (1996), Cross (1982), Mareis (2012), Dong (2009), hooks (1994), and Halliday (2004) provides a theoretical framework for this discussion from the domains of language education, linguistics, and design research.
CON3.20 - “Good for Everyone/Necessary for Some”: Make learning more equitable & execute on many UDL guidelines by providing automatic on-demand audio in your courses

Michael Hughes (ReadSpeaker)

“Strong course self-efficacy” is high among factors involved in students’ intention to graduate that can be modified by the school, the student or the community (Ficten, C.S. et al, 2014). Further, we know from research that significant numbers of post-secondary students don’t read very well, or as quickly as they need to read. Across several groups, this includes those with identified and unregistered disabilities, and those whose first language isn’t English or French.

The UDL Guidelines, which are based on over 800 peer-reviewed research articles, help educators to increase opportunities to learn by critiquing and minimizing unintended barriers. Self-efficacy figures prominently in Universal Design for Learning (UDL); an example is the guideline to “promote expectations and beliefs that optimize motivation” under the umbrella of “providing options for self-regulation”.

While there’s much being done to advance UDL in several post-secondary institutions, an important step forward can be taken easily: universally providing the choice to listen by automatically speech-enabling your LMS and its learning materials. We’ll discuss how using text-to-speech integrations make it easy to listen to your LMS, who’s doing it already at the post-secondary level, and why it’s surprisingly cost-effective.

3:30 P.M. – 3:50 P.M.
Bus Service to the Poster and Pecha Kucha Sessions at Nova Scotia College of Art and Design
Outside of the Student Union Building

4:00 P.M. – 6:00 P.M. (POSTER SESSION AND RECEPTION)

NOVA SCOTIA COLLEGE OF ART AND DESIGN (NSCAD), SECOND FLOOR

POSTER.01 - Literature Review: Quality Improvement of a Practical Nursing Program’s Admission
Paul Jeffrey (Humber College Institute of Technology and Advanced Learning)

Program admission tests are commonly used by post-secondary institutions as a method of student selection. The quest for higher education has resulted in a record number of applicants to Practical Nursing programs in Ontario. This large applicant pool, coupled with a fixed number of available admission spaces, has prompted educators to find ways to select the most appropriate, and successful, attrition-resistant student population. While there does not seem to be a shortage of admissions tests used by post-secondary institutions to aid in achieving the ideal student, a benchmark test establishing the association between results on a particular admissions test, and student success, is not clear. Development of an evidence-based guideline, informed by a review of the literature is necessary.

POSTER.02 - Assessment for Learning: Grassroots Faculty Leadership of Change
Heather Lewis (Pratt Institute)

This poster session analyzes the first-year experiences of faculty learning communities engaged in the scholarship of teaching, learning and assessment across disciplines and departments. The poster demonstrates how collaborative planning and development across departments engaged in assessment for learning has influenced the ways that leadership is traditionally practiced within the institutional culture. The poster argues that assessment for learning should be addressed at three levels; assessment for student learning, faculty learning and organizational learning. At the student learning level, the poster summarizes the major themes from five cross-disciplinary FLC’s focused on student learning. At the faculty level, the poster argues that faculty learning communities (FLCs) can contribute to faculty learning and also constitute a form of faculty leadership. At the organizational level, the poster conveys how the FLCs influenced faculty leadership across departments as they wrestle.
POSTER.03 - Take Note: The Effects of Note Taking Instructions on Lecture Comprehension
Irina Ghilic (McMaster University) and David Shore (McMaster University)

In today’s university setting, initial learning happens during lectures. Students attend lectures and try to encode as much of the new information as possible. Most students keep records of the lecture information via notes. However, not all notes are created equal. With more information being delivered and recorded through technology-based applications, it is critical to understand what modulates differences between note taking mediums. Throughout our studies, we explore various instances of note taking instructions and their effect on lecture comprehension. We manipulate variables such as lecture and test difficulty, as well as timing of the test (immediate or delayed). We also instruct participants on the type of notes they should take (summarized or transcribed), and what medium of note taking they should use (handwritten, typed, or no notes at all). Overall learning outcomes, as well as future directions within this area of study, will accompany the results of our studies.

POSTER.04 - Learner-Centered Curriculum Design: A Case for Blended Learning
Leon Cygman (Mount Royal University)

There has been large growth in post-secondary student enrollments in blended learning courses over the past ten years. Blended environments are considered to increase the connectivity between instructor and student more so than in traditional or online courses. The theory of learner-centered curriculum design is well-suited for the blended learning modality. Using distance education theories and a learner-centered curriculum design framework as a foundation, strategies for designing learner-center blended learning courses are presented and discussed. These strategies provide guidance for the building a blended learning course such that the course allows students to participate in the shaping of curriculum. It will also provide students with the opportunity to learn about design and construction of purposeful learning activities. Proper design and implementation of learner-centered blended learning courses can provide increased pedagogical opportunities, reduce student attrition, minimize transactional distance and will enhances student participation in their own learning.

POSTER.05 - The In-Person Component: A Comparison of Student Engagement and Performance in Blended Vs. Fully Online Learning
Michelle L. Cadieux (McMaster University) and Joseph A. Kim (McMaster University)

Class time in many lecture-based courses is used to deliver core content leaving little time for active learning. In a shift from this traditional model, blended learning combines online learning resources with face-to-face class time in varying degrees. For example, students can review core content via online web modules at their own pace before engaging in active learning in a lecture or tutorial class (Sana, Fenesi, & Kim, 2011). We examined the role of class time on student engagement and performance across 3 different courses delivering core content via the same online web modules: (1) Web modules only, fully online; (2) Web modules and weekly tutorial; (3) Web modules, weekly tutorial, and class lecture. Overall, the addition of class time significantly improved student engagement and performance measures. Within each course, engagement in group work had the greatest impact on long-term retention on the final exam.

POSTER.06 - Rethinking Information Literacy Instruction: A Blended Learning Library-Faculty Collaboration
Nigèlle Langlois (University of Ottawa)

Librarians are usually asked to provide a one-shot presentation in order to teach students the research process. These presentations present challenges in that they reduce the research process to merely gathering information and limited to 90 minutes or less. The library had the opportunity to participate in a blended learning pilot with an instructor in the English department in 2015. A learning module was created for the course management system. The Library module enabled us to expand on multiple in-class lectures by creating a space for the students to access the information using a just-in-time approach. Following the initial pilot, the program has been expanded to additional sections of the course and formalized assessment was added. This poster will provide an in-depth overview of the project. It will illustrate the collaborations that facilitated the creation of the project and present our preliminary findings.
POSTER.07 - Building the New, Not Fighting the Old- A Newly Developed Online Course Development Framework
Kasey Fulton (Red Deer College) and Melanie Pereversoff (Red Deer College)

Design Thinking methodology utilizes a structured approach to produce and develop ideas and is grounded in the confidence that everyone can be part of creating a more desirable future. This methodology inspired us to take action to change the status quo of traditional online course development from siloed to synergistic. Our newly designed online course development framework adopts a team-based approach, backward by design online course development planning map, and a learner-centred online course building template. Join us as we utilize the Design Thinking process to visually share our story. We encourage you to ask questions, start a discussion, and learn how this synergistic team-based framework can work for your online course development and Learning Management System.https://designthinkingforeducators.com/design-thinking/

POSTER.08 - User Experience Design for Online Learning: An Exploration of Student Perceptions
Darcy White (University of Waterloo) and Meagan Troop (University of Waterloo)

Post-secondary institutions invest a lot of resources in online teaching and learning. Many use quality metrics that embody a top-down approach to course design, in which design decisions are primarily informed by instructors, instructional designers, and multimedia developers. What this type of approach to quality typically excludes are the people at the other end of the learning experience- students. If our goal is to create quality online learning experiences for students, it is essential that we tap into their first-hand learning experiences. With this in mind, course designers at our centre have recently launched the User Experience Design for Learning framework, a research-based set of guidelines that aim to incorporate learner perspectives into course design. Our poster session aims to feature the UXDL framework and highlight undergraduate students’ perspectives of online learning through a cross-disciplinary lens of user experience design and pedagogy.

POSTER.09 - ePortfolios & Student Development: Do Online Social Interactions Matter?
Dan Zamfir (McMaster University)

The electronic portfolio (ePortfolio) is an online tool that showcases student learning in a multimedia format. Some data suggests that students using ePortfolios engage in deeper learning when an audience is viewing their work. Our pilot study will document experiences of undergraduate students in a level four, writing-intensive course that uses ePortfolios. We are using a mixed-method approach by collecting survey and focus group data from students that receive comments from “peer readers” that are not enrolled in the course. Half of the students regularly receive comments (e.g., “That was an interesting piece, it made me think of …”), whereas the other half receive feedback only at the end of term. Results from this study will allow for us to understand the importance of peer interaction on student development. Our methodology will showcase a novel strategy to incorporate peer feedback from students that are not directly involved in a course.

POSTER.10 - Situating Video Feedback in a Model of Student Feedback Responses: A Collective Case Study Analysis
Alp Oran (University of Ottawa)

Coherent and transparent assessment is especially challenging when dealing with subjective exercises. Normally, these are assessed with the help of rubrics and justified with handwritten or typed comments but these strategies can be burdensome and dry. In 2015, I began replacing handwritten comments with a digital video recording that linked my assessment criteria to the students’ work. Here I relate a collective case study analysis (Cresswell, 2013) in which I interviewed different cohorts of 3rd and 4th year undergraduate students new to video feedback. I found that video was more comprehensive and faster than traditional feedback delivery with improved reception by the student (e.g. greater acknowledgment of errors with fewer issues over grading). For the most part, students had enjoyed not only the clarity but also the emotional cues. This report has ramifications for anyone seeking to improve the coherence and adoption of formative and summative feedback by their learners (bi-lingual).
POSTER.12 - EconAssign: A New Online Assignment Tool for Undergraduate Research
Talan İşcan (Dalhousie University)

EconAssign is a web-based tool that allows instructors to structure assignments using a decision-tree approach. Research invariably involves decisions at critical junctures. Often times these decisions reflect the degree of difficulty in what comes ahead or are dictated by earlier choices concerning methodology. The tool makes these junctures explicit to students, and requires them to justify their choices. It allows for a diversity of approaches to address an issue, the scope of which is determined by the instructor and allows students to articulate their thought process.

POSTER.13 - An International Study of Teaching Practices in Higher Education
Adriana Briseño-Garzón (University of British Columbia) and Gülnur Birol (University of British Columbia)

There has been a considerable interest in promoting the use of evidence to inform individual teaching practice in higher education. Despite this, many post-secondary institutions are largely unaware of what teaching practices are employed in the classroom. In partnership with Universitas 21 (www.universitas21.com), the University of British Columbia ran an international study with eight research-intensive post-secondary institutions in order to gain a better understanding of faculty teaching practices and attitudes towards teaching. Faculty with teaching responsibilities from institutions representing East Asia, Europe, Oceania and North America responded to a common survey.

We will share preliminary results concerning international trends, institutional cultures and regional commonalities in teaching practice; perceptions and use of active and experiential learning pedagogies; use of in-class time; roles of Teaching Assistants; beliefs and attitudes towards teaching and learning; participation in professional development opportunities; main challenges and enablers of effective teaching; and institutional support and value for teaching.

POSTER.14 - Achieving Positive Educational Outcomes for International Students in Professional Programs
Said Ibrahim Msabaha (Dalhousie University) and Shawna O’Hearn (Dalhousie University)

International students make up 16% of Dalhousie’s 18 500 total student population. In the university’s strategic priorities, international students are pivotal in internationalizing our campuses culture, enhance the quality and impact of our programs, and create research knowledge at the local, national and international levels. The effectiveness of Dalhousie’s program is significantly enhanced through a multi-pronged approach that supports students to transition well into the third year of our medical degree program. Cultural and educational attributes are enhanced when international students are supported using bridging programs. Since 1993, 87 transfer students have successfully graduated and received a Dalhousie University Doctor of Medicine Degree.

The poster presentation will provide conference participants a comprehensive overview of our program. Dalhousie’s research on bridging programs for international medical students is still in its infancy, and therefore research to guide the development of effective bridging programs for other professional programs in Canada is imperative.

POSTER.15 - Supporting Disabled Faculty and Instructors: Lost Opportunities
Beatrice Waterfield (Dalhousie University), Merlinda Weinberg (Dalhousie University), Kim Brooks (Dalhousie University), and Brenda Beagan (Dalhousie University)

Though disabled faculty and instructors may be increasingly hired at universities and colleges, after hiring their success or failure is cast as an individual responsibility. This paper analyzes the everyday experiences of disabled faculty members at Canadian universities, examining the culture of higher education and the extent to which it allows the transformations needed to support disabled faculty and instructors. Based on qualitative interviews, we examine how disabled faculty navigate the need for accommodations, use disclosure strategically to position themselves in relation to disability, and engage in self-surveillance, interrogating whether they belong in higher education. The negative implications of available “disabled academic” identities and the toll of self-advocacy and self-surveillance, as well as the extra invisible work demanded to prove themselves as “good enough” faculty and instructors, represent an unrelenting and inequitable burden. A transformation of the culture of higher education is necessary to better support disabled academics.
POSTER.16 - Improving Faculty Diversity in American Law Schools: Committee Involvement as Service to the University
Andrij Kowalsky (Wilfrid Laurier University)

Research, teaching and service greatly concern junior level faculty. This poster presentation uses the case study to outline the importance of participating in a consortium dedicated to advancing the science and teaching of doctoral legal studies as a measure of service to the university.

POSTER.17 - Canadian Professors Abroad: International Experiential Learning in Peru
Jane Connell (Cape Breton University) and Karen McNeil (Dalhousie University)

Internationalization within universities has become important to our post-secondary institutions and society in general. We believe that faculty can benefit from international, experiential learning opportunities. This poster session will focus on our experiences at the Centro Ann Sullivan del Peru (CASP) and the transfer of learning to students, professionals, and communities in Canada. CASP is a non-profit educational organization located in Lima, Peru. Its purpose is to serve people with different abilities such as autism, Down syndrome, developmental delay, and their families. The goal is to include people with different abilities into life (home, school, work, and community). The CASP model and its core elements will be discussed along with our Canadian journey of engagement with various people and communities to share an international perspective for supporting people with different abilities. From doctors and social workers to police officers and teachers, interacting appropriately with this population is critical to our humanity.

POSTER.18 - Intercultural Inclusion and Diversity, Academic and Cultural Preparation, and Student Well-Being: Insights From a First Year Undergraduate Program for International Students
Ashley Welsh (University of British Columbia)

In response to the growing presence of undergraduate international English language learners on Canadian university campuses, some institutions have launched initiatives, including custom-designed programs aimed at addressing these students’ needs. This poster presentation will highlight key insights and challenges that have emerged from a first year program specifically designed to support ELL’s undergraduate students’ academic, social, and cultural socialization in a large Western, research-oriented university. We will focus our discussion on three main themes emerging from our curricular and co-curricular programming, program evaluation research, and student, faculty, and staff experiences. These themes relate to intercultural inclusion and diversity, academic and cultural preparation, and student well-being. We hope this session will encourage an exchange of ideas and resources regarding transitions and cultural transformations in higher education and will spark cross-institutional collaborations.

POSTER.19 - Looking into Our Reflection: Examining the Critical Reflection Threads That Weave through Community-Engaged Learning in Undergraduate Medical Education
Sarah Peddle (Dalhousie University) and Jordan Boudreau (Dalhousie University)

Service Learning is a form of community-based experiential learning that can be defined as “a structured learning experience that combines community service with preparation and reflection” (CACMS, 2015). In our Service Learning Program (SLP), Students participate in preparations, written critical reflections, group reflection discussions, and spend 20 hours contributing to a community-based project. Situated within the SLP evaluation, we are completing a thematic analysis of the critical reflection assignments and group reflection components to gain insights into the learnings that students highlight and linking these back to the program’s goals and learning objectives. Preliminary themes include - sense of community/connection with others; personal development; commitment to social responsibility; ability to reframe complex social issues; perceived positive impact on future clinical practice. The identified themes provide insights into student learning and links to curriculum goals which will inform future SLP designs in Undergraduate Medical Education and beyond.
POSTER.20 - Case-Based Learning Activities: A New Conceptual Framework  
Jean Slick (Royal Roads University)

This poster presents a visual model associated with a warranted theory (Edelson, 2006) that was developed for explaining how and why faculty members use cases in their teaching in disaster and emergency management higher education programs (Author, 2016). The conceptual framework developed for explaining the use of cases in learning activities was also found to (a) explain the use of cases in other fields of study (e.g., law, business, medicine), and (b) address deficiencies in other conceptual frameworks used to describe case-based learning methods. In this regard, the conceptual framework developed through this research study appears to be a novel way of conceptualizing the use of cases in learning activities. The poster is designed to engage participants in discussion about how they use cases in their teaching and to get feedback on the conceptual framework developed for explaining how and why cases are used in teaching.

POSTER.21 - Interprofessional Anatomy Education for Dentistry and Dental Hygiene Students  
Ali Alkhawaji (Dalhousie University), Cynthia Andrews (Dalhousie University), Brenda MacIsaac (Dalhousie University), Nancy Neish (Dalhousie University), and Thejodhar Pulakunta (Dalhousie University)

Modern health care delivery is gearing toward interprofessional collaborative, patient-centered practice. Interprofessional collaboration among a group of health providers from different professions facilitates the provision of coordinated and integrated care. Such collaboration is believed to have the potential for: improving professional relationships; increasing coordination and efficiency; enhancing patient safety and diminishing medical errors. Interprofessional education (IPE) involves students of two or more professions engaged in learning with, from and about each other. IPE initiatives are based on the concept that shared learning can result in more comprehensive care for clients. Evidence indicates that IPE can enhance student perceptions toward interprofessional collaboration and other professions. We propose a paradigm of interprofessional anatomy education (IPAE) to enable first year dental (DDS) and dental hygiene (DH) students to learn with, from and about each other.

POSTER.22 - Needs Assessment for Enhanced Field Supervisor Engagement within the Human Ecology Practicum Program  
Kathryn Chandler (University of Alberta), Sherry Ann Chapman (University of Alberta), and Deanna Williamson (University of Alberta)

This poster reports on a study that was designed to explore the perceived roles, goals, experiences, and support needs of field supervisors within a practicum program. Focus group interviews were used to help design a survey that was then distributed to all field supervisors who had recently mentored a practicum student. After survey data were analyzed, a member-checking forum was convened to help interpret the results and provide direction for future enhancements to the program. In addition to fostering collaboration between program partners, the results of the study offer guidance on ways to further support the work of practicum field supervisors, enrich the overall supervisory experience, and indirectly improve the learning experience for students. The findings should be relevant to other post-secondary programs seeking ways to improve experiential learning programs.

POSTER.23 - Experiential Learning in Business Education: Applying an Experiential Learning Curricula in Information Systems Classes  
Brian Abelseth (Dalhousie University), Hossam Ali-Hassan (Dalhousie University), Michael Bliemel (Dalhousie University), and Paola Gonzalez (Dalhousie University)

Experiential learning has been applied with considerable success in all levels of education. We used four modes of experiential learning in undergraduate and graduate information systems business classes to promote a more heuristic level of learning. Using Kolb’s experiential learning theory as a model for higher learning, our goal was to provide students with a well rounded understanding of information systems as well as Enterprise Resource Planning. Our four modes included cases, simulations, games and projects. Together, these modes provided students the foundational knowledge as well as the context to apply this knowledge to real world applications. Moreover, the diverse curricula resulted in strong class engagement and motivation. We believe this approach to learning results in a more thorough understanding of class material, and has positive impacts on preparing students to apply their knowledge in their upcoming industry work terms.
POSTER.24 - “Learning Science al FRezCa”: McGill’s First Year Residence Cafeteria Science Help Centre
Avik Ghoshdastidar (McGill University)

For two hours a day, four days a week, the Royal Victoria College Dining Hall transforms into an integrated hub of active learning for first year McGill science students. FRezCa or the “First Year Residence Cafeteria” Help Centre has become a one-stop shop for students to get homework and exam help in introductory physics, general chemistry, biology, first year mathematics and organic chemistry. In the past, sparsely attended TA office hours for these subjects were held in multiple, often hard-to-find locations across campus at times that often presented conflicts for students. Not so with FRezCa! Between 60 and 80 students attend daily, travelling from one subject area to another, learning from and teaching their peers. Students have reported greater engagement, and a stronger sense of cohesion and integration between their U0 science courses. For TAs, a community of practice and collaboration has been established and peers in the Arts are exploring their own version of FRezCa.

POSTER.25 - What is the Impact of a Week-Long Fall Break on Stress in Undergraduate Students?
Alyssa Smith (McMaster University) and Irina Ghilic (McMaster University)

Canadian undergraduates have long reported higher levels of stress than the general population. Rates of anxiety disorders in this group have also seen recent increases. As a response, universities have introduced a fall break into their term calendars with the goal of reducing student stress. This study is part of a longitudinal project that began in the fall of 2015 to study student wellbeing. Here, we provide data on student stress at two Canadian Institutions: McMaster University and University of Ottawa. We will make comparisons of data collected one week before and one week after each respective fall break from the 2016 term. We will report on the pattern of results for student stress as measured through survey and focus groups and through cortisol and dehydroepiandrosterone, which are physiological markers of stress. We will present recommendations for how our data can support evidence-based decisions for policy-making and pedagogical practices.

POSTER.26 - Time to Catch Our Breath: Learner and Faculty Perspectives on Introducing a Fall Break
Maureen Barry (University of Toronto)

This poster presentation focuses on our experience transitioning to a reading week in the fall of 2016. The introduction of a reading week was intended to help students catch their breath, reduce their stress, give them time to catch up with their academic work, and promote academic success. The reading week was also intended to reduce faculty stress and give faculty time to complete academic and scholarly work. Stress on college and university campuses is reported to be increasing.

Using data from Canadian post-secondary students, Versaevel (2014) found that stress was the biggest impediment to academic success and 57.6 % of students reported above average stress. Introducing a fall reading week is increasingly popular on campus with over half of Ontario’s publicly funded universities introducing 2-5 day breaks in the middle of the fall term. Little research exists to confirm its impact on reducing stress, improving mental health, and improving academic success (Agnew, Poole, & Khan, 2016). This presentation reports on the anticipated and actual impact of a reading week initiative introduced in the fall of 2016. Faculty were asked to complete a feedback form prior to and just after the break week to comment on the benefits and impact of the new reading week for students and faculty.

Following reading week, students were polled by the Program Director in a large class. Results indicated that overall, faculty looked forward to the reading week and considered it a positive initiative. Students also looked forward to the reading week and considered it an effective change in the program design. Some faculty felt that their stress levels were not impacted by the week, as their week continued as usual. Other faculty raised concerns about the impact on scholarly success. Some students found the change in their academic program disruptive, and a number argued that having more tests, exams and papers after the reading week was unbalanced and negatively impacted the value of reading week.
POSTER.27 - Teaching Practices that Promote Student Wellbeing: A Gateway to Success in Higher Education
Michael Lee (University of British Columbia), Patty Hambler (University of British Columbia), Steven Barnes (University of British Columbia), Karen Smith (University of British Columbia), and Diana Jung (University of British Columbia)

Within the higher education context, academic performance and success are highly dependent on students’ mental health and wellbeing. Faculty members have a vital role to play in supporting mental wellbeing in their day-to-day interactions with students; Fernandez et al. (2015) suggest that “the most promising strategies to promote mental wellbeing included changes in the way students are taught and assessed.” This innovative study explored the connection between teaching practices in higher education and students’ mental health and wellbeing. Using a mixed-methods approach-including surveys, student focus groups, and instructor interviews- several specific instructional practices were identified under three key themes that positively impact student wellbeing and learning.

This interactive poster presentation will provide an overview of the study, practical resources for instructors, and opportunities for participants to reflect on their teaching practices.

POSTER.28 - Toward a Culture of Mental Wellbeing: A Pilot Intervention to Support Student Happiness
Christine Zupo (Humber College Institute of Technology and Advanced Learning)

This poster describes a research project that investigated ways to increase student levels of subjective well-being through a short-term positive intervention program. Students were prompted to engage in positive activities that had been reliably shown to increase positive emotions, for a period of four weeks, and to reflect on their experiences in a journal. Student perceptions of well-being were compared at the beginning and end of the intervention, using the Subjective Happiness Scale (Lyumbirsky & Lepper, 1999). A thematic analysis on journal entries detected transformations in well-being among students, which differed from a comparison ‘placebo’ group. This evidence suggests that even a short-term intervention program may build well-being in students. Educators will learn about positive intentional activities that they can implement in their own teaching practice, to transform student well-being, and motivate students to take a proactive approach to their subjective happiness.

POSTER.30 - Beyond the Gateway: Measuring Course Impact via Reflection in a Student-Centred Introductory Course
Nancy Fenton (McMaster University)

Instructors of Level I undergraduate “gateway” courses hope that their students build useful skills and practices. A new course at our institution, designed with student input (within a students-as-partners model), aimed to form incoming students’ perception of what it means to study in the Faculty of Science. Our study was designed to go beyond the usual institutional evaluations by investigating whether the course is substantially useful to students beyond the environs of the course itself. Our methods include weaving pedagogical research design into course design in a novel way, embedding reflective writing into students’ workflow, and using qualitative data analysis software to help identify and map fields of “impact” on student attitudes, behaviours, and decision-making processes. These elements are transferable to courses in a wide range of fields, and our results will be used to demonstrate the range of insight that this type of reflection-based research can provide instructors.

POSTER.31 - Exploring Individual Differences as Predictors of Mind Wandering and Academic Performance
Amy Pachai (McMaster University)

Students have different trait characteristics, which may predict their ability to pay attention during lectures. Learning relies on sustained attention: students cannot learn information they have not attended to. Attentional lapses are typically referred to as mind wandering, which occurs when attention shifts from the primary task to internal thoughts. The current study aims to determine whether certain trait characteristics can predict mind wandering levels and subsequent academic performance in a large introductory psychology course. Participants completed a series of questionnaires that assess trait characteristics, including distractibility, stress, self-regulation, exercise, and propensity to mind wander. These questionnaires were compared to in-class mind wandering reports and performance on weekly quizzes and the final exam. Individual differences in propensity for attentional lapses and perseverance both significantly predicted total in-class mind wandering. This study provides insight into which students may require extra support to promote sustained attention and learning.
**POSTER.32 - Preparing for Evidence-Based Practice: Health Professional Students' Knowledge, Attitudes, and Practices (KAP2)**
Krista Ritchie (Mount Saint Vincent University), Erna Snegrove-Clarke (Dalhousie University), Joan Versnel (Dalhousie University), Andrea Murphy (Dalhousie University), Ron George (Dalhousie University and IWK Health Centre), Scott Thieu (IWK Health Centre), Scott MacPhee (University of Toronto), Danielle Childs (Dalhousie University), Matthew Taf (Dalhousie University), Leah Carrier (Dalhousie University), and Angela Hosking (Mount Saint Vincent University)

Although there have been substantial shifts across Canada in professional expectations around evidence-based practice competency, there is little education research aimed at better understanding students’ development of evidence based knowledge, attitudes and skills in postsecondary professional programs. Evidence-based practice involves integrating into individual decision making and institutional processes, information from studies, professional experiential knowledge, and patient/client preferences and values. The objective of this poster presentation is to compare discrepancies between students’ self-reported knowledge, attitudes, and practices related to evidence-based practice (EBP-KAP). Professional programs involved are pharmacy, occupational therapy, nursing, and medicine. Results from a within-subjects’ ANOVA with follow up post-hoc comparisons indicate that knowledge scores surpass self-reported attitudes, which in turn surpass self-reported practices. Findings are informing subsequent curriculum planning conversations with faculty.

**POSTER.33 - Hands-On Learning and Movement Activities in the Classroom**
Zoe Soon (University of British Columbia Okanagan)

Large-scale lecture halls are designed for sitting and not moving around too much, which is likely not ideal for student health. In addition, sedentary behaviour in the lecture hall may not encourage as much student engagement or levels of alertness as we would aim for. This poster will document several examples of hands-on learning and movement activities that we have tried in large lecture halls. Furthermore, ideas for using versions of these activities in smaller classroom settings will be shared. Moreover, the results of student satisfaction surveys will be presented. These surveys were used to assess the students’ enjoyment and engagement levels. Finally, both student and faculty reflections on each of these activities, specifically regarding their perceived educational and health benefits, will be shared.

**POSTER.34 - Sounding Off: Soapboxes in the University Classroom**
David Hickey (University of Prince Edward Island)

In Gaslight Sonatas, Fannie Hurst (1918) described the soapbox as turning “the four winds of the street corner [into] the walls of a temple of wisdom” (p. 29). Hurst’s streetscapes have long since faded to memory, and yet the need for civil engagement has never been more pressing. As Andrea Weckerie (2013) accurately observed, “insidious elements have . . . taken hold online—the crippling insults and mockery of people, the widespread use of snark weakly justified as innocent humour, and the destruction of . . . reputations and individuals through shockingly easy and anonymous means” (4). In order to address the pressing need for teaching tools that encourage face-to-face dialogue and better forms of public debate, this session invites participants to try out a soapbox themselves in order to appreciate firsthand how even the smallest stage can, in fact, dramatically alter how students see themselves in the world.

**POSTER.35 - A Cognitive Perspective of Concept Mapping for Wide Scale Implementation in an Introductory Psychology Course**
Ellen MacLellan (McMaster University) and Joseph A. Kim (McMaster University)

Instruction at all levels of education ought to take into account basic principles of human learning and memory to optimize long-term knowledge retention. For example, it is well established that: (1) new information is acquired more readily when it can be assimilated into an existing knowledge structure; (2) new information is stored according to its meaning and its relationship to other information in memory; and (3) generating or retrieving information already in memory increases the probability that it will be successfully retrieved in the future. Concept mapping is a task that evokes all of these processes. Here we propose that concept mapping may promote learning gains above practice testing, as concept mapping requires students to organize and synthesize information, whereas practice testing does not. Therefore, concept mapping may promote deeper understanding and longer-term retention of conceptual themes.
POSTER.36 - Being Well: Integrating Supportive Learning Environments into Curriculum Design
Anne Simmonds (University of Toronto)

A reciprocal relationship has been established between health and student achievement, whereby excessive stress levels can lead to impaired memory, inability to think clearly, and suppression of creativity. Curriculum design has traditionally been focused on developing course content and assessments related to subject area. However, curriculum design also presents faculty with an opportunity to develop the kinds of collaborative processes and relationships that can lead to transformational learning and achievement while also fostering well being for students and faculty. The development of course assessments is one aspect of curriculum design that can be re-envisioned through the dual lenses of promoting knowledge development and achievement while also attending to student well-being. In this poster, the redesign of a three stage scaffolded assignment will be used to illustrate the theoretical underpinnings and reflective process of integrating health and well-being into curriculum design within a health policy and leadership course.

POSTER.37 - Creative Expressions of Teaching and Learning
Peter Wolf (Queen’s University), Sandra Murray (Queen’s University), and Margaret Walker (Queen’s University)

To explore the intersection of content expertise, personal meaning-making and creativity, a multi-location exhibit, Creative Expressions of Teaching and Learning (http://www.queensu.ca/ctl/node/198), took place in October 2016, commemorating Queen’s 175th anniversary and the Centre for Teaching and Learning’s 25th anniversary. The framing of this exhibit as creative expressions was intended to seed conversations about the importance of creation in learning and the potential for creative engagement to further content expertise and personal meaning making; not to judge artistic merit, but to celebrate their importance in learning. The Creative Expressions of Teaching and Learning exhibit included course assignments, teaching aids, learning reflections and a myriad of other ways Queen’s alumni, students, faculty and staff represent their excitement, skill and energy of being an engaged learner. Creative expressions presented artefacts from students past and present, as well as funding original works and facilitating a group collaborative art installation.

POSTER.38 - Innovation in Learning: Interprofessional Student Mobile Learning Team
Toni Cano (Georgian College of Applied Arts and Technology)

Interprofessional education (IPE) for students in health programs is essential to enhance teamwork and promote quality patient care and safety. Implementing and sustaining IPE within an educational setting, however, can be challenging. Finding innovative ways to make learning interesting in brief encounters, while supporting students in their quest for knowledge in a busy semester, can also be a challenge. Both challenges were addressed in a pilot project we called the Interprofessional Student Mobile Learning Team. Using a small cart with promotional materials and information, students made rounds in common areas on campus to deliver 1 – 2 minute infomercials to their peers on the topic of the Fentanyl Patch for Patch Return Program. Response from both the students who presented and those who listened to the infomercials was overwhelmingly positive as it met the need for quick, informative information, with the added bonus of stimulating their interest in IPE learning opportunities.

POSTER.39 - Transforming Students’ Views toward the Unification of the Macroscopic and Microscopic Worlds
Michael Moore (University of Guelph)

A simple, scalable instrument to discern students’ senses of length scale was developed. It aims to build from the established utility of card-sort tasks while requiring very little work to implement widely. Initial results showed differences in performance between first- and fourth-year nanoscience students. These differences were most pronounced (both in effect size and alpha value) in the invisibly small regime. After the initial results, several improvements were made to the instrument to address several small problems that appeared in the preliminary study. Following that, the test was given to a wider base of students, and the results of this are discussed in this poster.

POSTER.40 - Ways of Being Human: A Thought Experiment on Pedagogy, Futures Thinking and Authentic Pluralism
Mary Hale (Saint Mary’s University and Athabasca University)

How do we begin to facilitate a type of empathy that is essential for an authentic pluralism? Unsure of what to say, not knowing what to do or how to engage, students will often stay silent rather than speak up and risk offending. What if there were a way to foster deep self-understanding and understanding of your fellows in a way that was not superficial? This presentation will invite you to imagine how the discipline of Futures Studies and visual classroom assignments could support such authenticity with intellectual rigor and deep discussion, and some purple and green markers.
POSTER.41 - An Expanded Model to Support New Faculty in their Teaching- Beyond Community of Practice
Colleen Webb (University of Manitoba) and Jennifer Rausch (University of Manitoba)

Many new faculty experience loneliness and isolation when relocating to a new city and university community. Communities of practice (CoP) and teaching mentors/mentees paired from different faculties are important for interdisciplinary collegiality and can buffer the effects of isolation. A new faculty teaching program, designed to include supportive mentoring and collegial interdisciplinary relationship building at its core, will be discussed. Evidence from the program indicates relationships formed within the program go beyond a CoP to result in sustained friendships and a network of interdisciplinary support for teaching.

Through this poster presentation participants will be able to: Identify the importance of interdisciplinary support for new faculty, and formulate questions related to the community building aspects of the program. This presentation is important for both educational developers involved in supporting faculty and program directors interested in developing a new faculty teaching program.

POSTER.42 - Culture, Transition, and Transformation: Becoming a College Educator
Kathryn Hansen (Western University)

During their early career, college and university educators are embarking on a transition and transformation of their own. This poster presents the findings of my doctoral research examining the transition to teaching in early career college educators- the influence of teacher identity, organizational sense of belonging, and teaching self-efficacy on approaches to teaching and work engagement. Results show the role of these psycho-social factors in the transition to teaching and will inform college administrators, educational developers, mentors, and colleagues about supporting new college educators so as to best influence student learning.

POSTER.43 - Designing and Implementing Learner-Focused Discussion Groups (DGs) in a Large First-Year Introductory Nutrition Course
Melanie Rozwadowski (University of Saskatchewan)

Do you teach large classes? Are you wondering how to enhance engagement and motivation in your students so their learning is more meaningful and transformative? This first-year Introductory Nutrition course offers optional face-to-face small Discussion Groups (DGs) facilitated by Third-Year Nutrition and Dietetics students (senior peers). Where the course lectures focus on theory and nutritional science, the DG sessions provide students opportunity to engage with classmates about “hot” or controversial nutrition issues. Students report engaging further in the course content, experiencing a sense of belonging and security in a smaller group environment, and feeling empowered to make real-life nutrition and food-based decisions in a world of nutrition and health misinformation. Students consistently report DGs as highly enjoyable, finding they increase overall interest in the course material, lead them to think more about their dietary choices, and wish more first year classes offered this kind of learning.

POSTER.44 - Taking Social Entrepreneurship Education to the Next Level- A Case Study of a Teaching and Learning Project at the Undergraduate Level
Thomas Mengel (University of New Brunswick) and Maha Tantawy (University of New Brunswick)

This is a case study about student centered course re-design in the context of an undergraduate interdisciplinary program. As part of their program students complete a mandatory course on social entrepreneurship. In this teaching and learning project we have first systematically evaluated the existing data for the course on learner satisfaction, learner success, and learner feedback. Second, interviews and focus groups with graduates did provide additional data. All data have been analyzed in December 2016 to inform the comprehensive and systematic evidence-based redesign of the course for the offering in the winter of 2017. Finally, targeted surveys at the end of the course will provide data on the achieved level of success of the course redesign. The poster will present the details of this project and discuss the results in the larger context of the scholarship of teaching and learning in Canada.
POSTER.45 - Research on High-Impact Teaching Methods Related to Deep Learning
Ken Ryalls (The IDEA Center)

Deep learning focuses on meaningfulness, which requires understanding and applying the material, using it to solve problems, and integrating knowledge from various sources. More specifically, deep learning employs multiple strategies, such as reading and combining information from a variety of sources, discussing subject matter with others, applying knowledge to real world situations, integrating information, and considering diverse perspectives. Using end of course student ratings of instruction, we measured student perceptions of observed teaching methods as well as progress on instructor-identified learning objectives. Analyses were performed at the class level, with mean student ratings of progress on learning outcomes serving as the dependent variable and mean ratings on teaching methods serving as the predictor variables. Interesting relationships between teaching methods utilized and impact on deep learning outcomes are presented and discussed.

POSTER.46 - Common Book: A Novel Approach to Teaching and Learning
Kristen Ferguson (Nipissing University), Natalya Brown (Nipissing University), and Linda Piper (Nipissing University)

This poster presents the findings of a study on the impact of a common book program on teaching and learning practices at a small primarily undergraduate university. This study consists of two phases. In Phase 1, we surveyed faculty members about the influence of the program on teaching practices and dialogue with colleagues, as well as their perceptions of the program's impact on student learning. In Phase 2, we conducted interviews with Business faculty (early program adopters). Most respondents believed that students benefited from the program. Faculty perceived the common book program as a tool that facilitated course content and enhanced students' literacy. While responses were mixed about the perceived impact on teaching practices, faculty members interviewed felt that the common book program created opportunities for discussion about teaching and learning. While most research on common book programs only examines the outcomes for students, our research indicates there are significant benefits for faculty.

POSTER.47 - The Educational Research Series: A Model for how an Interdisciplinary Learning Community Supports the Scholarship of Teaching and Learning
Kendall Garton (Queen's University)

Interdisciplinary educational research is vital for postsecondary institutions to provide world-class teaching and learning. It enables enhancements in teaching and learning, evaluation of academic programs, and curriculum development. However, conducting educational research is not intuitive. To understand and support faculty needs surrounding educational research, a team of teaching and learning services across our institution designed a year-long interdisciplinary Educational Research Series to provide training and support in the scholarship of teaching and learning (SoTL). The Series provided a guided educational opportunity for participants to complete a research proposal and foster a community of practice focused on SoTL. This poster describes the Series, the findings from the research on the effectiveness of the series, and the subsequent interdisciplinary community of practice that emerged.

POSTER.48 - The Impact of Student-Articulated Learning Philosophies on Learning Outcomes
Neil Haave (University of Alberta, Augustana Campus), Tonya Simpson (University of Alberta Augustana Campus), and Kelly Keus (University of Alberta, Augustana Campus)

Studies suggest that metacognition improves student learning outcomes. Meta-learning is a type of metacognition in which learners consider what, why and how they are learning. Supporting students' development of their own learning philosophies may facilitate their meta-learning producing better learning outcomes. I investigated the impact of learning philosophies on student learning outcomes by providing students the option of completing a learning philosophy assignment. Student learning outcomes were assessed through final exams and a survey which measures level of intellectual development. Students who opted to develop their learning philosophy had higher final exam marks and level of intellectual development. The degree of these improved learning outcomes, however, was dependent upon the year level of students’ degree program. These results suggest that learning philosophies may be one gateway into deep learning that instructors may include when designing learning experiences for their students.
L’École de technologie supérieure de Montréal accueille dans ses programmes de baccalauréat en génie des étudiants ayant suivi une formation technique plutôt qu’un programme pré-universitaire en sciences. Les enseignants du SEG ont le mandat d’assurer l’arrimage entre les acquis de l’étudiant et les besoins d’un cursus d’ingénierie, particulièrement en sciences et en mathématiques. Le profil de l’étudiant le prédispose peu à la rigueur propres et la théorisation des sciences fondamentales, ce qui ne favorise pas la motivation et la réussite. Dans le cadre du cours de chimie, une approche pédagogique basée sur des activités d’apprentissage actif avec micro-laboratoires remplacent les traditionnelles séances de solutions d’exercice et permettent de passer de la pratique à la théorie dans un contexte de travail collaboratif et de rétroaction immédiate. Les activités, peu exigeantes en termes de ressources logistiques, ont été mises en œuvre avec succès par les enseignants réguliers et les chargés de cours.

PK01.b - Une transition au fil du temps d’évaluation : une histoire avec GORP
Siriram Ramalingam (University of Ottawa) and Alp Oran (University of Ottawa)

La transparence et l’imputabilité des évaluations sont toujours des préoccupations en éducation, soit pour l’enseignant(e) qui veut maximiser l’apprentissage, ou, pour l’apprenant(e) qui veut profiter de cette rétroaction (McTighe & O’Connor, 2009). Cette présentation va raconter nos expériences avec la plateforme GORP (« General Observation and Reflection Platform »), un outil numérique développé à UC Davis (http://t4eba.com/gorp/ ) et basé sur le protocole COPUS (« Classroom Observation Protocol for Undergraduate STEM ») développé à UBC (Smith et al., 2013). Même si l’intention originale de cet outil a été d’observer et d’enregistrer les comportements en classe dans des différents scénarios d’enseignement, on l’a modifiée en établissant une rubrique interactive qui enregistre au cours du temps les niveaux de performance des présentations orales par des étudiant(e)s sous-diplômé(e)s. Les participants de cette présentation vont apprendre comment on peut customiser les rôles de GORP afin de provoquer réflexion et encourager l’apprentissage formatif des étudiant(e)s.
PK02.c - Exploring Accessibility in Canadian Postsecondary Institutions: Findings from an Environmental Scan of Policies
Emily Duffett (National Educational Association of Disabled Students) and Kathleen Forestell

The National Education Association of Disabled Students (NEADS) recently received funding from the Government of Canada’s Social Development Partnerships Program to undertake a project called “The Landscape of Accessibility and Accommodation for Students with Disabilities in Canadian Post-Secondary Education”. The 18-month project will involve an examination of the current landscape of accessibility, services, accommodations, technical equipment and supports for students with disabilities at publicly-funded post-secondary institutions across Canada. Specifically, the research team will be conducting an environmental scan of existing accessibility policies, a comprehensive literature review, a bilingual survey to be distributed to students and student affairs professionals, and focus groups. This session will present preliminary findings from the environmental scan of the accessibility policies of Canadian publicly-funded institutions. Additionally, lessons that were learned from conducting an environmental scan on a national scale will be shared.

PK02.d - Hamilton, on St Kitts, with Conflict Resolution Skills. Student Centered Content
Barbara Stuart (University of Denver)

This Pecha Kucha traces the evolution of a course on Conflict Resolution through the Lens of Hamilton. An American Musical, situated in an experiential setting, the Federation of St. Kitts/Nevis where Hamilton was born. It captures initial images from a pilot project at the home university, incorporating Theatre of the Oppressed (Baol) and storytelling elements, based on the lyrics and choreography of Hamilton. The images will include student selected images combined with public art. An evaluation of the pros and cons of trying to tie Hamilton, to Nevis, to Conflict Resolution into one course will be shown, again through student images and brief comments in reflective essays.

PK02.e - Indigenization of Higher Education: Strategies for Student Engagement
Cat Criger (University of Toronto Mississauga) and Sherry Fukuzawa (University of Toronto Mississauga)

The indigenization of Canadian Universities means, among other things, that students must value Indigenous knowledge and understand the historical relationships between researchers and First Nations people. Indigenization is best achieved when it is tied to the learning outcomes of a particular program. This Pecha Kucha Presentation will illustrate the important role that the Indigenous Aboriginal Elder played in two courses at a large Ontario University. The images and commentary will describe this indigenous leader’s influence in the co-instructorship of a third year undergraduate geography course (N=25 students) and his participation in restructuring a large first year undergraduate course in biological anthropology and archaeology (N=800 students). In this presentation, we explore both the challenges and opportunities of these two different interventions and consider their potential as part of a more comprehensive attempt to Indigenize curriculums in post-secondary settings.

PK03.a - Coloring Outside the Lines - The Decision to Do Online Course Development Differently
Kasey Fulton (Red Deer College) and Melanie Pereversoff (Red Deer College)

We are seeking to shift the culture of online education and change the status quo of traditional online course development from siloed to synergistic by colouring outside the lines. We were inspired to take action and embrace Design Thinking methodology that utilizes a structured approach to produce and develop ideas and is grounded in the confidence that everyone can be part of creating a more desirable future. This process led us to the creation of our newly designed online course development framework that adopts a team-based approach, backward by design online course development planning map, and a learner-centred online course building template. Join us as we share our story of how we utilized the Design Thinking process to create our online course development framework that can be adapted for any online course, program, and Learning Management System.
PK03.b - Designing Co-Constructed Practice-Based Simulation Experiences with Learners: The Lived Experience
Diane MacKenzie (Dalhousie University)

A co-constructed simulation series was piloted in an advanced neurorehabilitation practice module to provide a learner-centered and enriched learning experience with senior occupational therapy master’s students. In the co-constructed design, two groups of students worked closely with the course instructor to develop a series of practice-based simulations for their peers. The design required that each student: participate in the case development of a realistic practice situation with clear objectives; portray the client; interact as the therapist; observe in real time from the control room (with the instructor); and debrief the student therapist together with the client as part of the recorded simulation. Post simulation, a large group debrief was facilitated by the instructor to review and identify gaps in knowledge and skills. All students were provided with their simulation recordings for personal review, reflection and refinement for subsequent simulations. Key design and experiential findings will be shared through illustrations.

PK03.c - Beyond Pointsification: The Deeper Theories and Applications of Gamification
Amy Todd (Memorial University of Newfoundland)

A significant challenge faced in higher education is the ability to continuously adapt to our learners. In response to the “Games Generations”, the K-12 system has adopted various Digital Game Based Learning strategies, and now post-secondary institutions are facing students who expect gameplay as part of their formal education. At present, higher education offers very little in this area, and educational developers are largely unprepared to provide instructors with support in implementing game-based strategies. It is the intention of this presentation to introduce participants to the theory behind gamification, how theory relates to best practices, and the dangers of “pointsification”. Using a recent application of gamification in a fourth year university course, the presentation will highlight some of the challenges and successes in using gamification within higher education, and will demonstrate how gamification may be used to simultaneously target various learning theories.

PK03.d - Schein’s “Humble Inquiry”: An Educational Developer’s Story of Self-Correction and Re-Direction
Susan Bens (University of Saskatchewan)

Having been an appreciator of the influence of organizational culture across 20+year career in higher education, when I picked up Edgar Schein’s 2013 book, “Humble Inquiry: The Gentle Art of Asking Instead of Telling”, I expected it would hit at least a few marks for me. What I found was profound relevance for the work of promoting and enabling change in academia- especially in a time of the Calls to Action of the Truth and Reconciliation Commission (2015). Attendees of this pecha kucha will (1) reflect on the doors that may open when we express authentic humility in our work, (2) consciously note our own “go-to” ways of questioning, and (3) be prompted to incorporate more “Humble Inquiry” more often. To bring this to a practical level, I share my own story of self-correction and re-direction as I aim to listen more and talk less, myself.

PK04.a - STEAMing up the STEM: How and Why to Incorporate the Arts and Science in Shared Pedagogy
S. Richelle Monaghan (Wilfrid Laurier University)

This Pecha Kucha will focus on the intersection of where art and science meet in pedagogical examples. From architecture, to the practice of medicine, or dance choreography, science and art are intertwined. The depth of appreciation for another’s discipline (or even an individual’s diverse aptitudes) is minimized with the siloing, specialization, and even culture promoted by signature pedagogies that commonly occur in higher education (Shulman, 2005). This presentation recognizes the enriching role of creating connections, accessibility, and relevance between often-divided post-secondary disciplines. By transitioning through signature pedagogies to maintain natural interconnectedness between Arts and STEM, or STEAM, we can engage students with examples of applications, and encourage specialization in higher education while recognizing the need of others’ strengths. This presentation will model examples of STEAM and hopes to inspire or remind attendees to reflect on opportunities in their practise to look for collaborative gateways to promote a breadth in education.
PK04.b - Experimental Learning through the Years: Using Inquiry Based Labs at all Levels of the Undergraduate Degree

Erin Penney (Mount Allison University), Danielle Leblanc (Mount Allison University), and Suzie Currie (Mount Allison University)

Experiential learning through the use of inquiry-based labs at Mount Allison University begins in first year Biology courses and is built upon as students complete their degree. Over the years, students are taught how to apply the experimental method, create hypotheses and predictions, write proposals, give research presentations, set-up and run experiments and summarize their findings (written and orally). Project opportunities include working with plants, human participants, fish models, insects, and more. Our students ultimately work up in skill level to the point where 3rd-4th year level work is practically publishable, lighting a fire in those students that have a knack for research. Student satisfaction is high upon completion of the inquiry-based lab and encourages students to apply for honours programs and higher education they may not have sought out otherwise.

Keywords: Inquiry-Based; Experiential Learning; Large Class Size; Biology

PK04.c - Innovative Teaching Strategies to Engage Students in Inquiry-Based Learning

Beth Archer-Kuhn (University of Calgary) and Stacey MacKinnon (University of Prince Edward Island)

This conference presentation illustrates the ways faculty from Canada’s east and west have engaged students in inquiry-based learning; an experiential teaching and learning strategy that leads to deep learning. Student reports on the use of experiential learning activities suggest a positive reception in a number of ways including as a deep learning activity. Professionals require the development of deep learning and critical thinking skills and therefore, higher education must facilitate the skill development. This Lightning/Pecha Kucha presentation tells the story of our journey to deep learning across disciplines, across provinces, and across continents, inviting the audience to consider their own journey towards student engagement; a precursor to developing critical thinking skills using inquiry-based learning. The audience is left with an understanding of how these two universities are moving towards the inclusion of inquiry-based learning as activities in a course and the influence over the entire course design.

PK04.d - Teaching for Change: Fostering Citizenship throughout the Undergraduate Years

Allison Schmidt (Dalhousie University) and Anne Marie Ryan (Dalhousie University)

In recognizing the critical need for students to develop their worldview as they move through their degree, we are faced with the challenge to creatively mesh content with competencies and design small but effective transformative opportunities for such leadership development throughout the undergraduate science curriculum. In this session, we offer ideas for integrating these into our courses by including: (1) self-evaluation opportunities to help students develop autonomy and accountability for their work; (2) peer-feedback exercises to lessen their dependence on faculty but also broaden their perspectives through sharing each other’s drafts; (3) opportunities for students to reflect on their learning and the nature of science; (4) communication exercises using visuals, text and oral presentations, for a variety of audiences; and (5) discussions around ethical issues in science to raise awareness of the ethical dimension and the profound connection to society. We invite others to consider additional possibilities in their own contexts.

PK04.e - What Bottleneck Impedes Nursing Graduates’ Success?

Linda MacDougall (St. Clair College) and Ashley Bulley (St. Clair College)

In July 2012, the Canadian Council of Registered Nurse Regulators adopted a new licensing exam for nursing graduates. The American-based NCLEX-RN exam became the new national licensing/registration exam in Canada. If this exam is failed, the graduate cannot become “Registered” to work as a nurse and in many provinces cannot be employed until they pass. Nursing students encounter a bottleneck in higher education which impedes their ability to study for their licensing exam upon graduation. This bottleneck must be decoded within the discipline of nursing, enabling educators to understand this threshold concept. Once understood, nursing education could be adapted to unpack the difficulty within content areas so that graduates could focus on the emotional work that is also required to be successful. If educators adopted a pedagogy which included specific direction, graduates would be able to apply this methodology towards their exam success.
PK04.f - Build a Sense of Belonging and Community in Your Students
Kathryn MacLean (Nova Scotia Community College)

In this Pecha Kucha lightning round, a local English for Academic Purposes (EAP) program will provide a visual summary of some of the enrichment activities that are designed to help new Canadians engage in their new school community by sharing their rich cultural backgrounds with the larger school population. The International Cafe, (a delicious lunch-and-learn opportunity), the Spring Festival, (a demonstration of customs and practices around re-birth and the changing of the seasons) and the Hot Air Club, (a one-on-one conversation club) are just a few of the ways this program encourages new Canadians to become involved in their school and promotes cultural understanding and growth among and between members of the institution. If you want to see how we are trying to build a sense of community for our EAL learners, drop by this session!
## PROGRAM AT A GLANCE
Thursday, June 22, 2017

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 A.M. – 4:00 P.M.</td>
<td>Registration</td>
<td>SUB 2nd Floor</td>
</tr>
<tr>
<td>9:00 A.M. – 10:00 A.M.</td>
<td>Presidents Panel</td>
<td>Rebecca Cohen</td>
</tr>
<tr>
<td>10:00 A.M. – 10:30 A.M.</td>
<td>Networking and Nutrition Break</td>
<td>SUB McInnis Room</td>
</tr>
<tr>
<td>10:30 A.M. – 11:20 A.M.</td>
<td>Concurrent Sessions 4</td>
<td>Various</td>
</tr>
<tr>
<td>11:30 A.M. – 12:20 P.M.</td>
<td>Concurrent Sessions 5</td>
<td>Various</td>
</tr>
<tr>
<td>12:20 P.M. – 2:00 P.M.</td>
<td>Lunch</td>
<td>SUB McInnis Room</td>
</tr>
<tr>
<td>2:00 P.M. – 2:50 P.M.</td>
<td>Concurrent Sessions 6</td>
<td>Various</td>
</tr>
<tr>
<td>3:00 P.M. – 3:50 P.M.</td>
<td>Concurrent Sessions 7</td>
<td>Various</td>
</tr>
<tr>
<td>4:00 P.M. – 4:50 P.M.</td>
<td>Concurrent Sessions 8</td>
<td>Various</td>
</tr>
</tbody>
</table>

### MEETINGS, SPECIAL EVENTS & SPONSORED WORKSHOPS/EVENTS

#### Thursday, June 22, 2017

**8:00 A.M. – 9:00 A.M.**
College Sector Educators Community Special Interest Group Annual General Meeting  
*SUB 307*

**9:00 A.M. – 10:00 A.M.**
Presidents Panel  
*Dalhousie Art Centre, Rebecca Cohen Auditorium*

**1:00 P.M. – 2:00 P.M.**
STLHE Annual General Meeting  
*SUB McInnis Room*

**6:00 P.M. – 11:00 P.M.**
Maritime Kitchen Party  
*Lord Nelson Hotel and Suites, Imperial Ballroom*
Thursday, June 22, 2017

9:00 A.M. – 10:00 A.M.
Presidents Panel
Richard Florizone (Dalhousie University), Dianne Taylor-Gearing (NSCAD University), Robert Summerby-Murray (Saint Mary’s University), and Ramona Lumpkin (Mount Saint Vincent University)

Dalhousie Art Centre, Rebecca Cohen Auditorium

10:00 A.M. – 10:30 A.M.
Networking and Nutrition Break

SUB McInnis Room

10:30 A.M. – 11:20 A.M. (CONCURRENT SESSION 4)

CON4.01a - Writing Groups, Boot Camps or Retreats? Evaluating Best Practices for Graduate Students through Research on Productivity and Motivation
Sheryl Stevenson (University of Toronto Scarborough)

This session will present, for purposes of discussion, a literature review that strategically synthesizes two distinct bodies of research: the first on methods of supporting graduate students writing, the second on enhancing organizational and individual productivity. The strategic purpose of this research synthesis is to stimulate further discussion of best practices of writing support for graduate students as they make the crucial transition to writing for publication and thesis completion. The session will engage the audience in exploring how psychological research on motivation and productivity can help us identify key assumptions, benefits, limitations and best practices of four established models of graduate student writing support: individual mentoring and coaching, dissertation or article “boot camps” academic writing retreats, and graduate student writing groups. What can the literature teach us about how to foster the motivation of these writers in transition?

CON4.01b - An Investigation of How Graduate Students with Disabilities Use Technology-Based Accommodations: Findings from a National Study
Kathleen Moore (National Educational Association of Disabled Students - NEADS), Mahadeo Sukhai (NEADS), and Emily Duffett (NEADS)

Much of the literature concerning technology use for students with disabilities focuses on the undergraduate student population. Other studies that do include graduate students as well as undergraduate students often do not compare the two groups. For this reason, there is a limited understanding of how graduate students with disabilities are using technology and how service-providers can use technology to support their success. The National Educational Association of Disabled Students (NEADS) recently conducted a study exploring accessibility in relation to graduate students with disabilities in Canada. Three hundred and thirty survey responses were obtained. The survey incorporated questions pertaining to: accommodations, disability services; use of technology; relationship with supervisor; academic integrity; and collaborations and relationships, for example. The purpose of this session is share findings from the survey that are focused on accommodations that graduate students use and their use of different forms of technology in their learning.

CON4.01c - Pathways to Leadership: Exploring Challenges and Opportunities for Minority Students in Post-Secondary Institutions
Michael Fisher (St. Francis Xavier University)

Former Secretary-General, Kofi Annan, once remarked: “knowledge is power. Informational is liberating. Education is the premise of progress, in every society, in every family.” United Nations, Secretary General, 1997). The weight of this statement is most strongly felt among minority students who pursue higher education with the intent of bettering their lives and the social well-being of their families and communities. Unfortunately, minority students often do not fulfill these implied responsibilities because they disengage from pursuing leadership opportunities in post-secondary institutions.

This session will explore the challenges and opportunities for engaging minority students in formal and informal leadership opportunities at the post-secondary level. Attendees will collectively help to generate ideas related to helping minority students belong, grow, and leave lasting impact as students and future leaders in society. By exposing current challenges, this session aims to present ideas for effectively engaging and supporting minority students towards academic, and societal, success.
CON4.02 - Starting from What's Comfortable: Moving Institutional SoTL Networks beyond Individual Sharing
Cheryl Amundsen (Simon Fraser University) and Laura D’Amico (Simon Fraser University)

Picture all the faculty who have been engaged in educational development programs at your institution, everything they each know, the unique talents they have and all the teaching and learning innovations they have tried. Now think about who does and does not know of their work and the benefits that would be derived from making such connections. Finally consider re-imagining SoTL at your institution not as the work of individuals, but as a system with unlimited potential to support teaching and learning enhancement and innovation.

This session will help you become more familiar with the literature on social networking and systems thinking and how it applies to educational development. You will learn from the experiences of one program that is taking a systemic perspective towards educational development and work with others to explore the opportunities for using a systemic perspective to deepen the SoTL network at your institution.

CON4.03 - Implementing TRC’s Calls to Action: Teaching and Learning Opportunities for Colleges and the Community, in Partnership with Reconciliation Saskatoon (40+ agencies)
Robin Bendig (Great Plains College) and Janice Linklater (Saskatoon Police Service)

This session will speak to the experiences of implementing the Truth and Reconciliation Commissions Calls to Action at Great Plains College (GPC). Metis Program Coordinator/Instructor, Robin Bendig, and Indigenous Relations Consultant with the Saskatoon Police Service, Janice Linklater, will share their efforts and resources used to enhance learning opportunities for the college staff, students and the surrounding communities.

The facilitators will share the benefits of their partnership with over 40 local agencies on a Reconciliation Saskatoon Committee. The College, located in seven rural and urban areas, has enhanced their efforts in many areas. These include an Indigenous Engagement Committee, an Elder workshop series, Indigenous Awareness Workshops, an institutional inventory of initiatives, Elder consultation, and professional development, among other course specific initiatives. Engagement strategies, successes and challenges will be discussed with attendees through an experiential-learning activity and attendees will be provided with tools to facilitate these conversations at their institutions.

CON4.04a - Leaning Heavily on Our Future: Internationalization and Indigenization on Campus
Dana Mount (Cape Breton University)

In 2016 Cape Breton University was the subject of a CBC radio programme that questioned the integrity of internationalization and asked whether universities in Canada are selling out in their rush to recruit international students. As a postcolonial scholar working at CBU who has taught the ‘EAL’ sections of the first-year classes as well as Indigenous literature courses off-site in two Mi’kmaq communities,

I want to extend this discussion and add my own perspective. I currently have two preoccupations, one practical and one theoretical. The first is, simply, the ethics of teaching to the gap. My second, more theoretical consideration, is how to make internationalization and indigenization relevant to students whose first instinct is to see themselves in parochial terms. Those of us teaching outside of the major urban centres in Canada need to connect and build strategies for teaching a postcolonial classroom in small places.
CON4.04b - Racialized and Indigenous Faculty and Instructors: There’s a Certain Type of Racism That’s Reserved for an Over-Achieving People of Colour
Tameera Mohamed (Dalhousie University) and Brenda Beagan (Dalhousie University)

This paper explores first-hand accounts of racialized and Indigenous faculty and instructors from across Canada. Despite formal commitments to equality, racism and colonialism continue to have profound impacts in the daily work lives of study participants, through micro-level interactions, systemic disadvantages and overt hostility. Micro-aggressions are routine interactions generally not intended to be racist or colonialist, that nonetheless convey subtle messages of not-quite-belonging. At the same time, routine systems and academic cultural norms that are understood as universal may in fact systematically privilege white, Euro-Canadian academics. Instances of overt hostility may be far less common, but they take a tremendous toll. The extra work required of racialized and Indigenous academics to navigate an inhospitable culture - as well as the work of challenging micro and more overt racism- clearly takes a toll that affects engagement in teaching and learning, and ultimately faculty retention.

CON4.04c - Decoding 2.0: Re-Thinking Decoding the Disciplines in the Face of Indigenization
Lee Easton (Mount Royal University) and Roberta Lexier (Mount Royal University)

Decoding the Disciplines (Pace & Middendorf, 2004) was designed to create a gateway where faculty can articulate their own thinking about a difficult concept to make it more visible and explicit and enable them to better help their students better understand the concept. However, there are problematic assumptions that undergird the decoding process; decoding privileges a particular way of knowing connected to Eurocentric, Enlightenment notions of knowledge.

The Truth and Reconciliation Commission (TRC) has called upon educational institutions to engage with indigenous communities and be leaders in reconciliation, including demands that universities acknowledge and integrate indigenous ways of knowing. This process requires that faculty members grapple with questions of what constitutes knowledge, its stability, and even its own knowability. Is there a possibility for Decoding 2.0, which might expose assumptions about knowledge and transform the way faculty members understand their own position within the construction of a particular way of knowing?

CON4.05 - Quality Blended Learning: Defining an Evaluative Framework for an Institutional Initiative
Melissa Brasgold (University of Ottawa), Jovan Groen (University of Ottawa), Aline Germain-Rutherford (University of Ottawa), Nancy Vézina (University of Ottawa), Jeanette Caron (University of Ottawa) and David MacDonald (University of Ottawa)

In 2013, the University launched a seven-year Blended Learning Initiative to support faculty converting 20% of the university’s course offering into a blended format. After 3 years in action, all aspects of the program were evaluated using a logic model approach. This process led to the development of a quality framework to ensure that courses developed would be of the highest quality and educational relevance. This framework, as well as the related resources and tools, are the focus of this interactive session.

Following a brief description of the scope of the University’s Blended Learning Initiative, in groups, participants will engage in activities to brainstorm about indicators of quality, define specific quality criteria and compare these with the framework developed for the University’s Blended Learning initiative. The results of the session’s activities, along with the resources shared by the presenters, will be circulated to all participants following the session.
CON4.06 - The High-stakes, High-anxiety Final Exam: Helping or Hindering Learning?
Russell Day (Simon Fraser University)

Final exams cause a lot of anxiety for many students. In many cases, that anxiety can hinder their ability to demonstrate what they have learned. The very notion of having final exams seem to be at odds with our better understanding of the learning processes, i.e., we accept that ‘distributed practice’ (as opposed to ‘massed practice’ - a.k.a. cramming) is better for student learning, yet we insist on ‘massed assessment’ with final exams! During this discussion we will explore the idea that getting rid of final exams might have more learning benefits than workload costs. By the end of this workshop, attendees will be able to 1) explain the value of repeated assessments, 2) speculate about the impact of increasing the number of assessments on their students’ learning, and 3) justify, in terms of anxiety reduction, the value of decreasing the value of, or need of, a final exam.

CON4.07 - (Re)Designing Teaching and Learning Spaces as Improved Gateways to Learning
Adam Finkelstein (McGill University) and Jennie Ferris (McGill University)

Classrooms are among the major gateways to learning. However, not all university classrooms reflect what is currently known about how learning best takes place. With thought and careful planning, universities can foster meaningful, deep engagement by designing learning spaces that promote active and collaborative learning. Designing classrooms that embody indicators of effective educational practice reflects a university’s pedagogical commitment to student success. In this interactive session, we share an approach to teaching and learning space design based on research-informed pedagogical design principles. We then share how those principles can be translated into classroom design features, with examples. These principles have had an operational and conceptual impact on campus: beyond the improved spaces themselves, the design principles have provided a framework for diverse audiences to think about spaces in a way that reflects shared goals, language and values. Participants will consider the transferability of these design principles for their own institutions.

CON4.09 - Beyond Teaching Content: Understanding How We Teach Our Discipline and Help Students Articulate Learning for Their Careers
Jan Lüdert (City University of Seattle), Julie E Walchli (University of British Columbia), and Sunaina Assanand (University of British Columbia)

Do psychologists teach in ways that make their students more likely to think like psychologists? Does the Creative Writing Professor teach her students to read literary texts as literary scholars do? Does the Political Scientist employ strategies to ensure his students understand the world of politics? Could making signatures of the discipline explicit help students better understand their role as developing practitioners in their field of study? This interactive session will introduce participants to the concept of signature pedagogies, and explore how the UBC Faculty of Arts draws on this approach as a way to support enhanced teaching practices across the Arts disciplines. This work is part of a broader initiative in the Faculty of Arts at UBC aimed at helping students to articulate the knowledge and skills from their major for other audiences, such as parents, potential employers, or on graduate school applications.

CON4.10a - Button Mediated Distributed Medical Education: A Sociomaterial Ethnography
Anna MacLeod (Dalhousie University)

In distributed learning, lectures are delivered to students at multiple campuses simultaneously in custom-built videoconferencing theatres. Teaching and learning in is extensively mediated through “the button”. To be heard and seen by colleagues at distributed sites, students press their button, activating a camera and microphone. The lecturer responds by pressing yet another button. Anticipating and pressing “the button” sets into action a chain of feelings and events. The presentation will focus on the affordances and constraints of the “button”. How do students, faculty and staff speak about the button?; How do they work with and around it?; How are mundane breakdowns addressed?; and, How is visible and invisible work achieved through and by the “button” and its actors? This presentation is based on the findings from an ethnographic study. Data collection included a critical textual analysis (65), observations of distributed learning (108 hours), and in-depth interviews with teachers and learners (33).
**CON4.10b - Themes of Liminality in Continuing Professional Development for Medical Faculty**  
Lara Hazelton (Dalhousie University)

Medical education is a complex enterprise comprising didactic and clinical elements and relying extensively upon physician educators (clinical preceptors) who may have limited familiarity with principles of medical education. Curricular changes have introduced content such as advocacy, critical thinking, and leadership that extend beyond traditional domains of medical expertise. In becoming educators and academic leaders, physicians enter a liminal space, leaving the familiar world of clinical medicine and assuming roles that require transformational learning. Liminality may be experienced by educators in diverse professional programs, including medicine, as they attempt to navigate practice and academia. In this presentation, program evaluation from participants in medical faculty development programs will be considered, and themes related to liminality, identity, and role transition discussed. Implications for educating clinical instructors will be explored, and session participants will be encouraged to reflect on how these insights can enrich faculty development in practice-based education.

**CON4.10c - Betwixt and Between: Liminality in the Transition of Nursing Students from College to University**  
Mary Anne Krahn (Fanshawe College)

Little is known about how baccalaureate nursing students in collaborative programs who begin at a college experience their transition to university to complete the degree. This presentation provides an overview of a qualitative case study research project exploring how students in one hybrid collaborative nursing program experienced their transition from the college site to the university. Semi-structured interviews with pre-interview activities followed by a focus group were conducted with 12 participants who started at the college. An overarching theme of liminality, where participants were stuck betwixt and between not only the university and college, but also between student and nurse, was identified. Stories of being lost in university spaces, going from community to “communitas”, and troubled identities surfaced from participants’ reflections upon their transition. In addition to discussing the study findings and considerations for collaborative college-university programs, possibilities for future research within other health disciplines will be explored.

**CON4.11a - Putting Authentic Learning on Trial: Using Trials as a Pedagogical Model for Teaching in the Humanities**  
Jessica Riddell (Bishop’s University)

Authentic learning is an active learning model that has a significant impact on student learning outcomes. While research on authentic learning has been predominantly focused on skills-based training, there is a paucity of research on models of authentic learning available for adaptation in the humanities. This research seeks to address this gap, and presents the model of legal trials as a mechanism for interrogating texts in the study of English literature and the humanities more generally. I will discuss why a legal trial is an appropriate model for creating authentic learning environments, outline an undergraduate classroom project that combined two disciplinary fields- Shakespearean drama and criminal law, and, finally, I present suggestions for educators to adapt the legal trial as a model for creating authentic learning environments in their own classrooms.

**CON4.11b - Audio Culture: Assessing Podcasts for Student Learning**  
Jason Dodd (University of Guelph) and Clarke Mathany (University of Guelph)

This session will explore student and instructor perceptions of a podcast assignment in a first-year course designed to challenge traditional university teaching and learning. We conducted surveys and focus groups with students immediately following the assignment and one year later to determine how the assignment and its assessment influenced their learning in the course and later in university. Research examined student and instructor perceptions of the assignment, challenges faced, skills developed, and learning outcome achievement. We will discuss how the podcast assignment motivated learners, and how assessment drove their learning outcome achievement and skill development.
CON4.11c - Establishing Meaningful Feedback through Dialogue Journals
Maggie McDonnell (McGill University)

Feedback is essential to assessment, and assessment is essential to learning. In that context, what teachers say matters, and how it’s understood matters. Teachers create feedback, but students create meaning, and act accordingly. Part of the teacher role, then, is to engage in meaning-making with students, both within and around feedback. Dialogue journaling offers an opportunity for teachers to establish a trust bond with students that influences students’ reception of feedback on higher stakes assessments. In her research, Maggie McDonnell looked at how dialogue journaling affected student perceptions regarding feedback on their other work. Her hypothesis was that through low-stakes dialogue journaling, she could shift student perceptions regarding feedback, and that this shift would affect their reception of feedback on other assessments. In this presentation, McDonnell shares her findings, and invites fellow educators to share other strategies for developing trust in the feedback dialogue with students.

CON4.12 - Collaborative Exams for a Collaborative Classroom
Magdalen Normandeau (University of New Brunswick), and Benedict Newling (University of New Brunswick)

Increasingly, collaborative learning is used during class periods, with students deepening their understanding by discussing questions with one or a few peers. Collaborative exams (a.k.a. two-stage exams) extend the practice to the exam setting. During the first stage, the students complete questions individually and hand in their work. During the second stage, they form groups of 3 or 4 students to revisit some or all of the exam questions, debating their answers and needing to arrive at a consensus before handing in their group answers. If you are curious about this assessment technique, join us for this session where you will get some first-hand experience with collaborative exams, learn about the related research, hear from people who have experience with this type of assessment, and have the opportunity to consider how collaborative exams would work in your context.

CON4.13 - Champions and Scholars: Institutional Teaching Fellowships in Post-Secondary Education
Adam Guzkowski (Trent University)

This workshop is a space for colleagues from institutions across Canada to come together and discuss institutional teaching fellowship programs. Designed to foster a collaborative dialogue about the practices that have helped to establish and support such programs and to set institutional teaching fellows up for success, this interactive workshop will allow for reflection, sharing, and mutual learning. Participants will be able to place their own institutional practices in the context of institutional teaching fellowship programs across Canada, and to articulate ideas and approaches that can be shared, created, adapted, or adopted to establish or further enhance their own teaching fellowship program. Whether your institution has been home to a teaching fellowship program for many years or is just in the process of considering implementing one, this session will provide the space to discuss the many dimensions of creating, supporting, participating in and evaluating an institutional teaching fellowship program.

CON4.14 - Learning with Heart: Life Story to Film
Melissa Randell (Nova Scotia Community College), Kathryn MacKinnon (Nova Scotia Community College), and Sobaz Benjamin (Nova Scotia Community College)

Sharing life story has become an avenue for growth for many students in the Adult Learning Program at the Nova Scotia Community College, Akerley Campus. Kathryn MacKinnon and Melissa Randell, in collaboration with Sobaz Benjamin (IMOVE), guide students through a process where significant life events and memories are mapped and mirrored to create internal connectedness and meaning. The life stories that come from this process are put to film. This practice is an integral part of the student experience that encourages self-awareness and transformation and raises questions for adult educators about the power of creative andragogy. During this session, the presenters will share their experiences and ideas of how they create films from these students’ life story monologues and how they have witnessed the positive impact the process has on transformation and healing.
CON4.15a - Building Classroom Community through Social Media and Other Modalities
Frances Tuer (McMaster University) and Kim Taruc (McMaster University)

Educational institutions have historically provided several mechanisms to generate a sense of belonging at the university and program levels for new students (e.g., Orientation Week). However, little research has been done in regards to creating a sense of community membership at the classroom level. Social media offers a new mechanism for instructors to forge a connection with students and to connect students within the same course. On the other hand, there are other elements of curriculum design that may also support community building. This interactive session will present preliminary research accompanied by a wide ranging discussion of pros, cons, and possibilities.

CON4.15b - Teaching a Killer Course
Scott Campbell (Nova Scotia Community College), Margo Watt, and Carolyn Campbell (Dalhousie University)

Teaching a Killer Course is all about the use of modern Online Delivery software and techniques that allows a learner to become involved in sensitive and psychological provocative material within a teaching paradigm that is safe yet nurturing and effective. Our course material for this Killer Course is such that we felt our learners needed a level of security and guidance that might have been challenging to achieve in an online format. In our presentation we will demonstrate how we achieved this level of safety for our learners while maintaining the dynamics of an exciting and engaging course.

CON4.16 - Critique 2.0: Student Centered Performative Assessment
Travis Freeman (OCAD University) and Paul Maher (NSCAD University)

The dialogic nature of the studio critique establishes a discursive environment wherein learners articulate process and receive formative assessment in response. By encouraging teacher-to-student and peer-to-peer feedback this format offers great potential to foster multiplicity and inclusivity in assessment. This workshop will examine how, in practice, the desired benefits of this performative assessment can be disrupted by a range of factors. To ensure an inclusive assessment process within the studio critique format what inclusive design strategies are available? Proposed strategies are grounded in research and theory, including the use of simulation performative assessment, and refined by a community of practicing educators. During the workshop, roleplay and other interactive elements will model how each strategy supports learners and faculty alike to access the benefits associated with studio critiques. Discussion points throughout the session offer insights on how student-centred strategies can be incorporated alongside the realities faculty face within their teaching environments.

CON4.17a - Use of Learning Objects: Students as consumers and producers
Sunita Chowrira (University of British Columbia) and Steven Barnes (University of British Columbia)

“Learning Objects” are small, self-contained digital resources, with integrated learning objectives, a learning activity, and an assessment tool. In the current study, we are specifically investigating the impact of the Learning Objects on student learning and their learning experiences in the following two scenarios:

i. Students as consumers: Learning Objects made available to learners in the courses – narrated Stop-Motion Animations, produced by the teaching team.

ii. Students as producers: Learning Objects produced by the learners in the courses - students independently produce Learning Objects for specific topics, to be shared with others.

Preliminary results from our study on the use of Learning Objects in supporting the ‘Learning Path’ model in Introductory Biology and Psychology courses in a Research Intense University setting, will be shared. The learning path model is based on the principle tenet that the activity of learning occurs not just in the classroom, but also continues outside the classroom and beyond the termination of a course. The student as producer pedagogical model, empowers students as collaborators in the production of knowledge. We will discuss the impact of student generated learning objects on their learning and motivation to learn.
CON4.17b - Identifying Student Approaches to Learning: Undergraduate Science Students’ Perceptions of Teaching and Learning
Brandon Sabourin (University of Windsor)

As educators, if our efforts are to lead to deep learning, it is critical to understand the learners in our classrooms and institutions. Biggs and Tang (2011) stress the importance of understanding “what the student does” as a way of understanding how a teacher’s actions can help or hurt the learning experiences of students in and out of the classroom. The actions a student takes in relation to their learning (study habits, attitude, effort, etc.) contribute to a student’s overall learning approach, which ultimately can be used to reflect on and inform an educator’s teaching practice.

This master’s research project investigated the approaches to learning of undergraduate science students at a postsecondary institution in Ontario. This session will explore the findings of this study including the dominant student approaches to learning identified using Biggs, Kember, and Leung’s (2001) R-SPQ-2F. These session will be contextualized using students’ comments, which highlight their conceptions of learning, perceived factors affecting their learning experience, and the effects this study might have on teaching and learning at their institution.

CON4.17c - Confidence Calibration, Question Complexity, Study Habits and the Dunning-Kruger Effect on Response Accuracy in a Third-Year Neuroscience Course
Kimberley Good (Dalhousie University) and G. Michael Bowen (Mount Saint Vincent University)

Confidence calibration is the degree of correspondence between response accuracy and confidence in that response. In most domains individuals are overconfident, particularly those who are at the lowest levels of achievement (i.e., The Dunning-Kruger effect; DK). This study examined whether changes occurred over a semester in confidence calibration in an upper-level neuroscience undergraduate course and queried whether the DK effect was noted in those students.

The results suggested no overall improvement in confidence calibration; however, students improved the confidence calibration for questions posed examining the highest levels of Bloom’s taxonomy, which was not found for lower level questions. Moreover, students who were at the poorest performance levels were significantly more confident, relative to students who scored in higher tiers, but yet still somewhat under-confident. These findings suggest that under-confidence may pose an adaptive strategy for performing well at the undergraduate level. Relationships to studying approaches are also discussed.

CON4.18a - Prescription for Verbal Diarrhea: Discussions Instead of Participation
Victoria Chen (Queen’s University)

Higher education can be seen as a “gateway” to entering professional careers, yet the teaching and learning practices used in the classroom may not always prepare students for their futures the way instructors intended, one example is the use of participation to increase student interaction and learning. Although verbalizing thoughts can help students learn, students are more often rewarded for frequency of their contribution instead of quality of their contribution. Students in this study called it “verbal diarrhea” emphasizing how prominent it was causing the learning environment to be not only disengaging and dreadful but also unrealistic to the real world setting.

The session will present excerpts of the instructor and students’ lived experiences and their “prescriptions” and recommendations to instructors and other students on avoiding verbal diarrhea and encouraging meaningful discussions which will help students succeed in their life after graduation.
CON4.18b - Creating a New Way to Engage Students in a Collaborative Learning Approach
Gail Collins (Sheridan College) and Alice O’Carroll (Sheridan College)

Many post-secondary educators utilize a variety of teaching formats to assist with learner engagement, learning styles and changing student demographics. Flipped classrooms are quickly gaining in popularity as a result of their experiential learning components, ability to adapt to diverse learners, accessibility of the course material, and shift from teacher-centered instruction to a more collaborative student-centered learning environment. With the changing landscape of our current classrooms and the need to challenge the previous traditional format of instruction, we decided to pilot the flipped classroom model as a means to address challenges and to better engage our students and equip them with relevant skills. Our findings to date have been encouraging and enlightening, specifically regarding student engagement, collaboration and the impact of transitioning our role from that of teacher to facilitator.

CON4.18c - Real Time Engagement in an Asynchronous Online Course
Terry MacDonald (Cape Breton University) and Sandra Jack-Malik (Cape Breton University)

One new faculty member and one recently appointed educational developer share their experiences implementing voice threads into an online, asynchronous course. The goal of the add in tool was to provide opportunities to consistently foreground the relational, while building community. Considered from a narrative inquiry research methodology, it is imagined that voice threads functioned as a “gateway” tool by enabling richer, more meaningful engagement and relationships with peers, the instructor and course content. It also functioned as a platform for alternative forms of assessment. Participants will have an opportunity to observe completed voice threads and discuss how the tool might serve in their own teaching environment.

CON4.19a - Graduating Attributes Assessment Program: From Identifying an Assessment Construct to Building a Learning Analytics Platform
Samira ElAtia (University of Alberta) and Donald Ipperciel (York University)

Universities from around the world have identified various Graduate Attributes (GAs) within a competency-based model of higher education as a way to reshape education for this century and to give a wider use and perspective on the programs of study they are offering to their graduates and the potential employers. GAs provide universities with a chance to anchor their education vision and mission. However, the challenge with GA remains assessment. For the last three years, our research team have been involved in finding ways to implement a model for evaluating GAs. We have constructed a theoretical assessment framework for GAs called the GAAP. We developed a prototype to concretize this model in an e-learning environment, using Moodle with data mining techniques and learning analytics embedded into the e-platform to allow for extensive research on the applicability and the feasibility of this model in two universities.

CON4.19b - Measuring Institutional Culture Around Supports for Teaching and Learning at Bishop’s University: Results from the 2-Year Follow-Up of the Teaching and Learning Centre Initiative (TLCI) Needs and Beliefs Assessment
Corinne Haigh (Bishop’s University)

In fall 2014, in order to study the impact the our newly introduced Teaching and Learning Centre Initiative would have on our institutional culture, we designed a needs and beliefs assessment to address the following questions: 1) What needs and beliefs do full-time and contract faculty, and academic librarians at Bishop’s University have regarding teaching and learning? 2) What is the existing institutional culture around supports for teaching and learning at Bishop’s University? 3) What pedagogical development activities and resources are valued within this culture? Two and a half years later we are a recognized committee of Senate, have secured a physical space in our future Learning Commons, and have expanded our mission to support not only pedagogical development but also research on scholarly teaching and educational leadership. This presentation will discuss the results of our two-year follow-up of our initial survey and will outline our progress and next steps.
CON4.19c - Student Roles in Quality Assurance: The Canadian Context
Mary Catharine Lennon (Postsecondary Education Quality Assurance Board), Tracey McCutcheon (Seneca College), Janna Luettmann (Postsecondary Education Quality Assessment Board), and Yan Zhang (Seneca College)

The recognition that student voices are critical in shaping higher education is increasingly gaining momentum. Educational leaders and quality assurance agencies in many countries have begun to incorporate greater participatory roles that engage students as partners.

Information on the involvement of students in quality enhancement and assurance processes in the Canadian context is lacking. This research presentation will discuss findings from a new exploratory study examining the role of students in both internal and external quality assurance processes across Canadian colleges and universities. The data will be discussed against the backdrop of the international landscape. The audience is invited to engage in interpretation of the results and discussion of best practice.

CON4.20 - Yoga as a Gateway to Enhancing Teaching and Learning
Billy Strean (University of Alberta)

When most Canadians think about or practice yoga, it entails postures and maybe some breathing. These aspects (asana and pranayama) represent only one-quarter of the “eight limbs of yoga.” The lesser known components of yoga have much to offer our approaches to teaching and learning. By the end of this highly interactive workshop, participants will be able to: apply the ethical principles of yoga (yamas and niyamas) to their teaching; perform meditation and attention practices to enhance focus, concentration, mindfulness, and integration (pratyahara, dharana, dhyana, and samadhi); and devise methods to share appropriate practices with their students. Participants will engage in small and large group conversations, meditation and mindfulness practices, and individual writing for planning and application. This session is intended to assist participants in being more effective gateways to their own and their students’ transformations.
CON5.01 - Discourse Dis/covery: A Three-Step Process for Social Change Praxis
Susan Marine (Merrimack College)

Liberatory pedagogies, discussed and advanced by Freire (1976), hooks (1994), and Wink (2010), suggest that the classroom can and must be a space for students to develop social justice consciousness which they can then bring into their lives fully to enact liberation. In this interactive workshop, participants will learn a focused strategy to enhance student understanding of one crucial facet of social justice advancement: Recognizing and reframing discourses (Foucault, 1975). “Discourse Dis/covery” is a tool for helping students understand the role of discourse and to build their agency and confidence in reframing discourses. This three-step process traces the process of revealing what discourses are (Dis/covering dominant narratives), exploring how discourses emerge and become solidified/developed in societies (Dis/covering power operations), and how alternative discourses can be generated (Dis/covering counterstories). Participants will be engaged in critical assessment of this framework for use in their own liberatory teaching practices.

CON5.02 - Build Your Own Authentic Large-Scale Undergraduate Research Experience (ALURE)
Susan Rowland (University of Queensland)

Are you a Science educator who wants to give more students the opportunity to do research as undergraduates? Are you reaching capacity in the undergraduate research programs you already offer at your university? Do you have students arriving in the professional research laboratories who don’t have an understanding of how to behave as a professional scientist? If you answered “yes” to any of these questions, a large-scale undergraduate research experience might be the solution you are looking for. In this workshop we will draw on the findings from an Australian National Leadership Grant to help you design an Authentic Large-scale Undergraduate Experience (ALURE) As we work we will also consider how you, as an implementer, can tap into the funding and reward structure of your university to gain recognition for and publish your work. Join us to discover the ALURE of large-scale undergraduate research.

CON5.03 - Deepening Our Collective Understanding: Redefining Success for Aboriginal University Students
Chris Hachkowski (Nipissing University)

In 2015, Nipissing University began “Deepening our Collective Understanding” a project aimed at redefining success for Aboriginal students attending provincial universities. Traditionally, success for Aboriginal students has been assessed using quantitative measures of enrolment, retention and graduation rates. The project gathered Aboriginal graduate and undergraduate students, scholars, Elders, and community members for conversations to develop a cohesive and comprehensive understanding of university success grounded in Indigenous cultures, worldviews and perspectives focusing on the individual student and Indigenous communities. The results include actions that support student learning and recommendations for universities and other post-secondary institutions to implement when supporting Aboriginal students. This presentation will create a safe environment for participants to explore the actions and recommendations and share how promising practices and processes from their respective institutions connect and contribute to Aboriginal university success.
CON5.04a - Undergraduate Leadership Development through Transformational, Self-Initiated Learning and Reflection
Teal McAteer (McMaster University) and Danielle Goitanich (McMaster University)

This multi method study assesses the effectiveness of transformational development through self-initiated learning and reflection. The sample consists of 20 students in a fourth-year leadership course designed to encourage students to establish their ideal leadership vision, and then critically assess how to move from their current state to their desired leadership identity. Students are assessed using multiple leadership dimension scales and then asked to develop an action plan to adjust their thinking styles and associated behaviours in a way that better reflects their leadership identity.

We will discuss the effectiveness of this student-focused method, as well as the students’ reactions and reflections a year after completion of the course. The longitudinal aspect of our study gives it more depth, as we are able to evaluate how the course’s teachings affected the students in the long term, through their perceptions of their experiences one year after completion of the course.

CON5.04b - Putting Theory and Research into Action: How to Design an Interprofessional Course in the Era of Competency Based Outcomes
Joshua Smalley (Dalhousie University), Jean Hughes (Dalhousie University), and Sara Torres (Dalhousie University)

Health professional programs increasingly use competency-based outcomes while integrating interprofessional and simulation based teaching methods. This session explores innovation in interprofessional education through the incorporation of research and theory to promote learner-centred course design.

The presenters highlight several theoretical foundations and perspectives including: 1) interprofessional education through the lens of learning complex whole tasks, 2) Four Component Instructional Design to promote transfer of learning, 3) interprofessional competencies as an outcome in course design, 4) perspectives on observation and engagement of learners in feedback using work-based assessment tools, and 5) perspectives on team-based simulation with standardized patients. Participants will hear about the facilitators own “lessons learned” when developing a short interprofessional course for health professional students at Dalhousie University.

This course focused on developing strengths-based communication skills and competencies to work as a team and engage in shared decision making when working with patients who have psychosis and their family members.

CON5.04c - Using Community-Engaged Learning to Enhance Graduate Education and Accelerate Job Readiness
Andrew Papadopoulos (University of Guelph), Rachel Ackford (University of Guelph), Courtney Bell (University of Guelph), Stephanie Duench (University of Guelph), and Rachelle Janicki (University of Guelph)

Master of Public Health programs were developed with the aim of producing graduates that have the necessary skills and knowledge to increase public health workforce capacity. Community-engaged learning is categorized as an interaction with a community that meets the needs of the student, academic institutions, and the community, and hopefully accelerates the job-readiness of graduates. Methods of community-engaged learning assessed include a practicum placement, the use of tools for case studies or assignments, the development of a public health program, and a semester-long research course. Assessing their impact against the Core Competencies for Public Health and the positive externalities of community-engaged learning can be helpful in increasing the capacity of graduating students, improving community health, and enhancing the reputation of the institution within their community. The lessons learned from the various community-engaged activities can be employed in other professional graduate programs across Canada. This session will be conducted as an interactive presentation.
CON5.05 - Using Collaborative Autoethnography as a Gateway to Understanding Stories of Teaching
Philippa Carter (McMaster University), Thomas Doyle (McMaster University), Nancy Fenton (McMaster University), Mandeep Malik (McMaster University), Nikolai Penner (McMaster University), Whitney Ross (McMaster University), Sarah Symons (McMaster University), and Olive Wahoush (McMaster University)

This session outlines a Collaborative Autoethnography Project undertaken by participants in a Teaching and Learning Fellowship Program. Six fellowship participants wrote individual narratives of teaching and learning that were informed by group discussions and collaborative themes. Following an introduction to this project, the session will focus on a) the major themes emerging from the CAE narratives written by the participants, b) what the process of participating in a CAE project has meant to the fellows, and c) CAE as an effective tool for engaging faculty in conversations about Teaching and Learning. We will consider how the CAE process allowed participants to engage in meaningful conversations about teaching and learning with their colleagues and the significance this has for supporting faculty in teaching and learning.

Rowe 1016

CON5.06 - Improving the First Year Teaching and Learning Experience: The Collaborative Approach Facilitated by Trent’s Centre for Teaching and Learning
Robyne Hanley-Dafoe (Trent University) and Cathy Bruce (Trent University)

Centres for Teaching and Learning provincially and nationally are continually adapting to the ever growing scope of services offered to their respective institutions. Centres and Educational Developers can play critical roles in supporting system improvements through collaborative initiatives. Our CTL has completed an inter-disciplinary collaborative study: 1st Year Academic Experience Project. The goal of the project was to conduct a “360 degree” scan of the first year learning experience from three perspectives (instructors/ faculty, staff supports and students) as well as to conduct a syllabus environmental scan (92 first year courses were reviewed) in order to better understand the complexities and varied perspectives of the experiences of first year students. The final report carried a series of recommendations and suggested strategies to address some of the challenges with 1st year course designs and pedagogy. This session will present what we learned and discuss how this study can be implemented at other institutions with your CTL at the helm.

Rowe 1016

CON5.07 - Terms of Engagement: International Visiting Fellows in Educational Development
Alan Wright (University of Windsor) and Gordon Joughin (Deakin University)

This interactive sessions will describe a unique Visiting Fellows in Educational Development program that has been in place for a period of ten years. Facilitated by an educational developer from the host institution and a past Visiting Fellow from abroad, this session explores the potential benefits of such an activity from a local and an international perspective. Of interest especially to those Conference participants engaged in the activities of a centre for teaching and learning, the session will examine the program as an example of leadership and innovation, of the growth of international perspective in teaching and learning enhancement policies, programs, and practices, and as an element of the evolving profile of educational development as an emerging field. In practice, the session offers a brief case study by a past Visiting Fellow, a video featuring the perspectives of other Fellows, and an opportunity to engage in an analysis of the potential expansion of similar programs.

McCain 2016
CON5.08 - Site Visits and Experiential Education in Religious Studies and Beyond: Ethics and Methods
Sailaja Krishnamurti (Saint Mary’s University), Mary Hale (Saint Mary’s University), and Deidre Butler (Carleton University)

Instructors in Religious Studies and other disciplines often incorporate a site visit or field observation component in their courses. Such visits are not just an Experiential Education opportunity. They can be a critical “gateway” for reflecting on cultural diversity and the politics of difference. This workshop will provide an opportunity for instructors in Religious Studies and other disciplines to explore key questions about site visits in connection with their own teaching practice. What are the instructor’s responsibilities to students and to communities? Can instructors foster meaningful collaborative relationships with communities under observation? How can instructors support students in considering the complex dynamics of race, gender and class that shape these experiences?

The workshop draws on critical research in Religious Studies pedagogy, qualitative methods, and critical race and gender studies. Participants will engage in a facilitated discussion and work collaboratively to produce an assessment design for a site-visit based EE activity.

McCain 2021

CON5.09a - Educating Healthcare Providers of the Future: Designing LGBTQ Cultural Competency Training
Matthew Lee (Dalhousie University)

LGBTQ cultural competency training for future healthcare providers is a key mechanism to address current health inequities in LGBTQ populations. Our research team has designed a 3-module training series for medical and nursing students covering broad concepts in LGBTQ cultural competency including terminology, LGBTQ history, strategies to make encounters more comfortable, cancer screening, and transhealth.

The sessions were delivered by content experts, and the effect of the training was evaluated using surveys before and after the training intervention. To further enrich our data, focus groups discussions with students, faculty, and administrators were held to elucidate strengths and gaps in current curricula, as well as explore opportunities for content inclusion. The results of our study will be discussed in this session, which will be of interest to curriculum designers, policy decision-makers, and those practicing in healthcare settings.

CON5.09b - Implications of the Heterogeneity of Disability Experience for Health Professional Education
Michael Lee (University of British Columbia)

People with disabilities are underrepresented in health and human service programs. Use of a “cookie-cutter” approach to accommodation, and general lack of understanding regarding the heterogeneity of disability experiences and the diverse needs of people with disabilities negatively impacts inclusion in both academic and clinical learning settings. In this session delegates will have the opportunity to learn from the perspectives of people with disabilities regarding their experiences and the importance of flexibility and individualized approaches. These perspectives were gathered through in-depth interviews, which were analysed using a grounded theory approach. This lead to the development of a taxonomy providing a thick description of disability experiences in the context of HHS programs.

McCain 2022

CON5.09c - How a Competency-Based Program Contributes to the Professionalization of Students in Nursing
Marilou Bélisle (Université de Sherbrooke) and Paola Bastidas (Université de Sherbrooke)

In light of criticisms about the lack of student preparation for the labor market, numerous programs have turned to a competency-based approach (CBA) to develop future professionals. This study focuses on the professionalization of nursing students in a CBA program. Defined as the process of becoming a professional, professionalization entails three intertwined dimensions: competencies, culture and identity. Focusing on student perceptions, the research goals were to (1) understand student professionalization in nursing and (2) identify educational practices contributing to student professionalization. Results show that students believe they have developed competencies that are crucial for practicing nursing and for the advancement of the nursing practice. Their critical view of organizational issues in nursing practice reveals an appropriation of the professional culture that is closely aligned with the values shared within their CBA program community. Discussion will deepen understanding of professionalization and suggests general conditions for designing professional programs.

McCain 2022
CON5.10a - Supporting our Students’ Writing Development with a Personal Touch
Sara Devanney (Nova Scotia Community College) and Nick Veinot (Nova Scotia Community College)

Teachers with a heavy writing component to their courses can relate to the dreaded stack of essay marking that awaits them most weekends during the school year. Given the challenges of large class sizes and limited in-class time with our students, teachers often find they don’t have time for the 1:1 conferencing their students need. To help address this problem, we’ve been experimenting with audio feedback in addition to written comments through the use of the D2L Assignment Grader App with good results.

During this presentation, participants will be given a demonstration of the various feedback tools the app includes and how it has been used to support the writing development of students in the EAL stream of an adult high school program. We will also review the benefits and drawbacks of this method of corrective feedback from both the students’ and instructors’ perspectives.

CON5.10b - Development of Academic Language Skills in an Undergraduate Mathematics Course
Zohreh Shahbazi (University of Toronto Scarborough) and Nancy Johnston (University of Toronto Scarborough)

To model the process of development of new knowledge for upper level undergraduate mathematics students, a research assignment was scaffolded to address students’ writing anxiety in the discipline. With collaboration of Writing Centre, student learning and writing skills were surveyed. The pre-test survey revealed that majority of students had minimal writing experience, either one research paper or none, and expressed general writing anxieties. A Writing Workshop, tailored to students’ specific needs, was created and offered.

This workshop introduced mathematics writing by using models from textbooks and exemplary student work to focus on discipline conventions and the assignment goals. The post-test survey revealed that the writing support and practice helped them to learn skills that they can use for their future studies and careers. We propose to share our experiences share our experiences for teaching the writing process in mathematics and our collaboration to provide writing support, as well as how we designed student surveys and analyzed the data.

CON5.11 - Opening the Gates: Liberating the Curriculum for Diverse Students in Diverse Contexts
David Killick (Leeds Beckett University)

As an internationalising and diversifying higher education engages increasingly diverse learners in increasingly diverse contexts, there is an urgent need to critique the curriculum. This session proposes aspirations and principles of critical and culturally relevant pedagogies as appropriate for the work of “post-national” universities aspiring to enable students to graduate as global selves, capable of leading lives they have reason to value in a multicultural and globalising world. Participants will critique curriculum design and learning outcomes in ways which illustrate how curricula may be liberated to give voice to their students and their graduates. The session will combine practical activities, discussion, and presenter perspectives in interactive ways.

CON5.12 - Experiential and Transformative Learning in Hill Tribe Villages of Northern Vietnam
Chris Bottrill (Capilano University)

This interactive workshop combines information about the learning experiences of students and faculty in a unique project with ethnic hill tribe villagers in Northern Vietnam with the exploration of what it takes to achieve transformative learning experiences. The session features experience of five years of work involving over 40 students and 10 faculty members and demonstrates how the experience challenged individual’s resilience, perceptions, and biases and achieved transformations in outlook and altered life trajectories.

This session will explore how to generate authentic experiential learning, facilitate responsibility of learning in students, and how to conduct effective reflection activities and evaluate transformational experience. The workshop format will also feature images of experiential learning including excerpts of award winning films of the project that are engaging, entertaining and remind us of the power and reward of teaching in rare and special places on the planet.
**CON5.13 - Writing is a Process: Exploring a Scaffolded Approach to Transformational Learning**  
Mary Chaktsiris (Wilfrid Laurier University) and James Southworth (Wilfrid Laurier University)

Learning outcomes in humanities courses are invariably connected to the development of critical thinking skills. Yet, how do we as educators build, encourage, and assess these skills in students? A standard pedagogical model, which tends to regard writing as an end product, requires students to write a final research paper. A scaffolded writing approach, on the other hand, involves numerous writing assignments that build on each other and helps demonstrate to students that writing is a process.

This workshop will explore student experiences with scaffolded assignments and their impact on student learning. Workshop participants will take part in a staged re-creation of the scaffolded assignment structure modeled in our research. In the 2016 fall and 2017 winter terms, we designed a three-part scaffolded writing model (Part 1: Research Proposal, Part 2: Research Paper Draft, Part 3: Final Paper) for use in humanities courses. Assessment materials will be shared with participants for their own use.

**CON5.14a - For Next Week’s Class: Exploring How Learner-Centred Course Design Can Motivate Students through E-Learning to Engage in Class Preparation Materials**  
Paul Cross (Humber College Institute of Technology and Advanced Learning)

In the standard Hollywood scenario, a college or university professor ends class with the admonishment that students must read a particular chapter of a book in preparation for next week’s class. This scenario may be in keeping with the learning experience of many older adults, and it is safe to say that post-secondary educators have a cultural expectation that students will engage in some form of preparation in advance of attending a class. But do first-semester students in Canadian colleges share that perception? If offered or assigned audio, text or video materials to help them prepare for the next class, will they engage in the content? What types of materials would they be most likely to use?

This session will present empirical findings from a mixed-methods research project that explored these questions among a cohort of first-semester college students enrolled in a media program. Discussion will focus on effective teaching practices to leverage and support e-learning and in a realistic and meaningful way.

**CON5.14b - Evaluating the Pre-Class Work of the Flipped Classroom Model in BBA Accounting**  
Kiran Grewal (Sheridan College) and Athena Mailloux

This session will be exploring existing research on the flipped classroom approach, in addition to the practical experience of an Ontario institution’s application of the approach in the accounting courses of its Bachelor of Business Administration. The flipped classroom approach provides a framework whereby direct instruction learning is undertaken by the student individually prior to attending class (i.e., pre-work), and in-class time is used for energized interactive applied learning. The researchers’ primary study was qualitative and considered the perceptions and experiences of students of the flipped classroom approach and application of pre-work. The research and survey results assessed how effective the flipped classroom approach was perceived to be, and suggestions for improvements based on the experiences of students. Suggested best practices arising from the research and survey results will be presented, and includes guidance on the preparation and set-up of pre-work, in addition to motivational techniques.

**CON5.14c - Using Online Video Technology, Self-Assessment, and Peer-Assessment to Cultivate Critical Thinking in the Classroom**  
Scott Comber (Dalhousie University)

Although Critical Thinking is recognized as an important aspect of learning in higher education, it has not been properly integrated into classrooms. In business school, 87% of graduates did not receive training in critical thinking during their degree, and for those graduates who are educated in critical thinking, it is a struggle to apply those skills to the workplace at a level that is desired by employers. We will present a novel approach to developing critical thinking skills: using online video technology, coupled with an established critical thinking framework, Reveal Assumptions, Evaluate Evidence, Develop Conclusions- (RED) by Watson-Glaser. Using this structured framework, students both watch and listen to and assess themselves, and their peers think critically. We will present our findings of this structured approach to developing business students’ critical thinking skills.
CON5.15a - Senior-Peer-Led Discussion Groups (DGs): Motivating Students in a Large (500 Students) Introductory Nutrition Course to Engage and Learn Beyond Lecture and Grades
Melanie Rozwadowski (University of Saskatchewan)

Students in large lecture-based courses often focus on memorizing lecture content. Students who achieve high grades may not even engage deeply or connect meaningfully with the course material. Despite interactive teaching and learning strategies during lecture, instructors face challenges motivating students. To ignite a spark of interest and motivation, and to stimulate students’ curiosity for personally-meaningful learning, I introduced small (15-25 students), senior peer-led Discussion Groups (DGs) into my large (500 students) Introductory Nutrition course.

This session describes key elements of DG design, student experiences and outcomes reported in analyzed questionnaires, and the process for developing DG topics based upon most frequently-asked-questions and misunderstood food and nutrition issues. Students reported improved interest and motivation beyond “testable” material, engagement with classmates and their senior-peer, a sense of belonging, investment in implementing nutritional science theory from lecture into their personal dietary choices, and increased confidence in judging nutrition information.

CON5.15b - Shrinking Large-Class Sizes by Transforming Classroom into Community
Nayha Acharya (Dalhousie University)

Given the trend towards larger university class sizes, professors must find ways to transform large classes from prohibitive learning environments into gateways for student development. In this session, I will describe the idea of building community in classrooms, and explain how it can mitigate the challenges associated with large class sizes. I will provide specific examples of community-building strategies that I used in my class of 160 students, and comment on how those approaches effectively “shrunk” the classroom. The session will proceed as a dialogue, and I hope to gain insights from session participants.

CON5.15c - Implementing a First Year Experience (FYE) Curriculum in a Large Communication Course
Daniel Ahadi (Simon Fraser University), Jennesia Pedri, and Dugan Nichols

This session will focus on a First Year Experience (FYE) course in Communication studies and the effectiveness of it for student learning. The author will share findings from a "post-pre" survey with students conducted at end of Fall 2016 and Spring 2017 semesters, as well as interviews and focus groups with students, instructors, and staff.

CON5.16a - Negotiating Life and Learning at University: Resilience and Success
Susan Brigham (Mount Saint Vincent University)

Our study examines how students from various ethnic, cultural, and racial backgrounds and immigration experiences develop a process of harnessing resources to sustain their well-being and persist to graduation at the post-secondary level. Through an electronic survey and one-to-one interviews, we have collected data from over 300 students currently studying or recently graduated from undergraduate degree programs in three Canadian provinces (Nova Scotia, Manitoba, and Ontario).

We take a holistic and comparative approach to understand participants’ multiple realities, including in their personal, university and community lives, and how those realities intersect and inform one other as participants negotiate life and learning at university. In our presentation we share participants’ narratives of what it means to develop resilience-building strategies in challenging settings. In this presentation we will share rich first-person narratives of students of their successes and stories of resilience combined with quantitative data followed by discussion.
CON5.16b - #FIFUMustRise: Factors Affecting the Success of Students Who Are First in the Family at a South African University
Moragh Paxton (University of Cape Town) and Roisin Kelly-Laubscher (University of Cape Town)

Despite increased entry into tertiary education for students from poorer areas in South African, it seems that many gain admission without gaining real access to the university. The necessity for more focused research into this lack of real access has been highlighted by the recent protests in South African universities. Although much research has already focused on the broader population of students disadvantaged by the legacy of apartheid, very little has focused on factors affecting the success of students who are first in the family at university (FIFU).

This paper will present the results from the South African branch of a multicountry study exploring the journeys of FIFU students using transformative research methodologies. The data presented will focus on the role of structure, culture and agency in shaping the experiences of two FIFU students.

CON5.16c - Professor-Student Meals as Occasions for Teaching and Learning
Jason Bell (University of New Brunswick)

Various colleges have implemented “dine with your professors” programs. Can these result in positive educational development and outcomes, sufficient to justify their cost? Inspired by the book How College Works, which reported a study indicating that students who had a meal with a professor were 10% more likely to report that they would have chosen that college again, we conducted a study to see if this evidence was repeatable, and to reflect on reasons why it might work. Our surveys and reflections add strong confirmation to the educational possibilities of professor-student meals.

CON5.17 - Leading by Example: Enhancing the Academic Integrity Practices of Professors in Post-Secondary Institutions
Jennie Miron (Humber College Institute of Technology and Advanced Learning), Kristine Fenning (Humber College Institute of Technology and Advanced Learning)

Findings from a study that used a time series (over 13 months’ 3 different points) with a non-equivalent control group design to assess faculty adoption of various AI promotion strategies, and reporting of departures from AI will be presented. The statistical analyses from T-tests and ANOVA used to compare the differences of an interventional group that completed a one-day AI symposium with a control group that did not attend the symposium will be highlighted. The recommendations based on the study findings will be presented and opened for discussion about how the recommendations may translate to other post-secondary organizations. Risks to under reporting will also be discussed.

CON5.18 - Infusing Learning with the Art and Science of Metacognition and Mindfulness
Kathleen Kevany (Dalhousie University)

This interactive session provides participants tools and coaching on observing ruminating and metacognition and strategies to increase attention, appreciation, and mindfulness. Mindfulness improves cognition under high-anxiety situations by reducing stress and freeing brain space to focus on the task at hand. Participants will test out paying attention and being more present to the moment, to “what is”. As a former learner said of this approach, “I will try to do my best to fully listen to future conversation, although I tend to not listen when I am not that interested or when I have a lot on my mind. But I now see that you miss on opportunities to build relations. I want to be engaged, and get the full picture when somebody is telling a story. In this way my relations will grow deeper” (ML, 2015, unpublished).
CON5.19 - Welcome to My Classroom: Student Engagement in a First-Year Gateway Course  
Mike Atkinson (Western University)

Introduction to Psychology. The gateway course for all higher level psychology courses, and many other programs in the university as well. In my 800 student classroom, about thirty percent believe they will continue in psychology. Another twenty percent have not completely decided, and the remainder are taking the course as an elective. The challenge for me is to light the fire of knowledge for the thirty percent and convince the rest that they really want to pursue psychology too. To engage students I use a number of techniques in a lively, fast-paced delivery that maintains attention, creates rapport, and challenges students to think about issues. In my presentation, I will model some of these techniques and then invite the audience to think about how to use these in their own classrooms.

CON5.20 - A Revised Lesson Plan for Student Success  
Barry Brennand (Steelcase Education)

There's growing concern among students, parents, educators, administrators, governments and employers that the definition of success needs bolstering, and that requires an updated perspective, new strategies and new metrics.

Steelcase believes that student success includes three essential and interrelated domains:
- Gaining knowledge
- Acquiring practical skills
- Developing personally

A more expansive view of student success puts different demands on a school's physical space. It's important to assess the campus as a connected system of innovative active learning spaces, all working together to support student success.
CON6.02 - Inclusive Teaching and Learning in a Global World
Annie Soisson (Tufts University) and Donna Qualters (Tufts University)

Higher education is undergoing transformation as the world becomes more interconnected. Faculty and students must change to meet the challenges and opportunities this presents. Part of the change will be more diverse classrooms, requiring new approaches to assessment. Does one size fit all? Inclusive assessment requires us to reflect on who, what, when, and how we assess student learning.

In this session participants will explore evidence-based assessment practices that allow us to gather a broader array of information about our students’ learning, and to empower & inform students about their progress. Participants will leave with a range of tools, techniques and resources they can use in their classrooms to measure student learning.

CON6.03 - Identity in the Classroom: Exploring Instructor Impact
Carol Berenson (University of Calgary) and Valerie Pruegger (University of Calgary)

Research indicates that faculty and instructors associated with some identity groups (e.g., based on gender, race/ethnicity/culture, etc.) are differentially viewed in the classroom, leading to poorer evaluations and increased challenges to authority, teaching competence, and scholarly expertise from students.

This interactive workshop is designed to engage participants to: consider the impact of their identity on the learning environment and their interactions with students; discuss strategies to achieve credibility and boundaries in the classroom; and recognize how their identity can be used as a source of strength and opportunity rather than as a deficit in their teaching and learning practice and relationships. In addition to exploring how best to develop one’s teaching identity in the context of diversity and inclusion, participants will be invited to consider how this faculty development workshop might be relevant and applicable to their own contexts.

CON6.04a - Looking at the Gates of Tomorrow: Supporting Arts Faculty Implementing ePortfolio Curriculum Change
Mary Gene Saudelli (University of the Fraser Valley), Michelle Johnson (University of the Fraser Valley), and Claire Hay (University of the Fraser Valley)

This research details the design and delivery of faculty development opportunities related to ePortfolio as a High Impact Practice (HIP) and graduation requirement for a revised BA degree at UFV starting in 2017. It is important to recognize the role faculty support plays in the use of eportfolio as a HIP and integral part of program requirements. Through a collaboration among a faculty development consultant and educational developer in the TLC, and a faculty member in Arts we explored using an action research methodology: the nature of faculty support in relation to eportfolio, the delivery of faculty support; the effectiveness of these modes of learning for faculty support and what faculty learn in relation to their teaching practices as they involve eportfolios. Finally we address how faculty conceptualize the transfer of learning potential of ePortfolio as a gateway to students’ futures following graduation.

CON6.04b - Part and Full-Time Faculty Members' Perception of Institutional Teaching Culture
Debra Dawson (Western University), Ken Meadows (Western University), Erika Kustra (University of Windsor), and Lori Goff

Part-time faculty members are increasingly being hired to teach undergraduate and graduate courses at post-secondary institutions across Canada. Research suggests that they are often marginalized within their institutions, reporting lower pay, fewer benefits, and less job security than their full-time counterparts. We will present findings from an investigation of part- and full-time faculty members’ perceptions of the teaching cultures- the value placed on teaching - at their institutions. Specifically, we will discuss differences that were found in part- and full-time faculty members’ perceptions of the support for, and recognition of, teaching at their universities and the impact their employment status (part- versus full-time) may have on their perceptions of those differences as well as the broader implications for faculty, students, and their institutions.
CON6.04c - The Faculty-Instructional Designer Relationship: It's Complicated
Matthew Sorley (Carleton University), Yuan Chen (Carleton University), Mathew Schatkowsky (Carleton University), and Allie Davidson (Carleton University)

This presentation will focus on the working relationship between faculty members and instructional designers and explore the desired roles and skills instructional designers should have while working with faculty when building online courses. The presenters will share their experience, from both the instructional design and faculty perspective, on the collaborative process of designing, developing, and delivering a fully online course.

Presenters will reflect on their own instructional design experience, discuss desirable instructional designer roles and skills, and identify important factors to developing a well-designed online course. Attendees will leave with a checklist of best practices for navigating working relationships between faculty members and instructional designers.

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CON6.05 - Building Capacity through Collaboration: SoTL Canada's Collaborative Writing Groups
Nicola Simmons (Brock University), Apryl Gill (Niagara College), Jovan Groen (University of Ottawa), Janice Miller-Young (University of Alberta), and Roselynn Verwoord (University of British Columbia)

Academic writing can be challenging; SoTL's potential for departure from disciplinary writing further complicates the writing process. Support for SoTL writing, however, can positively impact faculty. Collaborative Writing Groups (CWGs), are small groups led by one pre-selected facilitator working together to write on a pre-selected broadly defined topic. Typically, CWG papers are submitted for a special issue of a relevant peer-reviewed journal. In this interactive session, we (co-leader, facilitator, journal editorial board member, and participants in the SoTL Canada/CJ-SoTL CWG partnership) briefly describe the initiative from our various perspectives.

We invite you into a discussion of the successes as well as challenges and recommendations. Individually and in small and large groups, and with input from the session leaders, you will consider possible applications of the central CWG principles to your own context.

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CON6.06 - Teachers as Leaders: Six Gateways to Transformation
Loretta Howard (University of Toronto and Central Michigan University) and Eleanor Pierre (Central Michigan University)

Teacher leadership is "a transformative process grounded in definitive values and functions" (Crowther, Ferguson & Hann, 2009, p. xvii). We explore this construct as participants: Formulate a general overview of what it means to demonstrate leadership in teaching; Examine the roles and responsibilities of the teacher leader; Analyze leadership characteristics of teaching in higher education; Discuss how leadership qualities and capabilities influence classroom practice; and Determine how to grow and develop as teacher leaders. Instructional strategies utilized in the session are both evidence-based (Petty, 2009) and arts-informed (Barone and Eisner, 2011) and include opportunities for participants to: Self-assess through individual reflection and think, pair, share discussions; Share teacher leader narratives via small and large group discussion; identify metaphors of teacher leadership in small and large group dialogue; Analyze small and large group outcomes; and Represent insights in a meaningful manner.
CON6.07 - Student Ratings of Instruction: Exploring Gateways for Institutional Change and Improvement  
Beverley Hamilton (University of Windsor) and Phil Granieo (University of Windsor)

Teaching evaluation serves numerous purposes, including pedagogical improvement, performance review, and external accountability. Each purpose is a potential gateway towards more effective practices, yet the combination of purposes involved creates tensions, making sustainable, inclusive change challenging. Student ratings of instruction (SRI) are only one facet of effective teaching evaluation, but their ubiquity, limitations, organizational complexity, and institutional significance make them a contested focus of institutional change initiatives. Despite (or because of) these complications, instructors’ understanding of and relationship to SRI data and power to direct their use has profound implications for individual and institutional capacity to evolve teaching evaluation culture. In this session, participants examine lessons learned from an ongoing SRI initiative at a Canadian post-secondary institution; explore how culture, individual inquiry, and institutional policy and procedure interact; and discover proactive approaches to fostering change in such contexts.

McCain 2017

CON6.08 - Case-Based Learning Design: Theory Meets Practice  
Jean Slick (Royal Roads University)

This workshop is designed for those who want to expand their knowledge of the theory and practice associated with the use of cases in teaching, including problem-based case methods. A theoretically grounded conceptual framework that explains how and why cases support learning will be presented. This framework distinguishes between three different types of learning outcomes that can be achieved through the use of cases, and explains the differences between the functions of cases relative to each type of learning outcome. During this workshop, participants will work in cross-disciplinary groups to further explore each of the three different functional approaches to the use of cases in teaching. Instructional design principles to support these different uses of cases will be offered and tested in relation to specific case-based learning examples. This session is designed for both those who teach as well as those who support development of teaching practices.

McCain 2021

CON6.09 - Using Reflective Practice to Facilitate Collaboration  
Diane Labrèche (Université de Montréal) and Emily Zimmerman (Drexel University)

As teachers, we need to help our students learn how to work collaboratively. As scholars, collaboration can also play a vital role in our work, particularly to the extent that we pursue interdisciplinary research. However, the prospect of collaboration can be stressful because of uncertainty and lack of communication about the collaborative process. During this participatory session, participants will engage in an exercise using a “boîte à images” (box of images) to demonstrate one way that we and our students can open ourselves to different perspectives to build a foundation for constructive collaboration.

We will facilitate a discussion about challenges to collaboration for both students and professors, and ways to address those challenges. The session will also provide a forum for conversation among professors from different disciplines on how to better understand various disciplinary perspectives and work collaboratively, both with colleagues in our own discipline and colleagues from other disciplines.

McCain 2022

CON6.10a - Cases of Education for Sustainability in Educational Development  
Vivian Neal (Simon Fraser University), Alice Cassidy, and Sandra Neill (George Brown College)

In early 2016, three educational developers, Vivian Neal, Alice Cassidy, and Sandra Neill, collaborated to capture and share some of the practices used by colleagues to support education for sustainability (EfS) in post-secondary institutions across Canada. Ten educational developers were interviewed and asked to describe how they support EfS in their educational development practice. The result is a collection of video interviews that aims to catalyze an understanding of EfS, inspire conversations about the role of educational developers in advancing sustainability, and offer practical ideas about how to support instructors to integrate EfS into their teaching practice and into the curriculum. In this session, participants will view a selection of the videos and consider approaches and strategies for implementing EfS within various post-secondary institutions.

McCain 2102
Critical thinking has been a topic of debate within the context of higher education across a wide array of academic disciplines for decades. There has been an ongoing question as to whether the role of the university is to merely impart knowledge or to produce individuals who have the capacity to understand, analyze and resolve problems in society. For a profession like social work, which can be described as one that is committed to achieving social justice for marginalized populations, the ability to ensure graduates have the skills to think critically and engage in reflective practice is important. Findings from a Delphi study examining critical thinking in Social Work education from a faculty perspective aid in informing both curriculum development and a pedagogy to support the development of these skills for the next generation of helping professionals.

The experience and academic contribution of postdoctoral fellows in Western academia is increasingly discussed but under researched. Fellows are an important driver of academic research, yet they often occupy an economically precarious and transitory employment situation. This study examines how a new postdoctoral fellowship (PDF) program at an Ontario university seeks to buck the often criticized culture of PDFs by effectively building a community of practice by encouraging networking and collaboration; providing institutional resources for success; and ensuring adequate material support for personal and family life.

The findings from the auto-ethnographic account of five fellows show how a PDF program can be structured to maximize the success of postdocs and their academic institution. The findings reveal key similarities and differences between the experience of fellows in this study and the experience of fellows from other academic units, institutions, and regions in the literature.

International academic articulation agreements between “western” universities and Asian partners commonly offer courses that are taught by a blend of short, intense in-person teaching by the “western” professor followed by the use of technology for subsequent course instruction. Using an alternate instructional modality, this session will describe the experience of instructors in two different courses where course delivery had to be exclusively by distance, without any personal interaction with students or f2f instructor-student relationship. Use of various technologies (VC, LMS, video) and approaches (demonstrations, applications) were employed; challenges and successes in learner-centeredness will be presented.

These experiences will be situated in the context of the literature including Hofsted’s cultural dimensions and others related to cross-cultural distance education. Participants will be invited to share their own personal experiences with cross-cultural distance learning environments. The intended goal is that each participant will find new perspective and approaches to use in their own practice.

This study used document analysis of provincial quality assurance (QA) policies in Canada to interpret their original intention and their role as positive change agents for teaching and learning enhancement. Our analysis revealed a disconnect between how QA processes lead to quality enhancement and we suggest the Scholarship of Teaching and Learning (SoTL) as one means to bridge this divide. Departments often react to rather than engage with the QA process in a way that is meaningful and useful for continuous improvement of their academic programs. SoTL can contribute to both assurance reviews and teaching development by linking the study of daily classroom practice by educators to formal institutional reporting mechanisms for teaching and learning. In this session, we share considerations on SoTL as a research-minded approach to initiate continuous improvements within a quality assurance framework, and offer suggestions for how it might be integrated into evolving provincial frameworks.
Prompted by recent experiences in developing and delivering a philosophy-type course to ESL learners, I discuss some of the research that identifies issues that contribute to the identity of ESL learners. Social, cultural, and racial considerations are necessary in developing a course framework that addresses the needs of many ESL learners. Following anecdotal discoveries and corroborating research, and using the metaphor of a GPS system, I share different navigation maps for instructors who are taking small steps to address some ESL learners in their courses or larger steps by developing content-specific academic courses for ESL learners. The navigation map recommended depends on the destination needs of instructors and learners. Insight into a set of recommended considerations for ESL learner needs, and why they are important, will be provided. Participants will be asked to share experiences and also have the opportunity to discuss them in (dis)connection with the recommended navigation maps.

If writing transforms doing into knowing, how might creative writing transform learning in an upper-level biology course? Post-secondary culture is often defined by silos of subject matter, tradition, and practice. However, given the complex, multi-dimensional world that awaits them, students may be well-served by opportunities to integrate their learning and experience, and to bridge those divides. The presenters will describe an innovative collaboration between biology and writing faculty and how this collaboration diversified learning outcomes for students. In addition to sharing examples of student work and feedback, we also deconstruct the development of this course: noting how the introduction of creative writing assignments, supported by the partnership, facilitated learning outcomes beyond what would have been possible within the constraints of the discipline. Participants from all disciplines will be invited to consider how collaborations might enhance their own teaching and to brainstorm both opportunities and challenges associated with such collaborations.

The International Federation of National Teaching Fellows (IFNTF) is a new organization that seeks to bring together award-winning teachers from across the globe to advocate for teaching and learning on an international level. The organization had its launch at the House of Lords, British Parliament, last September and are holding a World Summit every year in each of member countries (Canada, the UK, Australia, New Zealand, the USA) that all national teaching fellows can attend and at which they can present. This session introduces the organization to the STLHE community and invites participants to help in shaping the vision of the organization moving forward.

Interprofessional Education (IPE) holds many benefits for students of professional training programs (World Health Organization, 2010) though to date most educational efforts have been centred on health care professions. While human services professions typically enshrine in their regulatory colleges’ or associations’ ethical guidelines and standards of practice a recognition of the importance of professional collaboration, new graduates into these professions and other fields (e.g., business, engineering, law) often have had minimal experience of IPE and are often immersed in competitive work cultures that challenge their ability to collaborate.

This workshop will demonstrate how the breaking down of professional training program silos in higher education can occur through the employment of cross-program teaching and learning opportunities with the students’ involvement central to all learning. Session participants will collaborate to identify a range of opportunities for enhancing IPE offerings.
CON6.15 - Imagine Teaching with Snapchat
Leigh-Ann MacFarlane (Mount Saint Vincent University), Donovan Plumb (Mount Saint Vincent University), Robert Bajko (Mount Saint Vincent University), and Al Rafuse (Mount Saint Vincent University)

Snapchat is now the 2nd most widely used social media app (Facebook is the 1st). Despite its huge user-base (especially amongst young adults), Snapchat has received very little attention from higher educators as a potential pedagogical tool. In this interactive session, we will share the preliminary results of a research project that is exploring the use of Snapchat by faculty members at our university. We will relate how we have discovered, quite unexpectedly, that in addition to Snapchat turning out to be a potentially powerful teaching tool, using Snapchat has the very nice side effect of opening faculty to a thoughtful reconsideration of their own teaching practices, prompting many of them to add a range of other active learning strategies into their teaching repertoire.

CON6.16 - Developing Integrated Knowledge through “Intelligent” Simulation in Academic Professional Education
Dirk Rodenburg (Queen’s University) and Robert Clapperton (Ryerson University)

One of the most difficult challenges confronting academic professional schools, including law, medicine, engineering and business, is ensuring knowledge integration. To be effective, practitioners require both advanced theoretical knowledge, and the execution of their responsibilities in a manner consistent with the professional standards demanded by their professions. This session discusses the challenge of knowledge integration in professional education, and discusses the development of a discipline agnostic cognitive computing-mediated simulation platform as a method to address it. Combining the power of IBM’s Watson cognitive computing platform with a well-structured, guided instructional development methodology, the proposed platform will allow instructional designers- with little to no technical knowledge - to build compelling, engaging and immersive simulations in law, business, medicine and engineering.

CON6.17 - Challenges that Interprofessional Health Education Face: Are Educational Theories a Solution?
Nadine Ezzeddine (Dalhousie University)

Interprofessional collaboration among healthcare professionals has been identified as a promising solution for most challenges the healthcare system faces. Interprofessional education (IPE) is a key strategy towards promoting collaboration and involves students from two or more professions learning about, from an with each other. Evidence supporting the effectiveness of IPE is still lacking, and the literature identifies numerous challenges facing IPE development and implementation.

This interactive workshop, guided by educational theories, proposes methods to address some of the major challenges facing IPE by using video, large and small group discussions, and an IPE case study. The workshop calls for advocacy for IPE and the importance of theoretical frameworks in IPE. Participants will practice linking the use of theoretical frameworks in IPE into their own discipline/context, while engaging in a discourse that promotes identifying the disciplines/stakeholders and delineating their roles in IPE development, improvement, implementation, and evaluation.

CON6.18 - Transforming Post-Secondary Education: Arts-Based Knowledge Translation as a Pedagogical Tool
Brenda Sabo (Dalhousie University)

Traditional educational models that impart knowledge through didactic approaches do little to convey the elements of the human experience. Nor do they support application and higher ordered thinking (e.g., critical reasoning). Drawing on arts-based approaches legitimizes the agency of tacit knowledge and communicates the relevance of research through the everyday lived experience. Innovative ways to transfer research and theoretical knowledge to learners are important to explore, engage, and challenge the status quo.

This interactive workshop will explore ideas on: 1) how arts-based pedagogical approaches can be utilized to enhance learning; 2) how an arts-based pedagogical approach can be leveraged for educational research funding; and, 3) identifying ways to integrate the concepts of social learning into curriculum so that learners become “rebel[s], reaching out, seek[ing] expertise, [without being] afraid to ask ‘why?’” (Stodd, 2016, p.17).

82

McCain 2162
McCain 2170
McCain 2176
McCain 2184
CON6.19a - A Unique Window into Motivating and Understanding Learners: Refining Your Learning Skills for Academically Dismissed Students
Susan Holmes (Dalhousie University)

Dalhousie University has offered Refining Your Learning Skills for Academically Dismissed Students (Refining) for seven summers as an option for students to improve their confidence and skills, and return to class in September. The students come from various programs, and the 10 day course is designed using current research on student success, along with our best instincts and experience. This session will provide an overview of Refining and highlight the unique characteristics of the participants—learners who have failed. You will become more aware of the problems these students face in the transition from high school, the most common distractions, and what motivates them. You will become familiar with the approaches we use to facilitate the amazing transformations in attitude and habits, some of which you might consider for your classroom.

CON6.19b - Predicting Students’ Intention to Behave with Academic Integrity in Student Practice Learning Environment
Jennie Miron (Humber College Institute of Technology and Advanced Learning)

Academic Integrity values are consistent with expectations for professional ethical practice. Practice opportunities incorporated into student studies provide an intersection for learning about the ethical expectations and requirements for professional roles. Therefore, efforts should be directed to initiatives focused on strengthening students’ commitment to behaving with AI. Through the Theory of Planned Behaviour (TPB) framework, a 41-item self-report survey (Miron Academic Integrity Nursing Survey: MAINS: α>0.70) was developed and administered to nursing students (N=339). Three predictor variables (attitude, subjective norm, perceived behavioural control) and six background variables were measured with students’ intention to behave with AI in clinical.

Hierarchical multiple regression analyses revealed the TPB predictor variables were statistically significant with Attitude having the highest beta value (beta=0.35, p<0.001), [Subjective Norm (beta=0.21, p<0.001): Perceived Behavioural Control (beta=0.12, p<0.02)]. Student attitude is the strongest predictor to intention to behave with AI in clinical practice and efforts to positively influence students’ attitudes need to be a focus for schools, curricula, and educators working with students who have a practice component to their studies.

CON6.19c - Integrated Knowledge Translation in Applied Education Research: Understanding Students in Context and Motivating Evidence-Based Changes
Krista Ritchie (Mount Saint Vincent University), Erna Snelgrove-Clarke (Dalhousie University), Andrea Murphy (Dalhousie University), Joan Versnel (Dalhousie University), Ron George (Dalhousie University and IWK Health Centre), Scott Thieu (IWK Health Centre), Scott MacPhee (University of Toronto), Matthew Ta (Dalhousie University), Danielle Childs (Dalhousie University), Leah Carrier (Dalhousie University), and Angela Hosking (Mount Saint Vincent University)

Applied education research requires rich descriptions of the individuals, communities, and contexts that are the focus of study to facilitate bridging evidence to practice gaps, yet active engagement of research participants as key stakeholders in research processes remains limited. We propose a shift in how we design applied research in higher education contexts to more actively engage learners and faculty. This shift will move us away from traditional research focused on the vision of the researcher towards achieving models of collaborative integrated knowledge translation (IKT).

We will present our research team’s work, using this IKT approach, on better understanding the development of evidence-based practice related knowledge, attitudes, and skills in health professional education. Benefits of an integrated knowledge translation approach in applied higher education research will be discussed including co-produced knowledge and research endeavors that are more refined and actionable towards bridging evidence to practice gaps.
CON6.20 - Welcome to My Classroom: A Mandatory Intro Physics Course You Don’t Really Want to Take, and That You Think You’ve Already Mastered in High School
Adam Sarty (Saint Mary’s University)

Incoming undergraduate Science students are challenged with the need to take mandatory introductory courses in disciplines outside of their desired major subject area (for example, chemistry and physics are frequently both required to major in each other’s discipline, and both are needed for engineering students, etc.). The challenge is exacerbated by the facts that students normally have already taken these subjects in Grade 12, and therefore believe they have mastered the introductory material, and that the classes are often large – and, therefore students have reduced motivation to invest effort (or enthusiasm) into these courses. Introductory physics courses are prototypical in this respect, and successful teaching must face this transitional challenge for students head-on.

In this session, I will share some of my “first class” tools to help foster an initial enthusiasm for the course while illustrating how the expectations will be different than in high school. I will then review (and do!) a sampling of the interactive engagement techniques I employ to help students focus on conceptual understanding and entertain paradigm shifts of their view of physics. I draw heavily from methods pioneered/implemented/researched by Physics Education Research groups over the last 20 years, and discuss how specific use of these methods is always modulated by individual institutional realities (e.g. number of students in course, physical layout of classroom, and technologies available).

3:00 P.M. – 3:50 P.M. (CONCURRENT SESSION 7)
CON7.01a - Right out of the Gate: Graduate Students Learning to Teach
Cynthia Korpan (University of Victoria)

Many universities have professional development programs to support graduate students in their teaching responsibilities that span the graduate years and typically follow a developmental approach. Despite this support, there is little attention focused on how graduate students learn to teach in higher education.

I will discuss results from my PhD research that took a workplace learning approach to investigate the learning process that TAs underwent as they first began teaching (as the lead instructor in the classroom) in the academic workplace to determine how TAs learn how to teach. Research in the field of workplace learning shows that if the learning process for each role is not understood too many factors can undermine the process.

This session will share the factors that enhanced and hindered TAs learning how to teach with recommendations for practices and structures to enhance and ensure quality development from the very beginning of academics learning how to teach in higher education.

CON7.01b - The Liminal Experience of “Reacting to the Past”: Faculty and Teaching Assistants Role Reversals
Kathryn Johnson (Northern Michigan University)

This research presentation explores the liminal experience of faculty and teaching assistants employing the Reacting to the Past (RTTP) pedagogy in introductory history courses. It also highlights the benefits of RTTP. The study showcases the results from nearly 300 student surveys, two focus groups of faculty and TAs, and will include a brief tour of the RTTP website and available free teaching resources.
CON7.01c - The SAGES Program: SoTL Advancing Graduate Education in STEM
Isabelle Barrette-Ng (University of Calgary), Eliana El Khoury, and Leslie Reid (University of Calgary)

Each year, graduate students shoulder hours of instructional time with undergraduate students and some have more contact hours with students than academic staff in large introductory undergraduate courses. Unfortunately, many are given minimal opportunities to develop a reflective, evidence-based teaching practice.

To support graduate student teaching development, we designed and implemented the SAGES Program (SoTL Advancing Graduate Education in STEM). This program provides graduate students with the opportunity to learn about the SoTL through a semester-long course, following by a semester-long practicum. The practicum offers graduate students an opportunity to apply what they have learned in a classroom setting, working in partnership with a faculty partner.

In this session, we will describe how the SAGES Program created a collaborative learning environment and network of practice that engaged graduate students and faculty partners. We will also invite participants to conceptualize how such a program could be designed for their own institutions.

CON7.02 - The Future of Teaching and Learning Spaces: Supporting Active Learning Anywhere
Adam Finkelstein (McGill University)

Students need to be actively engaged in the classroom in order to create opportunities for meaningful, deep learning. Active Learning Classrooms (ALCs) are spaces designed from the ground up to support active and collaborative learning. However, for many institutions, ALCs remain the exception; most students spend time learning in non-ALC environments. How can we bring what we know from the design of ALCs to other spaces? With proper planning, many of the key features that make active learning classrooms successful can be integrated into other non-ALC spaces on campus, from more “traditional” classrooms to teaching labs and lecture halls.

This session will focus on analyzing and discussing the principles behind the design of ALCs and how these features can be applied to the design of all learning spaces.

CON7.03a - Bridging Western and Indigenous Paradigms in a Humanistic and Plurilingual Framework for Language Education: The LINguistic and Cultural Diversity Reinvented (LINCDIRE) Project
Aline Germain-Rutherford (University of Ottawa)

This research presentation outlines the development of LINguistic and Cultural Diversity Reinvented (LINCDIRE), a 3-year collaborative research project, the goals of which are threefold: to solidify an international network of language educators and researchers, to enable cross-fertilisation of Indigenous and Western pedagogies, and to design an online learning environment, Language Integration through E-portfolio (LITE), which helps translate the theory of plurilingualism into practice. LITE integrates official, international, heritage and Aboriginal languages across a full range of real-life tasks, and will be available for free public use in language classrooms in primary, secondary and post-secondary institutions.

After a short overview of the theoretical framework and research methodology, the author will present the findings of the piloting phase in diverse educational contexts. In particular, the perceptions of educators vis-a-vis the action-oriented task template and the medicine wheel to foster a more humanistic and reflective learning process will be discussed.
CON7.03b - Call to Action: Integrating Indigenous Knowledge at the School of Social Work
Judy MacDonald (Dalhousie University), Marion Brown (Dalhousie University), and Wendy Terris Klaus (Dalhousie University)

We are inspired by the following quotes:

“A knowledge of history leads to understanding, and understanding leads to respect. Reconciliation follows.” – Justice Murray Sinclair

“Reconciliation to me is about not having to say sorry a second time.”-Cindy Blackstock, PhD

Participants will be challenged to consider how they might integrate an Indigenous worldview in all aspects of their program. We will provide a list of resources and short video clips that will highlight some of the key academic literature and research we found helpful. Representatives from our faculty and staff and will discuss personal experiences and the impact of a greater understanding of an Indigenous perspective on their teaching and learning and day to day work. Students from our bachelor program will also share thoughts following their first year of study in the program.

Participants will:
- have an understanding of the challenges and rewards we have experienced
- resources to begin their own journey
- opportunity for open discussion.

CON7.03c - Opening Doors: Enabling Effective Implementation of Indigenous Content and Knowledge in Higher Education
Ingrid Robinson (St. Francis Xavier University) and Joanne Tompkins (St. Francis Xavier University)

The TRC’s Calls to Action (2015) highlights education as a means of reconciliation. To meet these directives, many Canadian post-secondary institutions offer Indigenous Studies; however, some are meeting resistance. What is called for is an awareness and interruption of the colonial story. As two non-Indigenous teacher educators, we model critical reflective inquiry by examining our own narratives to elucidate fundamental social justice concepts and invite our students to do the same. Students are then positioned to explore Indigeneity.

We share our self-study and former graduates’ testimonies to demonstrate how our pedagogy has been transformative. Doing so will build capacity for intercultural understanding, empathy and mutual respect (TRC, 2015). We aim to help educators in higher education ensure the successful integration of Indigenous education within all institutions. This will provide a gateway for the cultural transformation of Canadian society.

CON7.04 - Curriculum Initiatives: Metaphors and Practical Realities of Educational Developers
Klodiana Kolomitro (Queen’s University), Susan Bens (University of Saskatchewan), and Andrea Han (University of British Columbia)

Program-level change is complex and multifaceted, often involving multiple stakeholders, practices, and timelines. With this kind of uniting concern, a group of five educational developers, from teaching centres at three Canadian universities, met for a two-day think-tank session. The three centres engaged in this think-tank came together as a result of their participation in the Bay View Alliance, a consortium of nine North American universities.

We share our experiences and conceptions of engaging in this work through narratives and practice wisdom, while focusing on the factors that drive our effective contribution in this process and noting some of the barriers that we have encountered along the way our experience of collaboration on these questions of program level change is strengthening our institutional efforts and invigorating our local efforts.
CON7.05 - The 3C (Credit, Certificate, and Curiosity) Approach to Multi-Access and Synchromodal Learning
M. Tanya Brann-Barrett (Cape Breton University), Laura Baker-Warren, Terry MacDonald (Cape Breton University), and Herbie Sakalauskas (Cape Breton University)

Through demonstration and discussion, we will share our efforts to transform established courses, allowing students to participate and engage with each other whether they are on-campus, online, or in asynchronous spaces. Further we will describe how it is possible for students to participate in our open and online blended courses for full university Credit, a Certificate of Participation, or simply to satisfy their Curiosity or as we call it 3C options.

We will describe the institutional mindset that launched this initiative; the learning design and development that went into the preparation; the physical and technical requirements to renovate a classroom into a live studio, as well as lessons learned and recommended best-practices for anyone wishing to launch a similar project.

Participants will have an opportunity to participate in a live-streamed event during the session, and examine specific course syllabi to develop ideas on how to incorporate open-online options within a conventional course.

CON7.06 - Observing and Providing Feedback on Teaching to Promote Experiential Learning Opportunities
Kathryn Brillinger (Conestoga College) and Norma McDonald Ewing (Conestoga College)

Come engage with us in learning about our teaching observations and how we are working to promote active and experiential learning opportunities for learners and faculty through our standardized observation tool. Learn how faculty observation learning can align to Student Appraisals of Teaching. Examine how we incorporate accessibility, universal design, and inclusion in our processes and feedback.

We will walk the talk and have you digesting, inquiring, contributing, and innovating as you use the two documents to observe a short episode of teaching and then we work together to create new ideas for application and enhancement.

CON7.07 - Changing the Way We Teach Teamwork: How Would You Do It?
Shauna Jones (Simon Fraser University)

Knowing how to collaborate effectively is an essential skill for all work environments. Given this, many post-secondary programs have introduced courses to address these needs. Developing courses to teach students these skills can be challenging, exciting, and transformational.

In this session, participants will generate ideas, questions, and suggestions for developing a 100-200 level course to transform how students work with others and utilize diversity in teams. After this activity, participants will hear about the design challenges and areas of continued learning in developing a course on collaboration for business students.

This session will appeal to educators (curricular and co-curricular) currently designing or delivering learning experiences to teach teamwork and collaboration. Participants will gather ideas about how to design and deliver courses and activities involving teamwork and collaboration to expand and improve this type of teaching and learning within higher education.
CON7.08a - The Discourse Valued in High Stakes Assessments in Biology  
Roisin Kelly-Laubscher (University of Cape Town) and Moragh Paxton (University of Cape Town)

Acquiring a science degree is a gateway to social and economic mobility for many students. However, this gateway seems to take longer for some students. In an attempt to address this mismatch, several universities have incorporated interventions that address numeracy or academic literacies in formative assessments e.g. report and essay writing. While such interventions are important they often neglect the role that disciplinary literacy plays in high stakes summative assessment. An ability to navigate such literacies can mean the difference between progression and academic exclusion for students.

Therefore, through the presentation and discussion of a study looking at the discourse valued in a first year biology assessment, this session will highlight the socially situated nature of both assessment and academic discourses and will challenge attendees to think about alternative understandings of their students assessment experiences and a pedagogy for making some of their implicit expectations of students explicit.

CON7.08b - BioBlitz: A Tool for Biodiversity Discovery  
Lara Gibson (Dalhousie University) and Susan Gass (Dalhousie University)

A bioblitz is a rapid survey of the organisms found in a particular area, at a particular time, and is typically completed in a short period of time. It measures a snapshot in time and results in a list of species found within the survey boundaries in a particular season. Bioblitzes also act to connect expert scientists with students, teachers, and the wider general public in biodiversity science. New mobile applications are now commonly used in bioblitzes to record, map and verify observations of living organisms.

In this session, we will briefly describe three ways in which a bioblitz can be used as an active learning tool for biology, environmental science, or education students. All three options provide an opportunity for experiential learning with respect to taxonomy, biodiversity, and geospatial science. Participants will learn how to use iNaturalist.ca, a global biodiversity database that can be adapted for many learning activities.

CON7.08c - Applying Backward Design Strategy to Redesign Physics Lab Courses  
Bei Cai (Queen’s University)

Undergraduate physics and engineering physics degrees typically have laboratory courses to supplement content-heavy courses traditionally delivered in lecture format. These laboratory courses are a great opportunity to impart technical skills and foster critical thinking, allowing students to lead their own learning, but often fall short of this goal. We have started to redesign the physics laboratory courses at Queen’s University using a backward design strategy over a three-year process as part of a multi-institution network called TRESTLE.

Existing laboratory learning outcomes are tabulated into seven categories including constructing knowledge, modeling physical and measurement systems, designing experiments, technical and practical laboratory skills, analyzing and visualizing data, communicating physics, and collaboration, lab safety and professionalism. These are compared to the recommendations from the American Association of Physics Teachers for undergraduate physics laboratory curriculum, and evaluated by a faculty panel. A subset of learning outcomes missing from our current program have been identified.

Work is ongoing to measure student attitudes and understanding, to redesign the laboratory courses to address missing outcomes, and to provide better scaffolding of student learning. In this talk we report on our progress on this project.
CON7.09 - Building a Culture of Inquiry: The Transformation from Teacher to Scholar

Heidi L. Marsh (Humber College Institute of Technology and Advanced Learning) and Eileen DeCourcy (Humber College Institute of Technology and Advanced Learning)

The Scholarship of Teaching and Learning might be viewed as a gateway for educators to connect with new colleagues, develop a research identity, and renew their enthusiasm for teaching. But despite the many benefits of SoTL, empowering educators to engage in it can be difficult. This is particularly true within the college sector, given the teaching schedules and experience levels among faculty. Here, we describe a SoTL development framework adapted from models in the university sector to align with the affordances and limitations of a polytechnic context.

We will trace the implementation of this framework through building capacity, supporting research in action, and sustaining engagement. Successes and challenges from the first year will be shared. These will serve as a launching point for discussion surrounding best practices for supporting faculty scholars and building sustainable SoTL cultures.

CON7.10 - Tuning in to the Inclusive Classroom

Katherine Turner (Ryerson University), Margot Collins (Ryerson University), and Brenda Massey-Beauregard (Ryerson University)

The Interpersonal Skills Teaching Centre (ISTC) at Ryerson University provides actors to disciplines across the campus: from Social Work to Engineering, Human Resources Management to Nursing, Theatre Production to Geography. With a program of over 130 performance-based simulations the focus is for students to practice communication skills that will be required in their professional roles. The ISTC also creates workshops for staff and faculty at the university. “Tuning in to the Inclusive Classroom” was designed to support faculty and instructor development; promoting greater awareness of learners’ diverse needs and the importance of creating inclusive learning environments.

This interactive workshop will feature two students who present unique challenges. Through a facilitated discussion, participants will identify assumptions and possible outcomes of acting from those assumptions. There will be opportunity to speak directly to the students to address their concerns followed by a paired discussion of accommodations and supports for students and faculty.

CON7.11a - Working Together: Writing Centres and Reference Librarians Collaborate to Support First-Year Students Transitioning to University Research Paper Standards

Margie Clow Bohan (Dalhousie University), Michelle Paon (Dalhousie University), Janice MacDonald Eddington (Dalhousie University), and Molly Hayes (Dalhousie University)

First-year students find it challenging to write research papers. They discover that more needs to happen than finding facts and putting them down. This qualitative research study looked at first-year student perceptions of writing research papers in an effort to see how Writing Centre teachers and librarians could better support writing and research skill development. Specifically, we asked how collaborative sessions could most effectively be organized? In this session we will report on study findings and engage experienced teachers of discipline-specific writing in a discussion of the best ways to support writing and research development. Classroom instructors, librarians, and Writing Centre teachers should leave the session with a deeper understanding of collaborative writing and research practices and collaborative models of teaching. Finally, the issue of assessment of these efforts to support student writing and research development will be discussed.
CON7.11b - Questioning the Link Between Argumentative Papers and the Development of Critical Thinking
James Southworth (Wilfrid Laurier University)

It is often assumed that a well-executed argumentative paper is a key marker of critical thinking. Nevertheless, a vast amount of research within cognitive psychology over the last few decades, particularly within the heuristics and biases literature, calls into question the association between argumentative papers and the development of critical thinking skills.

This research talk will highlight two overarching cognitive biases that threaten the intended purpose of the argumentative paper: 1) confirmation bias, and 2) disconfirmation bias. When applied to argumentative papers, I will argue that these biases stifle open-mindedness, and thereby develop good rationalizers as opposed to good critical thinkers. The session will conclude by exploring kinds of writing assignments that can mitigate cognitive bias and thereby develop critical thinking skills.

CON7.11c - The Transition from High School to University: Becoming More Effective Instructors by Listening to Our Students’ Needs
Connie Guberman (University of Toronto Scarborough)

This presentation will address the diverse and nuanced needs of students facing the challenges of transitioning from high school to university and will explore pedagogical strategies for learning-centered design and practices. It will interrogate assumptions about student readiness and the typical manner in which supports are provided - supports which are well-meaning in intent, but often grounded in privileged assumptions of class, culture, and ability. Listening to students and responding to the ways they identify their needs in first year is critical to providing a truly transformative learning experience.

CON7.12 - Awakening the Force from Within: Influencing the Teaching Culture in Higher Education
Judy Bornais (University of Windsor) and David Andrews (University of Windsor)

It has been suggested that the emphasis on research on many campuses of higher education has “distorted priorities within institutions” and that academics have cut back on undergraduate teaching at the expense of research and publications. Without creating another “Star Wars” battle, how can faculty and educational leaders influence how teaching is viewed and valued on campuses without minimizing the importance of research?

Through small group and round table discussions, this interactive workshop will provide participants with an opportunity to discuss the teaching and research cultures on their campuses and how expectations regarding the development of teaching and learning changes as individuals transition across their academic career.

At the completion of the session, participants will have a lightsaber of ideas to help create change and advance teaching and learning in higher education (position advertisement and hiring practices, Student Ratings of Instruction Instruments, teaching evaluation practices).

CON7.13 - Pedagogy, Peru, and Pisco Sours: Curriculum Mapping in an International Market
Paul Meahan (Fanshawe College) and Dee Morrissey (Fanshawe College)

As a participant in this session, you will be guided through a case study exploring alignment between an international institution’s curriculum and yours. You will work through a small-group mapping exercise designed to plot the provincial vocational learning outcomes in a specific advanced diploma program to information that has been provided from an international institute. You will use a Canadian credentials framework to help your team align the international program to the appropriate Canadian credential. What kinds of information will you require to complete this task? How will you proceed with the next steps to engage the international institute in adapting the design and delivery of their curriculum?

This session will be presented by a college curriculum team that worked with a Peruvian institute to ensure the credential alignment was a true exchange between cultures rather than an imposition of one curriculum on another.
CON7.14 - Taking Time to Transition to a Teaching Technique: Short-Circuiting the Learning Curve through Best Practices
Trent Tucker (University of Guelph), Kristie Dukewich (Kwantlen Polytechnic University), and Tamara Kelly - video (York University)

Don’t you wish that a novel and supposedly effective pedagogical innovation came with an instruction manual? Should you adopt a new classroom technology not knowing if it will eat up more time in the set-up and care-and-feeding than it offers in pedagogical payoff for the students? How can you short-circuit the learning curve for some teaching and learning techniques so that you’re not reinventing the wheel or replicating the mistakes of instructors that have gone before you?

In this workshop, we will address exactly that — crowdsourcing a set of best practices or “here be dragons” for some of the newer pedagogies faculty are asked to implement, such as two-stage exams, classroom response systems, etc. Participants in this session will choose the pedagogies we’ll examine. Everyone leaves with a “Missing Manual” of ideas to meet this demand.

McCain 2132

CON7.15 - Cultivating a Humanized Learning Experience: A Pedagogical Praxis of Teaching Online
Dina Moati (Sheridan College)

Online learning is forever reinventing itself through constant emergence of novel research, pedagogical practices, and technologies. This presents us with extensive opportunities to enhance the eLearning experience for our students through an intentional humanized design and delivery of our courses.

In this session, we will unpack questions such as: How can we help students feel connected and less isolated in online courses? How can we construct a robust people-focused eLearning experience that stretches beyond asynchronous discussions and recorded videos of lectures?

Through a praxis of theory and application, we will discuss theories and evidence-based strategies for optimizing a humanized eLearning experience and explore compelling purpose-driven ed-tech tools that invite students to connect, collaborate and create in versatile and meaningful ways.

McCain 2162

CON7.16a - Approaches to Learning of First Year Students in Two Faculties: Implications for Educational Practice
Deborah Kiceniuk (Dalhousie University) and Marie-Soleil Beaudoin (Dalhousie University)

The concept of learning styles was identified in the 1940s; the basic premise is that individuals use a variety of strategies to process information. First-year undergraduate students experience a transition from high school to university learning environments. To cope with this transition, students adopt different learning strategies that can impact their academic success.

The goals of this study were to: characterize students’ learning strategies as surface, deep or strategic; examine differences in learning approaches between students from two different Faculties; investigate possible associations between the presentation of course materials and learning approaches; and, determine whether learning strategies are correlated with performance and demographic variables. First-year Physiology and Engineering students completed a learning styles inventory (ASSIST).

Preliminary data highlight the importance of providing students with opportunities to move away from passive, surface learning and towards deep, active approaches. An invited discussion on the use and implications for learning styles, and directions for further research will be invited.

McCain 2170
CON7.16b - First-Year Students? Awareness of a Course Structure: Impact on Their Learning and Well-Being
Russell Day (Simon Fraser University)

As we welcome first-year students to post-secondary education, we are concerned that they learn some content and skills, and more important, that they thrive as they transition to a new learning culture. Some first-year gateway courses are structured to help students make the transition, but do students have any meta-awareness of how the course structure (e.g., number and timing of assessments) might impact their learning or their anxiety? With 11 assessments in a 13-week semester (see Roediger & Butler, 2011 for the benefits of the testing effect), and a new online Course Evaluation system that allowed for course specific questions, I could ask students directly. Over three courses (N=500+), students responded to two questions- one each about how the distribution of the 11 assessments impacted their learning of, and their anxiety about, learning the course material. We will discuss the implications for designing courses that maximize learning while minimizing anxiety.

CON7.16c - Bridging Classroom Science Learning and Scholarly Scientific Research: Integrating Peer Review in a First-Year Science Seminar
Alice Campbell (University of British Columbia), Gunilla Oberg (University of British Columbia), Ashley Welsh (University of British Columbia), Eric Jandciu (University of British Columbia), and Noureddine Elouazizi (University of British Columbia)

Peer review is a cornerstone of scientific research, yet it is seldom incorporated into undergraduate science education. This empirical research investigates student perceptions of peer review in a first-year seminar in Science. The course is designed to support students in bridging classroom science with scholarly scientific research practice. Drawing on survey results from three semesters (N=85), we will compare students’ perceptions of the role of peer review in scientific research with its role in their writing. Data analysis of survey results pinpoints which aspects of peer review students value, and how they understand scholarly peer review as a component of scientific knowledge production.

This presentation relates strongly to the conference theme as we investigate the effects of a learning activity designed to support first-year students’ transition to a new academic culture - that of the scientific research community.

CON7.17a - The Triumphs, Trials, and Tribulations of Offering a Discipline-Specific, Pre-University Online Course: The Case of Leg Up
Dan Belliveau (University of Western Ontario)

The literature often highlights the ineffectiveness of orientation practices in preparing students for university. What lacks investigation is what can be done to aid in the transition of university students. Pre-university transition courses are rarely seen in Canadian institutions and at present there exists little evidence on the effectiveness of these types of courses to ease the transition to university. Over the past two years, the University of Western Ontario offered a pre-university course, Leg Up, to its incoming students to complete the summer before they began their university studies. This discipline-specific online course aimed to ease the transition to university life.

This session will explore the components of Leg Up, an overview of the data collected thus far, and will engage attendees in discussion about how the Leg Up model can reach the level of best practice for students transitioning to post-secondary education.
CON7.17b - Student and Faculty Experience of a Concurrent Hybrid Course: Transitioning to a New Delivery Method
Toni Roberts (Mount Allison University)

Technology is transforming our classrooms and our pedagogy. We rely more heavily than ever on technology to access content, to prepare our course materials, deliver engaging classes and so on. This session is based on the experience of offering a concurrent hybrid course, Introductory Greek I, between Mount Allison University and Bishops University. The course was hosted by Mount Allison and delivered to Bishops under the Maple League using a combination of immersive TelePresence teleconferencing software and hardware, an iPad Pro, computer, mirroring software and a learning management system.

The trials and tribulations of this course will be discussed, as well as opportunities for future improvements. Initial, mid-term and end of term student surveys allowed for the collection of data of the student experience. How student’s perceptions and experience changed or remained the same throughout the class will be presented, as well as, the experience and analysis of the professor.

CON7.17c - You Can Fast Forward Your Instructor: An Interpretive Phenomenological Analysis of Blended Learning
Jason Openo (Medicine Hat College)

Interpretive phenomenological analysis seeks to uncover the essence of a phenomenon. Some suggest blended learning has become the new normal in learning-centred course design because students like it, it creates space for active learning, and faculty members find that it enhances, rather than replaces, traditional teaching methods. Some even suggest blended learning as a term may disappear through complete integration into transformed teaching and learning practices. But how do students experience blended learning?

An interpretive phenomenological analysis in Spring 2016 with fourth year Nursing students illuminates how blended learning effects students’ lived experience of time, space, body and their relationships with faculty and fellow students. Students expressed a sense of temporal freedom, developed complex learning systems, and exhibited signs of networked learning. The interpretive phenomenological analysis also shows evidence of classic difficulties with blended learning design, such as over-packing, and explores how students made difficult decisions with uncertain information.

CON7.18 - A Multi-Pronged Approach to Supporting Faculty Implementing Peer Assessment in Their Classes
Jennie Ferris (McGill University)

Instructors may implement peer assessment to foster student engagement in their courses and to provide students with feedback on their work. When properly implemented, peer assessment can have benefits for students and instructors, but implementation can also be a daunting endeavour. Our teaching and learning centre has developed a multi-pronged approach to support instructors who are considering implementing peer assessment in their courses.

In this interactive workshop, we share the various aspects of this approach, such as collaboration with colleagues to develop resources, including cases based on instructors’ use of peer assessment at our university. Developing such cases can encourage instructors to reach out to one another in an informal way as they explore a teaching strategy of mutual interest, thereby strengthening a culture of teaching and learning at the university. Participants will take part in a think-pair-share exercise, small group discussion, and a Q&A period.
CON7.19a - Online Peer Review in the Composition Classroom: A Means to Help Bridge the Gender Gap in STEM Disciplines
Sara Humphreys (St. Jerome’s University) and Judy Ehrentraut (University of Waterloo)

This research presentation shares data from a project that explored how online collaborative peer review can help STEM students who identify as female gain voice and visibility. According to social psychologist Annique Smeding, support networks and role models are necessary to female STEM students’ success. These support networks can be facilitated and strengthened through online peer review. Over the course of three terms, we analyzed how students who identify as male or female interacted and gained social presence via online peer review activities.

The goals of this research project were twofold: To investigate if students use gendered language in peer review environments both in-class and online and, in turn, explore the implications of such language use. To share with instructors interested in peer review the means by which online collaborative applications can not only facilitate peer review but also inclusivity, visibility, social presence, and equality.

CON7.19b - Design of 4th Year Curriculum in Medical Sciences BSc
Sarah Wells (Dalhousie University) and Julie Jordan (Dalhousie University)

In this presentation, we will discuss the development of the 4th year curriculum in the new BSc Medical Sciences program at our university. The fourth year represents a culmination in the degree by integrating, extending, and contextualizing the material from the program’s core courses through (i) a traditional Honours research project or (ii) a case-based capstone course. The Honours research project, along with an experiential learning course, will provide authentic research experiences from basic science to clinical settings. The capstone course examines 5 medical “cases” through expert lectures, group presentations and discussion.

The goal of our presentation is to discuss this new curriculum and how we have included evidence-based approaches including peer teaching and assessment, experiential learning, and dissemination of student work. As we prepare for the first iteration of our 4th year program, we hope to engage discussion on our approach and receive feedback and suggestions for improvement.

William Albabish (University of Guelph), David Wall (Fanshawe College), Chris Slabon (Fanshawe College), Gary Sullivan (Fanshawe College), and Lorraine Jadeski (University of Guelph)

The University of Guelph, in collaboration with Fanshawe College, have been developing and testing cadaver-based, E-learning educational tools in the form of multimedia modules, designed to transform the learning environment and enrich the educational experience of students enrolled in the Primary Care Paramedic Program, Advanced Care Paramedic Program and the Respiratory Therapy Program at Fanshawe College.

In this interactive workshop, we will outline the “evolution” of the development of these tools and highlight the ease with which similar multimedia modules may be developed and implemented within a variety of classroom settings, emphasizing the benefits of the tool, irrespective of the subject. Participants will have the opportunity to identify the benefits and challenges of developing E-learning tools and summarize the steps involved in creating equivalent tools for their own classrooms. A brief overview of current study data related to our preliminary application of these tools in the learning environment will be presented along with samples of anecdotal feedback from students.
CON7.20a - Evaluating the Adaptation of a High-Enrolment Undergraduate Course from In-Person to Online
Nathan Lachowsky (University of Victoria)

The proliferation of distance education has transformed existing program curricula, prompting a transition from exclusively face-to-face course offerings. Several reasons prompted our academic unit to develop a distance education version of a high-enrollment course (i.e. 400 students per offering). We attempted to ensure that the distance education and in-class versions offered equitable learning opportunities, assessment strategies, and learning outcomes. We empirically evaluated this adaptation through a natural experiment when both the distance education and in-class version of the course were offered in the same academic year. Students provided informed consent to participate.

Our presentation includes data from pre- and post-course student surveys, course and instructor evaluations, instructor reflections, and students’ grade data from the university registrar. Attendees can expect to compare student and instructor experiences and student learning outcomes between distance education and in-class offerings, and to discuss the impact of curricula and pedagogical approaches.

CON7.20b - Investigating the Affective Component of Students’ Learning Experiences in Blended and Fully-Online Introductory Biology Courses
Jennifer Van Dommelen (Dalhousie University), Gillian Gass (Dalhousie University), and Jacob Fletcher (Dalhousie University)

As universities offer students more choices between online and on-campus versions of courses, students’ own perceptions of how they learn become increasingly important in choosing a course format and how they experience the learning within the course. Students’ affective experiences of courses may differ depending on mode; while some students are satisfied with an online course delivery model, others feel that by taking an online course they are teaching themselves.

Our study investigates students’ perceptions about the role of lectures as a learning tool and the extent of instructor presence and support in two complementary introductory biology courses, one blended (online plus an optional lecture component) and one fully online with no lecture component. Data collection is complete and some results will be presented.

CON7.20c - A Case Study in Transforming Higher Education: Transition from Print-Book to E-Book Usage as Required Text in a Large, Introductory Science Course
Jerusha Lederman (York University) and Mary-Helen Armour (York University)

This session will provide a first look at results from a quantitative study investigating the effectiveness of a single, custom designed, course specific online eBook as a mandatory learning tool for high enrolment, introductory level science courses at York University. While a plethora of studies have been conducted to examine student & faculty attitudes toward the use of eBooks on an elective basis, it has not yet become common practice for universities to require students to purchase eBooks as mandatory course textbooks.

This study presentation will cover a brief review of theory, contextual background, research objectives, research methodologies, initial findings & potential impact of this research on Teaching & Learning practices for the future. Participants will be invited to share relevant personal experiences, reflect upon findings and brainstorm on bigger picture issues pertaining to a potential transition in Higher Education from print to electronic books. Dialogue will be stimulated addressing if, how, and why the use of eBooks as required textbooks may fundamentally transform the student experience.
4:00 P.M. – 4:50 P.M. (CONCURRENT SESSION 8)

**CON8.01 - Online Training for Teaching Assistants: Opportunities and Challenges**
Michał Kasprzak (University of Toronto)

Teaching Assistants constitute a formidable group of educators at Canadian universities. Yet, the training of these frontline teachers often remains inconsistent and ineffectual, even as research reveals how critical teacher training is to graduate students’ professional development and advancement and to student learning. One way to build capacity for and consistency in TA training is through e-learning. Nonetheless, the design and development of such asynchronous and on-demand learning is tricky and complex, fraught with both opportunities and challenges. How can we create meaningful learning experiences in asynchronous, on-demand modules and manage the costs of development, design and maintenance?

This interactive workshop explores the process-centred Online Instructional Design (OID) model created at the Teaching Assistants’ Training Program (TATP) at the University of Toronto. By the end of the workshop, participants will be able to apply a process-based framework for interactive e-learning modules at their own institutions.

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**CON8.02 - SoTL as the Third Side of the Coin: Connecting Teaching and Research**
Nicola Simmons (Brock University)

In the Scholarship of Teaching and Learning (SoTL), scholars from any discipline inquire into teaching and learning in their classrooms. There are perhaps as many views of SoTL as there are individual SoTL scholars and there are still questions about what SoTL is and what it does. In this session, beginning with Boyer’s (1990) definitions of scholarship, and connecting to the Canadian Association of University Teachers (CAUT, 2001) and Glassick, Huber, and Maeroff’s (1997) definition of scholarship, we discuss factors affecting what counts as research about pedagogy. Referring to the SoTL Canada special issue in New Directions for Teaching and Learning I suggest there are multiple points of entry to inquiry into improving student learning. The micro-meso-macro-mega framework is a lens that helps think about SoTL’s impact and the relative lack thereof at various levels.

We will explore ways of lifting SoTL towards greater impact and you will create an action plan for your own context. Finally, I suggest that SoTL has much to offer in bringing research and teaching together in a symbiotic whole, a holistic perspective that could leave us feeling less fragmented and potentially less overwhelmed in our academic work.

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**CON8.03 - Cultivating Cultural Acumen: Reconciliation as Educators in Increasingly Complex Diversity**
Jin-Sun Yoon (University of Victoria)

It is 2017, Canada’s 150th anniversary since confederation; the timing is propitious for all Canadians to reflect on reconciliation efforts since the TRC Calls to Action in 2015. As educators, we have too much influence on the next generation to not pay attention. How must we prepare ourselves to be effective educators in a time of Indigenous resurgence and settler reconciliation? Can efforts to indigenize and decolonize higher education be fraught with potential problems and harm and ultimate incommensurability? Can any of this be done when settlers refuse to look at truth before reconciliation? I contend that by cultivating cultural acumen, educators can be more effective in forging pathways to reconciliation between settlers and Indigenous people of Canada. Experiential activities and practical strategies for inclusive pedagogy will be shared throughout the session.
CON8.05 - The Unworkshop: A Gateway for Responsive Faculty Development and Student Learning  
Paul Martin (MacEwan University)

You have likely heard about unconferences such as THATCamp or EDCamp in which conference attendees create the agenda and the content for an entire conference at the first session. An unworkshop works in much the same way but in a vastly shorter period.

This highly interactive session will see us co-create and experience an entire unworkshop in 30 minutes. We will then discuss how we might use this approach in teaching and learning centres and in our classrooms to increase faculty and student engagement and foster deep learning.

Rowe 1016

CON8.06 - Forming Diverse and Fair Groups for Optimal Team Learning  
Emanuel Jannasch (Dalhousie University)

The dysfunctions and unfairness arising from poorly formed groups can seriously damage a team learning experience, and Michaelsen has shown that the easy solution of self-formation is among the most corrosive approaches. But collecting relevant student data is next to impossible, sorting the multivariate data is laborious, and even when the job is well done students may harbour doubts about the hidden process.

This workshop demonstrates a method by which a class can form itself into diverse and equitable teams. It is based on a simple visual database requiring only sticky notes, pens, and a wall. The method is highly consensual, anonymous, transparent, self-evidently fair, inclusive, and safe.

Participants will experience the method as students would, with ample time for discussion. For those intrigued by visual thinking, the rapid collective and parallel processing of multivariate information may itself be of interest.

McCain 2016

CON8.07a - Engagement from the Inside: Exploring NSSE Data to Support In-Class Student Engagement Strategies  
Lisa Endersby (York University)

Student engagement is often described as highly visible and energetic student behaviours associated with cross-institutional co-curricular programming. While the value of these initiatives cannot be understated, their perceived value often runs counter to the lived reality of the very students we are looking to engage. A research project prompted by the Dean of a large institutional faculty explored NSSE data as a measure of student engagement with the goal of identifying strategies for improving retention. Early findings, when reviewed alongside institutional data, found that the classroom represents the best opportunity for meaningful engagement as a means to support student persistence.

This presentation will explore initial findings from a review of NSSE data and highlight recommended strategies for student engagement inside the classroom.

CON8.07b - Creating a Blueprint for Course and Program Outcomes Alignment  
Alice Joshua (Southern Alberta Institute of Technology) and Beth Noble (Southern Alberta Institute of Technology)

How do you show evidence of outcomes and assessment alignment when designing courses and programs at institutional and external levels? What needs to be aligned, why, and how do you show alignment? When do you align the outcomes and assessment and who is responsible for aligning them?

This presentation will outline an approach which can be used to address the above questions along with examples of how to create blueprints to show alignments at various levels. These blueprints can be used for existing courses and programs or for new course and/or program designs.

McCain 2017
CON8.07c - Beyond Status Quo: Moving to a Culture of Learning Innovation
Maureen Wideman (University of the Fraser Valley)

This teaching-focused university is advancing the culture of innovation in its teaching and learning practices through a number of initiatives that influence many areas of the school from classroom design, policy and administration, program redesign and more. Beginning with an education plan that involves the entire school, this university has embarked on a campaign to meet the needs of students in 2025. Through the programming and initiatives taken at this university, the foundation for innovation has been set, and the movement has begun. Early research data have been gathered and the results are encouraging, but much more data needs to be collected.

McCain 2017

CON8.08a - Are Role-Play Simulations Appropriate for Entry-Level Students?
Matthew Schnurr (Dalhousie University), Somed Shahadu (Dalhousie University), and Alanna Taylor (Dalhousie University)

Role-play simulations have gained popularity as an effective and innovative form of active learning. Simulations help teach students a range of practical skills and knowledge in a format that is fun, engaging and educational. But the effectiveness of any simulation hinges on its ability to engage learners.

This paper examines two crucial gaps in the scholarship on the design and execution of successful role-play simulations - the ability to assimilate these learning activities within early-year pedagogy and the potential value of integrating social media tools. It draws on two years of pre- and post-survey student data reflecting on the value of an immersive simulation within an introductory course in international development studies.

McCain 2017

CON8.08b - Technologically Enhanced Experiential Learning in Physics: An Action Research Study using PhET Simulations
Robin Kleiv (University of the Fraser Valley), Mary Gene Saudelli (University of the Fraser Valley), Jessica Davies (University of the Fraser Valley), and Kurt Jungmark (University of the Fraser Valley)

This presentation details an action research study of an introductory undergraduate physics class that was reframed pedagogically from a lecture/activity based approach to one that integrates experiential learning in the form of PhET (Physics Education Technology) simulations. Wieman and Perkins (2006) have asserted the potential for PhET simulation to enhance learning. We have used Jarvis (2012) theory of experiential learning to frame our inclusion of simulation based instructional approaches.

The research questions are: what is revealed about teachers’ beliefs and practices from changing the pedagogical approach in PHYS 105 to infuse experiential learning through simulation technologies and what does this pedagogical change mean in relation to higher education physics students learning.

We discuss our findings in regard to educator and student learning with this change in pedagogy. We comment on the potential of simulations for improving teaching practices in science and higher education in general.

McCain 2021

CON8.08c - Experiential Learning with Undergraduates: Blending the Roles of Teacher and Learner
Leanne Stevens (Dalhousie University)

Exploring change and innovation through experiential learning at the undergraduate level. The focus of this presentation will centre on a 3000-level class, designed to allow students to actively participate in the creation of live, lab sessions for first-year students. Course design, benefits and challenges will all be discussed.

McCain 2021
Thursday, June 22, 2017

CON8.10 - Lessons from a Professional Development Program: Soft Skills Development for Undergraduate Co-Op Students and Beyond
Victoria Feth (University of Waterloo)

The essentiality of soft skills has become readily apparent in recent years. The “skills gap” separating the skills employers seek in new graduates and the skills those graduates possess, or are able to articulate in a job search context, is impacting graduate employability.

Participants will be introduced to the University of Waterloo Professional Development Program (WatPD). WatPD enhances undergraduate experiential education by providing online courses for academic credit during work terms. It prepares students in all faculties, from Arts to Engineering, for post-graduate employment scenarios by integrating co-op and academia to deliberately create the conditions for skills transfer to occur.

Participants will learn about WatPD’s effectiveness through the presentation of program evaluation data. They will understand the importance and universality of soft skills to academic and career development. Finally, they will leave this session with actionable ideas for supporting students’ soft skills development in their own roles.

McCain 2102

CON8.11 - Cyclic Learning with Tacit Awareness
Jon Sensinger (University of New Brunswick)

This approach is structured for students to take the same course multiple times within a term, each round complete with the final exam. This method enables students to actively choose for themselves which concepts are most relevant to achieve a given task, and to see how the various concepts integrate together. It enables them to cycle between focal awareness on the concepts they are learning, and tacit (subconscious) awareness of those concepts as they explore a problem in light of them.

The method enables students to navigate through topics that require engagement with multiple, complex concepts; to become self-aware of how they best learn, and ultimately, to come to embrace learning, rather than success, as a goal worthy of their endeavors. It has caused students to embrace this attitude in their learning, choosing subsequent classes based on what they care about, rather than what grade they are likely to receive.

McCain 2116

CON8.12 - Earth and the Composition of Our World: A New and Highly Interdisciplinary Undergraduate Course
Aaron Granger (University of New Brunswick, Saint John) and Lucy Wilson (University of New Brunswick, Saint John)

Undergraduate students in many disciplines must take heavily restrictive course-loads, leaving little room for electives outside their chosen field. This contributes to students graduating without having been exposed to varied modes of academic thinking.

We will discuss the development and delivery of a new, highly interdisciplinary course (lectures and labs) designed to provide students with the skills to approach problems with a wider context than they would otherwise have been exposed to within their narrow academic “silos”. Session participants will be given the chance to prepare a team-based case study that mimics one done by students taking the course.

McCain 2118
CON8.13 - Becoming Catalysts for Change: Transforming Higher Education
Philippe Caignon (Concordia University), Carol Duncan (Wilfrid Laurier University), Donna-Marie Eansor (University of Windsor), Pippa Lock (McMaster University), Patrick Maher (Cape Breton University), Jacqueline Murray (University of Guelph), Rosemary Polegato (Mount Allison University), Cameron Tsujita (Western University), Maureen Volk (Memorial University of Newfoundland), and Jonathan White (University of Alberta)

Through this interactive workshop, we will discover and explore ways of becoming constructive and effective instruments of change in Higher Education. We shall approach the concept of change through the lenses of Transformative Learning (TL) in an interdisciplinary perspective. As professors coming from a variety of disciplines “music performance, business, physical sciences, medicine, humanities, law, and social sciences” we have the privilege to teach students with very distinct goals, learning habits, and academic experiences. And as all teachers do, we seek to transform our students into socially aware and constructively active citizens of the world. TL encourages students to challenge their belief systems, personal values, and commonly accepted outside-world perceptions.

McCain 2130

CON8.14 - Thinking Outside the Box: E-Learning Innovation Lessons from Funeral Service Apprenticeship Education in Atlantic Canada
Lisa C. Smith (Nova Scotia Community College) and Lorraine Storry Mockford (Nova Scotia Community College)

We believe that you can teach anything online with the right learning tools and effective strategies. This interactive and engaging session will explore the process of developing e-learning courses and programs which support learners across multiple fields. We will examine the development framework of a not so typical e-learning program. Bring your course topic ideas and challenges, and get ready to “think outside the box”.

McCain 2132

CON8.15 - Our Interdisciplinary Community of Scholars: “We Have More in Common than Differences”
Myriam Breau (Université de Moncton), Michael Gange (University of New Brunswick), Amanda Horsman (University of New Brunswick), Mary McKenna (University of New Brunswick), and Scott Thomson (University of New Brunswick)

This workshop will provide practical examples of how learning partnerships between a professor and interdisciplinary students in a doctoral research course strengthened their interdisciplinary and research skills. Although students were from diverse backgrounds, they focused on commonalities to create a “community of scholars”.

Students had the opportunity to foster new insights and construct meaningful connections with each other. The professor and several students will (1) describe the evolution of the partnership, (2) share examples of the partnership (e.g., contributions of students with specialized skills, peer evaluations, creating a Facebook page, mutual support, and sharing resources), (3) explain learning strategies (e.g., visual metaphors, concept mapping, reverse planning, and Gowin’s Vee), and (4) summarize students’ outcomes (e.g., addressing their research design, sampling, conceptual frameworks, and methodologies).

Join us to hear our experiences, try some learning strategies, and to discuss the wider applicability of similar professor-student partnerships to strengthen interdisciplinary and research skills.

McCain 2162
CON8.16 - Hybrid Education for Teacher Development
Scott Dunham (Canadian Memorial Chiropractic College)

This workshop will present the process of transitioning our Teacher Education Programs within the Canadian Memorial Chiropractic College (www.cmcc.ca). Attendees will learn the steps one must consider for moving a face-to-face program to a hybrid/online format.

Diffusion theory for adoption of technology will be explored, and how you can use various techniques to get members on board. Through profiling of a number of our courses (for students and faculty) here at CMCC, attendees can take away useful strategies for their own institutions. This presentation focuses on planning a transition of a face-to-face course to online, and provides numerous take-away strategies for implementation.

Attendees can expect to leave with resources to guide their own transition of courses to online/hybrid.

CON8.17a - Multilingual Academic Coaching: Supporting International and Multicultural Students through Peer Facilitated Academic Skills Workshops
Christina Page (Kwantlen Polytechnic University) and Lyn Benn (Kwantlen Polytechnic University)

Developing strong friendship and social networks supports International students’ successful adjustment to their host countries and universities. Working alongside other campus support services, Learning Centers support this networking by facilitating peer learning through tutoring and coaching activities.

This session describes an initiative at Kwantlen Polytechnic University’s Learning Centers to train experienced peer tutors to facilitate Academic Skills Workshops. Building on the foundational skills tutors acquire in the peer tutoring program, Learning Centre faculty provided additional training in workshop design and delivery. After training, peer tutors developed materials and facilitated two Academic Skills Workshops in their own mother tongue, adapting the existing workshop materials to meet the linguistic and cultural needs of workshop participants.

The session will also explore the benefits of the program for both first-year international students and peer tutors.

CON8.17b - Towards Desegregation: The Case of Chinese International Students in Canada
Vicki Jingjing Zhang (University of Toronto)

This study focuses on one particular international student group- students from mainland China, and aims to uncover some of the crucial reasons behind the widely reported self-segregation of Chinese students. It sets to understand why many students from mainland China feel offended and turned off by cross-national communications with students from the host nation.

We will draw theories from social psychology and group identity to explain some of the findings. We also wish to shed some light on strategies educators may employ to help mitigate the self-segregation pattern among Chinese international students and encourage more inclusive learning environments and communities.

CON8.17c - A Framework for the Development of Interactive Online Courses in Mathematics at the Pre-Tertiary Level in Grenada, a Small Island Developing State
Teah Cummings (St. George’s University) and Thompson Cummings (St. George’s University)

Technology can be a powerful teaching and learning tool. Ever since the appearance of the web in the late 1990s the level of interest in e-learning has grown tremendously. However, in the teaching and learning of mathematics for pre-tertiary students in Grenada the traditional approach is still mainly in use.

This paper focuses on complementing what is taught by teachers of mathematics at the pre-tertiary level in mathematics. Our students perform poorly in mathematics at all levels of their education- primary, secondary and tertiary. Data collected on students writing the Caribbean Examinations Council (CXC) Caribbean Secondary Education Certification (CSEC) exit examination in mathematics and also a placement/entry level test at a tertiary institution in Grenada show that on average 36% and 28% passes respectively. In this paper the authors present a framework for the development of an interactive course in mathematics for students at the pre-tertiary level in Grenada.
CON8.18a - Starting the Conversation: Addressing and Promoting Student Mental Health Online
Rose Singh (Dalhousie University) and Jill McSweeney (Dalhousie University)

With more post-secondary students seeking help for their mental health, it is important to understand the availability of institutional services for students who are studying at a distance, as these supports are largely inaccessible to them. Faculty may be the first point of contact for online students struggling; and while they may anticipate students’ mental health needs, they may not know how to provide adequate support. Given that online students may also hesitate to disclose about their mental health, it is important to understand how to best support them.

This research highlighted the experiences of distance education social work students with mental health (dis)Abilities, with suggestions for better supporting students’ mental health online. Recommendations from the research will be discussed and applications of the findings will be explored in this presentation.

CON8.18b - If You Don’t Mind It Does Matter: Managing the Transition from Concussion to Return to Learn in Postsecondary Education
Gail Frost (Brock University) and Maureen Connolly (Brock University)

Concussion is a functional brain injury that can produce physical, cognitive, emotional and sleep-related symptoms. These symptoms may resolve within 7-10 days for adults, but recovery has been shown to take longer in university and high school students (about 20 days and 30-45 days, respectively). The reported incidence of concussion is rising and we are seeing more students in our classes who have sustained this injury, some of whom are still dealing with symptoms.

This session will present aspects of concussion that are most directly related to the academic environment, both in the classroom and online. The Return-to-Learn protocol will be outlined, with the implementation challenges for postsecondary educators identified. Suggestions for examining courses from the viewpoint of a student recovering from concussion will be provided. Examples from our own work making adaptations for students recovering from concussion will also be used.

CON8.19 - Transforming Learning Spaces to Promote a Culture of Innovation in Teaching and Learning
Jodi Scott (University of British Columbia) and Joanne A. Fox (University of British Columbia)

In 2016, UBC opened a new academic facility called Orchard Commons that combines living, learning, and working spaces and offers an opportunity to rethink learning space design based on a more holistic view of the student experience. With a mandate to create spaces that facilitate innovation in teaching and learning, we engaged in an iterative design process that was driven by how spaces can enrich student engagement. This resulted in a variety of student-centric, technology enabled learning spaces designed to promote active learning.

At this session, we will share our design approaches, give virtual tours of these classrooms, and discuss the themes that emerged from this process. The importance of flexibility, collaborative peer learning and group work, and open spaces that encouraged active engagement emerged as key drivers to this classroom design initiative. Student and instructor feedback on using these new learning spaces will be also presented.

6:00 P.M. – 11:00 P.M.
Grab your dancin’ shoes and join us for a good old fashioned Nova Scotia Kitchen Party!
Music by Mac & Hawes, a Halifax, Nova Scotia band.

Lord Nelson Hotel and Suites, Imperial Ballroom
Main Conference
Friday, June 23, 2017
Dalhousie University
### PROGRAM AT A GLANCE
Friday, June 23, 2017

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DALHOUSIE UNIVERSITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30 A.M. – 11:30 A.M.</td>
<td>Registration</td>
<td>SUB 2nd Floor</td>
</tr>
<tr>
<td>9:00 A.M. – 9:50 A.M.</td>
<td>Concurrent Sessions 9</td>
<td>Various</td>
</tr>
<tr>
<td>9:50 A.M. – 10:30 A.M.</td>
<td>Networking and Nutrition Break</td>
<td>SUB McInnis</td>
</tr>
<tr>
<td>10:30 A.M. – 11:20 A.M.</td>
<td>Concurrent Sessions 10</td>
<td>Various</td>
</tr>
<tr>
<td>11:30 A.M. – 12:30 P.M.</td>
<td>3M National Student Fellows</td>
<td>McCain Ondaatje Auditorium</td>
</tr>
<tr>
<td>12:30 P.M. – 1:00 P.M.</td>
<td>Closing</td>
<td>McCain Ondaatje Auditorium</td>
</tr>
</tbody>
</table>

### MEETINGS, SPECIAL EVENTS & SPONSORED WORKSHOPS/EVENTS

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 A.M. to 9:00 A.M.</td>
<td>SoTL Annual General Meeting</td>
<td>SUB 303</td>
</tr>
</tbody>
</table>

8:00 A.M. – 9:00 A.M.
SoTL Special Interest Group Annual General Meeting

9:00 A.M. – 9:50 A.M. (CONCURRENT SESSION 9)

**CON9.01 - Guardians of the Gateway: Supporting Graduate Students through Effective Supervision**
Melanie Greene (Memorial University of Newfoundland)

As guardians of the higher education gateway, supervisors play a pivotal role in the professional development of graduate students and supporting them in their transition from the academy to the highly competitive knowledge economy. Recognizing a need for professional development opportunities for faculty on effective supervision practices, Memorial University’s Centre for Innovation in Teaching and Learning (CITL), in collaboration with its School of Graduate Studies, began offering its Program in Graduate Student Supervision. This session provides an overview of this new program, explores the difficulties faced by faculty with regards to accessing and availing of supervisory support and resources, and the role of educational development in addressing their needs, as well as those of their students, and in adopting strategies towards the implementation of best practices for this specific group of educators.

This session will be of interest to those working in the educational development field, graduate school administrators and staff, faculty, and graduate students.

Rowe 1007
CON9.02 - Facilitating More Inclusive Interaction in Multicultural Student Teams
Susan Holmes (Dalhousie University)

This workshop will offer evidence-based suggestions that instructors and teaching assistants can use when designing and facilitating team work. The business world provides an extensive study of productive teams; however, working for an employer is not the same as working for individual grades. Best practices for project teams specifically in higher education are scarce. There are, however, many recommended practices that can be considered for transfer to our classrooms to improve learning for students. Participants will be invited to experience first-hand some of the situations that students face when working with strangers. Guidance will be provided for designing and facilitating more inclusive and productive interactions based on research and personal experience. Cultural differences, such as the importance of punctuality, and the meaning of common words like “OK”, will be discussed.

CON9.03 - Indigenous Art and Identity
Rachel Whitney (Nova Scotia Community College)

Educational institutions in Canada continue to be dominated by Eurocentric content and pedagogy, despite evidence indicating the shortcomings of this unilateral approach. Eurocentric education has generally ignored, devalued, or misrepresented Indigenous knowledge and voice. To effectively decolonize education, Indigenous people must “be seen on our own terms” in content and educational resources. In recent years, Indigenous youth have spearheaded a movement of self-representation through the use of music, poetry, and visual arts. For Indigenous peoples, art is more than aesthetics, and storytelling is more than amusement; they are both a means through which we educate.

The integration of Indigenous knowledge and pedagogy through art provides the opportunity for a more holistic and student-centered approach to education. In this interactive session, participants will analyze a variety of artistic media created by contemporary Indigenous artists. This exploration will be the foundation for group discussion around individual and collective identity. Strategies for effective use of Indigenous art in post-secondary classrooms will also be discussed.

CON9.04 - The Process of Learning Model (POLM): Transforming the Metacognition in Learners through Innovative Pedagogy
Steve Janz (Southern Alberta Institute of Technology)

The Process of Learning Model (POLM) provides a step-by-step guide to develop and integrate peer instruction, flipped classroom, flipped assessment, collaborative learning and experiential learning within your classroom environment. The POLM was developed based on my observations of instructors at Harvard (Eric Mazur), MIT, University of British Columbia (Carl Wieman Science Education Initiative), Southern Alberta Institute of Technology (SAIT) and research from the Dublin Institute of Technology (Barry Ryan). By the end of the workshop, participants will understand through active learning the strategies for successful implementation and alignment of the aforementioned pedagogy within their courses, how to measure the efficacy of these changes through a SoTL framework (qualitative and quantitative analysis - student questionnaire responses and exam results), research questions that need to be answered and key issues to overcome.
CON9.05 - The CODE Book for Course Development: A Resource for Faculty and Course Developers
Melissa Barnard (Fanshawe College) and Tracy Gedies (Fanshawe College)

Templates, worksheets, exemplars, and step-by-step instructions are just a few of the resources that new and experienced faculty ask for when they are developing or re-developing a course. The CODE Book for Course Development was designed to be a comprehensive collection of those resources organized in a way that supports the alignment of the learning outcomes, teaching and learning activities, and evaluation methods within a course. Guided by the principles of constructive alignment and universal design for learning, the course development process outlined in the CODE Book promotes a learner-centered approach to course design.

This session focuses on how the CODE Book was developed and implemented including the institutional challenges that necessitated it (e.g., rapid program development, reliance on part-time faculty, expansion of e-learning materials) and the collaborative and transformative opportunities that shaped it (e.g., implementation of core competencies for faculty, integration of program and course development processes).

CON9.06 - Classroom Design: Using Data to Influence and Guide Change in Teaching and Learning
Patrick Lyons (Carleton University) and Martin Trivieri (Carleton University)

This session will share our experience of using a modified version of Educause’s Learning Space Rating System (LSRS) to assess all of Carleton University’s classrooms. The LSRS was applied to better understand the types of teaching and learning approaches that Carleton’s classroom designs were encouraging and supporting. Where classrooms designs supporting or encouraging more student centered or teacher centred approaches?

The data from LSRS is being used to support and influence decisions relating to classroom design and renovations. Participants in this session will use the LSRS to evaluate a learning space and reflect on their experience of using the system. Additionally, participants will consider how being able to assess learning spaces for specific characteristics can help extend the impact and influence of teaching and learning leadership.

CON9.07 - An Institutional Framework for Co-Curricular Experiential Education
Brad Clarke (Brock University), Amy Elder (Brock University), Anna Lathrop (Brock University), Amber Scholtens (Brock University), Sandy Howe (Brock University), and Pauline Dawson (Brock University)

This session presents how a medium-sized Ontario university has successfully implemented a co-curricular student engagement strategy. The strategy entails the development of: a) an online engagement portal from which students can learn about events and opportunities on and off campus; b) an interactive roadmap that allows students to select from ten co-curricular learning domains designed to help students develop skills and foster understanding with regard to learning outcomes and career preparation; c) a method of tracking the learning domains; and d) the provision of a co-curricular transcript that harmonizes learning outcomes with employability skills.

Results from a student survey designed to assess the impact of co-curricular experiences on student beliefs and behaviors will be reported. In addition, the session will describe how co-curricular experiential learning has been successfully linked to curricular experiential learning.
CON9.08 - The Architectural Association Model for a Student-Run Academy  
Richard Kroeker (Dalhousie University)

The Architectural Association offers a model for a university organized around and run by the student. Students now submit their tuition fees to an institution which then prescribes their education, including schedules, within narrowly confined content options, and evaluation and accreditation procedures. The first Architectural Education program in the United Kingdom, the Architectural Association (AA), began as a student-initiated program of education. Apprentices formed a club in which their fees paid for invited lectures and tutorials, discussion seminars, exhibitions, social events, and eventually, accreditation processes. Begun in 1848, the AA still functions in essentially the same way, maintaining very high standard for architectural education which consistently keeps it ranked among the top schools of architecture internationally. It has also had a major pedagogical influence on conventional, university-based professional schools of architecture around the world. It provides an interesting model for the future of universities or their emergent alternative.

McCain 2021

CON9.09 - Today’s Experimental Protocol: Self-Reflection and Career Development  
Kimberley Rawes (University of British Columbia) and Jason Read (University of British Columbia)

In upper-year undergraduate Science courses at the University of British Columbia, many undergraduate students struggle to relate their course-based skills to potential career paths. They can be anxious about the applicability of their hard-won abilities outside of a university setting. The third-year in university, in particular, is a time when life-beyond-university decisions begin to loom. Universities frequently encourage co-op programs, campus-involvement, volunteering, and professional programs as a means to instill the skills and experiences needed to prepare students for the labour market; but good career development can come from recontextualizing existing experiences through reflection.

The experiences students have in the classroom often build relevant career skills, but students are not guided through activities or discussions in class that encourage them to make these connections. With this in mind, a Biochemistry instructor and an expert career educator at the University of British Columbia set out to build a reflective exercise into a Science course that, typically, would not have included an applied career focus.

Come to this session and experience a small sample of the activities we conduct with our students and a discussion about how we embedded self-reflection and personal development into a third-year biochemistry course focused on laboratory procedures. No white coats, goggles, or pipetting needed.

McCain 2022

CON9.10 - Risk and Failure: Resilience and Teaching  
David Creelman (University of New Brunswick, Saint John), Ann Bigelow (St. Francis Xavier University), Etienne Côté (University of Prince Edward Island), Sara Harris (University of British Columbia), Steve Joordens (University of Toronto), Veselin Jungic (Simon Fraser University), Peter Ostafichuk (University of British Columbia), Pamela Toulouse (Laurentian University), and Jin-Sun Yoon (University of Victoria)

In the first half of this session, members of the 3M National Teaching Fellowship cohort will present examples of risk-taking, resilience, and/or failure that they have experienced. Teachers will explore their attempts to try new techniques, pedagogies, and practices, and frankly assess the moments of difficulty which have sometimes been the result. These accounts will be varied in scope, mixed in their style (e.g., interactive, Pecha kucha, hands-on modeling by audience members/participants, etc.), and short but substantive. In the second half of the session, presenters will invite participants to contribute their experiences, reflections, and ideas around the theme of risk-taking, failure, and resilience in teaching and learning.

Specifically, participants will be asked to work through some of the implications when we take risks as teachers, when we ask students to take chances as learners, and when we act within the context of a complex educational institution.

McCain 2102
CON9.11a - The Impact of Professional Development: Enhancing the Quality of Teaching in International Programmes
Karen M. Lauridsen (Aarhus University) and Ole Lauridsen (Aarhus University)

This paper reports on a project in which all lecturers teaching through English in a department underwent a one-year training program (three cohorts). The department is located in a non-English speaking European country with a relatively high level of English proficiency. The aim of the project was to ensure that the lecturers had the necessary competences and language proficiency to teach through English. In addition, participants should be able to (i) account for the basic concepts of active learning in an English Medium Instruction (EMI) context, (ii) relate them to their own teaching practice, and (iii) apply them in the planning and teaching of their own courses.

The paper will outline the content of the intervention seen as a quality enhancement measure and discuss the participant evaluations and the results of a subsequent survey demonstrating the impact of the program.

CON9.11b - Critical Perspectives on Education for Global Citizenship
June Larkin (University of Toronto)

In the era of rapid global, education for global citizenship has become a common goal in university education. And yet, there has been limited discussion on what it means to be a global citizen. In this paper I reflect critically on how various interpretations of global citizenship lead to learning outcomes that can address or reinforce global inequities. Drawing on an evaluation of a student experiential learning program in Belize, I discuss the following questions: Who is the imagined global citizen? What is required of an ethics of global citizenship? How are the local and the global connected in global citizenship education? Overall, I examine how a more critical approach to global citizenship may produce university graduates who have the capacity to act responsibly and ethically both globally and within their own communities.

CON9.11c - CLIL and Its Place in the University Teaching Contexts in Canada
Shazia Nawaz (Dalhousie University) and Ayesha Mushtaq (Dalhousie University)

In English as an L1 context, universities and higher education institutions are aiming at internationalization, and there are many students, instructors, and faculty in almost every department who do speak English as an additional language. This phenomenon begs the need for exploring new teaching techniques that can help both faculty and the students in their teaching and learning experiences.

This 15-minute research presentation will give an introductory overview of Content and Language Integrated Learning (CLIL), which is an educational approach used in English as a Medium of Instruction (EMI) contexts. In this session, basic CLIL principles and classroom objectives will be presented in addition to an overview of CLIL frameworks: content, communication, cognition and culture.

This brief introduction will focus on answering the questions: Is there a place for CLIL strategies in University Pathways Programs and also in the mainstream university contexts where English is the first language? And How effectively can a connection between the content of academic disciplines and English language be made?

9:50 A.M. – 10:30 A.M.
Networking and Nutrition Break

SUB McInnis Room
10:30 A.M. – 11:20 A.M. (CONCURRENT SESSION 10)

CON10.01 - A Community of Practice: International Students' Transformative and Experiential Learning in Canada
Junfang Fu (Mount Saint Vincent University) and Ute Fiedler (Mount Saint Vincent University)

Statistics Canada (2015) provided evidence to show continual growth in the international student population across Canada. For International students, studying in Canada is not merely an action of temporary migration, or a simple change of classroom location. It is a complicated transformative learning process to interpret earlier experiences in a new context, to acquire cultural identification, to foster a sense of social belonging, and ultimately to gain new growth. This session will focus on international student’s transformative learning through informal and non-formal educational activities in a Canadian higher institute.

The United Nations World Interfaith Harmony Week (UNWIHW) is one of the university’s engagement program to facilitate international students’ transformative learning in Canada. The week-long program enables students to experience places and practices of world religions in Halifax, and to promote discourses within communities. The pre- and post-sessional reflections are good ways to enhance international students' transformative learning experiences in UNWIHW.

CON10.02 - The Role of Transdisciplinary Classrooms to Address Broad Social Challenges
Daniel Gillis (University of Guelph) and Kelly Hodgins (University of Guelph)

Broad social challenges are not the domain of any single discipline. As such, we cannot expect that transformational innovative solutions required to address these challenges will arise in the absence of collaborative transdisciplinary efforts. Unfortunately, higher education is typically siloed such that students graduate without exposure to different ways of thinking, or experiential learning opportunities. While the call for a removal of cross-disciplinary barriers is not new, little has changed since Schmitt (1960) first suggested a transdisciplinary approach. To facilitate this, we present two new courses at the University of Guelph.

In Ideas Congress I, students participate in the Feeding9Billion Challenge to develop innovative solutions to issues of food insecurity, waste, and distribution. In Ideas Congress II, students work with community partners to address broad social challenges after building Knowledge Translation & Transfer, and Knowledge Mobilization skills. This session will provide examples of classroom activities, and student learning outcomes.

CON10.03 - Educational Empowerment Through Cultural Enrichment
Rashida Symonds (Nova Scotia Community College) and Jocelyn Boyd-Johnson (Nova Scotia Community College)

Cultural enrichment through education can empower students by connecting them with their lineage, homeland and ancestry thus positively affecting their self and ethnic identity. A positive self and ethnic identity affects student confidence and student achievement. A student with a vital and positive understanding of their culture and ethnicity can envision possibilities of excellence and achievement based on their ancestors’ achievements and tangible examples of merit. Culturally enriched education is an excellent way to encourage self-exploration.

Ancestral knowledge can center a person, creating a powerful anchor - a secure understanding of self, in the midst of a very vast world. For students who are members of marginalized groups, culturally enriched education is specifically important because it fosters a world view that does not merely focus on their suppression or oppression. Students of all ethnicities can benefit from learning about their ancestral history and cultures.

All students can benefit from expanding their world view as they will navigate through diverse and multicultural spaces in their careers, personal endeavors and educational journeys. This session will specifically explore African Canadian, Indigenous Black Nova Scotian and African-centered pedagogy, cultural education and culturally enriching learning environments.
CON10.04a - Gateways in Higher Education: Barriers and Bridges Enacting Student Development Theory in Practice

Loretta Howard (University of Toronto and Central Michigan University), Suzanne Way (Central Michigan University), Amy Gaudaur (Central Michigan University), Alanna Szewczyk (Central Michigan University), Angela Adu (Central Michigan University), Sameera Malik (Central Michigan University), Marlene Mullings-Black (Central Michigan University), and Nagina Murtuza (Central Michigan University)

This presentation draws on the collective student development theory (SDT) narratives of eight women. Their journeys confronted them with student identity and development pedagogies; challenged them with barriers and bridges to personal growth and professional learning; and resulted in significant transitions (Anderson, Goodman & Schlossberg, 2012), transformations (Cranton, 2002) and heightened self-authorship (Magolda, 2001) to inform teaching and professional practice. Reflection on learning gleaned insights relating to the critical role educational institutions, teachers and learners play in supporting quests for higher learning. Sanford (as cited in Patton, Renn, Guido & Quaye, 2016) indicates that “the amount of challenge a student can tolerate is a function of the amount of support available” (p. 36).

This research presentation: 1. Questions critically how SDT is enacted; 2. Examines key issues impacting institutional practice, classroom teaching and learner success; and 3. Advocates for more authentic application of SDT in practice.

CON10.04b - Transforming Learning: A Student-Led Mentoring Initiative Impacts Mentees Levels of Worry and Emotionality

Judy Bornais (University of Windsor), Destiny Cadarette (University of Windsor), Melanie Renaud (University of Windsor), and Jordan Sands (University of Windsor)

Transitioning to university can be challenging particularly when it requires students learn new skills. In trying to assist students to develop foundational health assessment skills, a pilot program was implemented whereby first-year nursing students were able to work with experienced peers to practice clinical skills and receive feedback. This session will present findings from this initiative. Paper and pencil surveys including a 40-item Likert scale were distributed amongst first-year nursing students and analyzed to determine if any differences exist in anxiety level or self-efficacy between students based on their level of participation in this program.

Results of this study will be discussed including how a similar initiative could be implemented at other institutions to help decrease students’ perceived levels of anxiety. Consistent with the conference theme, this session will conclude with a discussion about how mentoring can transform learning not only for the mentees but also the student mentors.

CON10.04c - Transformation from Student to Professional: Tracking the Emergence of Professional Identity in College Accounting Students

Alfred Seaman (Humber College Institute of Technology and Advanced Learning)

This session will present results from a cross-sectional research project that examined the emergence of professional identity in accounting students within a degree program at a Polytechnic Institute. The research involved the administration of a questionnaire across four cohorts of accounting students, measuring not only the extent to which students identified as accounting professionals, but also how strongly affiliated they felt to their institution.

Discussion of the findings, with respect to when and to what extent professional identity emerges, will lead to a broader conversation about what educators can do to foster the transformation from student to professional among their own learners. Participants will also be asked to reflect on their own development of PI both within their discipline and as educators. An interdisciplinary conversation will focus on identifying strategies and best practices that have proven effective across multiple disciplines.
CON10.05a - Documenter l’expérience de l’étude de cas : l’outil de la feuille de route
Pierre-Yves Barbier (Université de Moncton)

Cette présentation rendra compte des modalités de l’apprentissage expérientiel vécu dans le cadre d’une formation à la recherche scientifique réalisée en ligne chez des professionnels de l’éducation œuvrant dans le milieu francophone minoritaire. Structurée autour de l’approche de l’étude de cas, six groupes se sont livrés à une recherche sur des thèmes et dans des sites choisis par eux. Ils ont documenté leur trajectoire à la faveur d’une feuille de route qui orientait l’effort concerté le long des étapes du rapport de recherche à créer. Cette feuille de route permettait à chacun de consigner leurs réflexions, leurs décisions stratégiques et leurs demandes de rétroaction et elle est devenue, ainsi, un miroir de leur apprentissage expérientiel. Commenter un tel miroir devrait contribuer à élucider le cheminement de la pensée confrontée à une tâche commune hors des habitudes cognitives et ouvrir la conversation sur les thèmes qui s’en dégagent.

CON10.05c - Transformer la pédagogie pour motiver les étudiants et développer de meilleures stratégies d’apprentissage
Denis Bédard (Université de Sherbrooke)

Selon Potter, Hustra, Ackerson, & Prada (2015), les modalités de formation sont un facteur déterminant si l’intention est d’amener des changements substantiels et durables dans les pratiques pédagogiques des enseignants qui, à leur tour, devraient avoir des effets positifs sur le contexte d’apprentissage des étudiantes et des étudiants (Gibbs & Coffey, 2004). Un tel programme de formation longue, le microprogramme de 3e cycle en pédagogie de l’enseignement supérieur (MPES) est proposé à l’Université de Sherbrooke depuis l’automne 2009 (Bédard & Cabana, 2015). La présente recherche a sélectionné 10 professeures et professeurs qui ont suivi le microprogramme. Ces professeurs ont accepté qu’on les observe dans leur salle de classe à deux reprises (début et fin du semestre) et que leurs étudiants et étudiantes répondent à un questionnaire visant à déterminer leur niveau de motivation et l’usage perçu qu’ils font des stratégies d’apprentissage.

CON10.06 - Gateways to Successful Collaborative Grant Writing: An Interactive Workshop
Nobuko Fujita (University of Windsor), Mark Lubrick (University of Windsor), Nick Baker (University of Windsor), and Scott Cowan (University of Windsor)

As disciplinary experts, writing grant applications about innovative pedagogy can be a daunting task for faculty who are ill-prepared in this regard. Increasingly though, it is important for faculty to seek funding to develop high quality courses, and to expand their Scholarship of Teaching and Learning. Educational developers can provide the support needed to assist faculty in translating their pedagogical content knowledge into a winning proposal.

Despite its small size, the University of Windsor’s Office of Open Learning (OOL) has been highly successful in supporting faculty to develop successful teaching and learning grant applications. This interactive workshop will explore some of the theory and practices that can improve grant writing. We will share some of the best practices we have learned, as well as potential pitfalls to avoid in preparing proposals. Discussion and guided writing activities will give participants an opportunity to develop their grant writing or grant supporting skills.
CON10.07 - Learning in Relations: Exploring Relational Pedagogies in Undergraduate Teaching
Catherine Baillie Abidi (Saint Mary’s University and Athabasca University)

Relational epistemologies and pedagogies stem from feminist foundations and are based on learners’ active engagement within learning contexts. A relational epistemology assumes knowledge is a collaborative social construction, thus, designing courses within a relational epistemological framework requires thoughtful, reflective, and flexible practices, focused on the connections within and among the learners.

This workshop is designed to engage participants in a collaborative process of sharing and analyzing relational pedagogies. Conference participants will gain a deeper understanding of relational epistemologies and will take away relational methods to enhance their teaching and learning practice.

CON10.08a - Moving through the Gateway from Non-Teacher to Teacher
Jacalyn Bryan (Saint Leo University)

With the growing emphasis on information literacy and critical thinking in higher education, it is important that academic librarians who provide instruction have the necessary skills related to their teaching responsibilities in guiding students through the information literacy gateway. These librarians must also pass through a gateway themselves from non-teacher to teacher. Results of a survey of over 600 academic librarians indicated that librarians who had another career prior to becoming an academic librarian who provides instruction felt that they were better prepared to teach than those who did not have a prior career. Furthermore, these librarians’ responses seemed to suggest their prior work experience provided them with a greater extent of preparation for teaching than did their MLS education. While this study focused on the teaching experiences of academic librarians in higher education, several of the findings could be relevant to those who teach in other disciplines.

CON10.08b - Signature Strengths as a Gateway to More Effective Mentoring: Easing the Transition into Teaching
Peter MacIntyre (Cape Breton University) and Tammy Gregersen (University of Northern Iowa)

This two-part session focuses on using character strengths to facilitate mentoring. One issue frequently encountered in mentoring concerns the basis for matching mentor and mentee. Our approach draws upon research in positive psychology, specifically an empirically-tested exercise wherein participants use their top character strengths in a new way. To measure strengths, we used the Values in Action (VIA) inventory, a web-based, standardized test taken by over four million people to date.

This presentation reports on a small-scale study wherein mentors were matched with mentees who shared 3 of their top 5 strengths. Mentors offered advice specific to shared strengths; mentees implemented the suggestions. Mentor advice focused on classroom atmosphere, specific activities, and teacher self-care. At the end of the study, mentees reported greater relationship satisfaction, confidence and well-being. Participants at the session will complete a micro-study of their personal strengths and, in matched pairs, discuss connecting strengths to their teaching.

CON10.08c - “I lived it here”: New Instructors Crossing a Teaching and Learning Threshold in Active Learning Classrooms
Andrea Phillipson (Queen’s University) and Annie Riel (Royal Military College of Canada and Queen’s University)

Wilcox and Leger (2013) identify four possible threshold concepts for the field of postsecondary teaching, and ask educational developers and educators to engage in critical dialogue about shaping the teaching development “curriculum” beyond simply encouraging teaching development to asking how best to develop teaching. Our research with early career educators lends support to Wilcox and Leger’s identification of learner-centered teaching as a threshold concept, and suggests that teaching in an Active Learning Classroom (ALC) facilitates this transformative learning. This session will introduce participants to our respondents’ journeys, from knowing about learner-centered teaching to experiencing it in an ALC. As one respondent put it, “I knew about the shift, but I lived it here and I could not have lived it in the other room”. We share these results to contribute to ongoing discussions about teaching and learning as a field of study and community of practice.
CON10.09a - Translation and Experiential Learning: The Franz Boas Papers Project  
Brigid Garvey (Dalhousie University) and Julia Poertner (Dalhousie University)

This session presents the results of a first experiment with experiential learning in an “Applied Advanced Translation Course” a 3000-level German translation class working on translating into English archival materials as part of the Franz Boas Papers Project, an ongoing major interdisciplinary research project.

This unique opportunity has furnished new perspectives on learner engagement and motivation, issues in structuring experiential learning classes, and best practices for collaborative work, for engaging learners’ reflection about their learning, and for assessment.

CON10.09b - Casing Out Concept-Based Curriculum in Canada: A Synthesis of the Evidence  
Lilla Roy (Cape Breton University) and Sarah Balcom (Cape Breton University)

Background: Recent evidence suggests that graduates of some professional programs often struggle to adapt when they first enter their new workplaces. Concept-based curricula may better prepare baccalaureate students than traditional, topic-based curricula. Concept-based curricula are based on a constructivist teaching and learning paradigm, which shifts the educational focus off content itself and towards students and the meaning of the content.

Purpose: To review and synthesize the recent literature about concept-based curricula in nursing baccalaureate programs, and to make recommendations regarding the adoption in a Canadian context.

Method: A critical literature review will be employed using a systematic search approach. Specific inclusion criteria will be identified, and a framework for jointly analyzing qualitative and quantitative evidence will be employed. Impact: Given the state of emerging evaluative evidence in concept-based curricula in nursing, this research will provide a quality synthesis of the evidence, and guidance for faculties considering a concept-based curriculum.

CON10.09c - The Varied and Various Goals of Learning Outcomes and How They Can Be Achieved  
Mary Catharine Lennon (Postsecondary Education Quality Assurance Board)

This workshop will demystify learning outcomes by mapping the landscape of initiatives. It will unpack ideas of how learning outcomes initiatives can be of different types, focus and level, and how policy choices serve distinct goals, stakeholders, target audiences and purposes, and can be enacted through a variety of activities.

Participants will be provided with a framework to work through these ideas, and will engage with examples of learning outcomes initiatives from Ontario and around the world in order to explore the concepts. Participants will then apply the framework to their own institutional/agency activities in order to situate their work in the broader context. Participants will leave the session understanding the broad concepts that underpin learning outcomes initiatives so that it is easier to translate local, national and international conversations and recognize types of activities.
CON10.10 - Using Gamification Pedagogy in a Flipped Classroom
Jackie Hammill (Victoria University of Melbourne)

Student centered learning is not a new concept. Despite it being a recommended pedagogy for over three decades, many academics continue to teaching in a traditional fashion that is not student centered. This workshop will explore how an Academic Support Lecturer with qualifications in Applied Linguistics and Business Administration approached tutorials in a first-year core unit in the College of Business that used a flipped classroom approach.

The workshop aims to highlight strategies used to engage learners in a flipped classroom such as using narrative in collaborative activities and explicitly communicating links from the class to assessment and beyond. It is hoped that each participant will leave with one strategy they will implement in the next university year that will enhance student centered learning and engagement.

The workshop will draw on theory around social-constructiveness, gamification and connectives theory. These theories draw on the importance of students learning from other students through discussion, narrative and building relationships.

CON10.11 - Developing High Quality Multiple Choice Questions
Cheryl Murphy (Dalhousie University) and Mark Bosma (Dalhousie University)

Despite criticism of multiple-choice questions (MCQs), they remain a common tool in higher education. Faculty develop MCQs but often lack training in constructing well-written questions. Poorly written questions can impact student performance on. Fortunately, there is evidence that faculty development can improve question quality.

Through a series of mini-lectures and interactive exercises, participants will have an opportunity to develop their own skill at constructing well-written multiple-choice questions. The goal of this workshop is to allow participants to transform their approach to assessment using MCQs.

At the end of the workshop, participants will be able to: Recognize the importance of well-written MCQs, discuss the elements of a well-written MCQ, apply knowledge to critique and revise previously-written MCQs, and describe an approach to the implementation of a faculty development workshop on MCQ writing.

CON10.12 - Courting, Meeting and Engagement: International Exchange Partnerships Frameworks
Dan Douglas (Fanshawe College) and Cliona Geraghty (Fanshawe College)

This interactive session will explore best practices within established frameworks for developing international research partnerships between post-secondary institutions. The session is based upon the experience of an Ontario College of Applied Arts and Technology and an Irish Institute of Technology.

Participants will have the opportunity to learn about the findings of this research and will be encouraged to offer feedback, insights, and partnership development experiences from their respective institutions. Participants’ feedback from a wide variety of post-secondary backgrounds will enrich the session based on their unique international institutional partnerships in the globalized world of higher education.

11:30 A.M. – 12:30 P.M.
Closing Plenary: Introduction of the 2017 3M National Student Fellows

12:30 P.M. – 1:00 P.M.
Closing Remarks and STLHE 2018 Conference Team Presentation