

## **Concurrent Session Eight**

### **Friday, June 17, 4:00 – 4:50 pm**

#### **C8-1a**

4:00 - 4:25 pm

Room: Arts 102

#### **Toward Understanding and Applying Internationalization into the Scholarship of Teaching and Learning**

Cindy Hanson, Adult Education Unit, Faculty of Education, University of Regina

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#### **C8-1b**

4:25 - 4:50 pm

Room: Arts102

#### **Kenya Practicum: Transformative experience for Preservice Teachers and Faculty Facilitators**

Glenda Black and Roger Bernardes, Schulich School of Education, Nipissing University

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#### **C8-2**

4:00 - 4:50 pm

Room: Arts 217

#### **Meyo Maskihki: Good Medicine and Promising Practices in Medical Education**

Serene Smyth, College of Medicine, University of Saskatchewan; Jacqueline Maurice, College of Medicine, University of Saskatchewan; Angela Ward, Office of the Provost, University of Saskatchewan; Marcel D' Eon, College of Medicine, University of Saskatchewan; Gary Linassi, College of Medicine, University of Saskatchewan

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#### **C8-3a**

4:00 - 4:25 pm

Room: Arts 211

#### **Measuring the Intersubjective Goals of the University of Saskatchewan's Learning Communities**

Erin DeLathouwer, University Learning Centre, University of Saskatchewan; Brea Lowenberger, University Learning Centre, University of Saskatchewan; Megan Marcoux, University Learning Centre, University of Saskatchewan; Stan Yu, University Learning Centre, University of Saskatchewan

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**C8-3b**

4:25 - 4:50 pm

Room: Arts 211

**First Year Science Seminar: understanding science as a way of knowing through writing**

Joanne Nakonechny, Science Centre for Learning and Teaching, University of British Columbia; Gulnur Birol, Science Centre for Learning and Teaching, University of British Columbia; Joanne Fox, Michael Smith Laboratories, University of British Columbia; Lacey Samuels, Department of Botany, University of British Columbia

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**C8-4**

4:00 - 4:50 pm

Room: Arts 101

**Enriching Teaching Practices within Post-Secondary Teacher Education: Making Diversity Explicit**

Janette Barrington, Centre for Teaching and Learning Services, Concordia University; Marleah Blom, Department of Education, Concordia University; Steven Henle, Applied Human Sciences, Concordia University; Olivia Rovinescu, Centre for Teaching and Learning Services, Concordia University

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**C8-5**

4:00 - 4:50 pm

Room: Arts 104

**Diversity Practice: An Innovative Assessment Design**

Geraldine (Jody) Macdonald, Faculty of Nursing, University of Toronto

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**C8-6**

4:00 - 4:50 pm

Room: Arts 106

**Drama in the Classroom: The Use of Live Actor Simulation in Nursing Education**

Margaret Quance, School of Nursing, Faculty of Health and Community Studies, Mount Royal University; Genevieve Currie, School of Nursing, Faculty of Health and Community Studies, Mount Royal University

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**C8-7**

4:00 - 4:50 pm

Room: Arts 108

**Referencing and Citation for Graduate Students: Gain without Pain**

Lisa M. Krol, Language Centre, University of Saskatchewan; Ed S. Krol, College of Pharmacy and Nutrition, University of Saskatchewan

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**C8-8**

4:00 - 4:50 pm

Room: Arts 214

**VACANT**

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**C8-9**

4:00 - 4:50 pm

Room: Arts 109

**Developing and implementing an online course for interdisciplinary graduate students in the health sciences focused on experiential learning of qualitative research methods**

Lorraine Holtlander, College of Nursing, University of Saskatchewan; Louise Racine, College of Nursing, University of Saskatchewan; Shari Furniss, EMAP, University of Saskatchewan; Hollie Turner, Department of Psychology, University of Saskatchewan; Meridith Burles, College of Nursing, University of Saskatchewan

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**C8-10**

4:00 - 4:50 pm

Room: Arts 105

**Large Classes & Learning Communities: Fostering Active & Affective Learning**

Mercedes Rowinsky-Geurts, Dept. of Languages and Literature, Wilfrid Laurier University

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**C8-11**

4:00 - 4:50 pm

Room: Arts 214

**Use of personal response systems and other technology in the large first year class environment**

Mary Helen Armour, Division of Natural Science, York University

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**C8-12**

4:00 - 4:50 pm

Room: Arts 212

**Teaching-Stream Faculty: What are the implications?**

Susan Vajoczki, Centre for Leadership in Learning, McMaster University; Nancy Fenton, Centre for Leadership in Learning, McMaster University; Karen Menard, Institutional Research and Analysis, McMaster University; Dawn Pollen, Research Associate, McMaster University

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**C8-13**

4:00 - 4:50 pm

Room: Arts 206

**Bringing the Scientific Process back into Post-Secondary Science Education: Innovative Tactics for Deeper Learning**

Glen R. Loppnow, Department of Chemistry, University of Alberta

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**C8-14**

4:00 - 4:50 pm

Room: Arts 200

**Supporting faculty to research, write about and present on their teaching work**

Gavin Sanderson, Learning and Teaching Unit, University of South Australia

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**C8-15**

4:00 - 4:50 pm

Room: Arts 213

**"More than Just a Building," The Impact of Wilderness Orientation on First Year Student Perceptions of Life Effectiveness and Campus Integration**

Anna H. Lathrop, Faculty of Applied Health Sciences, Brock University; Tim O'Connell, Department of Recreation and Leisure Studies, Brock University; Ryan Howard, Department of Recreation and Leisure Studies, Brock University

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# Concurrent Session Eight

C8-1a  
Room: Arts 102

Friday, 4:00 - 4:25 pm

## **Toward Understanding and Applying Internationalization into the Scholarship of Teaching and Learning**

**Cindy Hanson, Faculty of Education, University of Regina**

Research Track

Abstract:

This session will share insights into the way some university faculty understand and integrate internationalization into their pedagogical practices. Internationalization is a concept now commonly referred to in most university strategic documents. For example, the University of Regina's strategic and international documents discuss internationalization and the values of global citizenship with the phrase "the world is the community." Such understandings are linked to diversity and inclusive practices affecting the scholarship of teaching and learning.

This research, possible through the President's Teaching and Learning Scholarship Award at the University of Regina, focuses on the ways a group of faculty use pedagogical practices that integrate concepts of internationalization and global citizenship into higher learning through the study. The recognition of how internationalization is shaping our university culture suggests that the research is both timely and part of the new global reality (Knight, 2008). The study, Knowledge-Sharing Toward Improved Pedagogical Practice in Global Citizenship, queries how a broad base of faculty from the University of Regina have come to an understanding of what it means for scholarship to embrace internationalization in teaching and then to explore ways of sharing that knowledge through pedagogical practices in the classroom. Through this project the researchers hope to inform faculty capacity to understand, develop and deliver teaching strategies that enhance values associated with global citizenship. This idea is supported by Czarra (2003) who notes that internationalization of curricula and student learning experiences require incorporation of global issues, global culture, and global connections into all disciplines. Our research is a humble, but significant step in this direction.

In the study, the gathering of data to share knowledge and inform teaching strategies and practices around global citizenship included a focus group, semi-

structured interviews, and the creation of a video. The development of the video is aimed to be a way of popularizing the research results. This session will be a sharing of preliminary findings from the U of R study; with the intent of opening further discussions about internationalization of classroom teaching.

**Theme: Diversity and Inclusive Practice in Higher Education**

**Audience: General**

**Keywords: internationalization, global citizenship, pedagogy, knowledge-sharing, inclusion**

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C8-1b  
Room: Arts102

Friday, 4:25 - 4:50 pm

## **Kenya Practicum: Transformative experience for Preservice Teachers and Faculty Facilitators**

**Glenda Black and Roger Bernardes Schulich, School of Education, Nipissing University**

Research Track

Abstract:

Learning Outcome for Session: The session will provide insight into the nature and extent of the transformative learning experiences of participants in an Kenya practicum.

Relevance to Conference Theme: The session's topic aligns with the conference's theme of diversity, understanding multicultural perspectives and educating our students to be global citizens. International placements are expensive. The assumption is that the cost of the international placement is offset by the opportunity for transformative learning experiences compared to a local classroom practicum experience. Another assumption is that the Kenya practicum is a catalyst for participants in their understanding of the world in a more global and cross-cultural context. During the session, dialogue that will explore the above assumptions will be encouraged.

Relevance to audience: University and College faculty and University administration directly responsible for curriculum review and development would benefit from understanding the benefits, challenges and applicability of an international practicum option for their current situation.

Presentation Approach: The session will begin with the project summary followed by the following statement posed to the audience for discussion: Some researchers go as far as to suggest that if we are concerned about global education then cross-cultural experiential learning should be a component of every teacher education program.

Project Summary: The purpose of this mixed methods study was to explore and identify the transformative experiences, personal and professional, of Canadian pre-service teachers and faculty facilitators who participated in a three week practicum in Kenya. Qualitative and quantitative data was collected from 22 current pre-service teachers attending the African practicum in February 2011. The pre-service teachers participated in semi-structured individual pre and post practicum interviews. The discussions were guided by statements adapted from questions used by Cushner and Mahone (2002) and Buchanan (2004). The same group was invited to complete a pre and post practicum Global Mindedness Survey (Hett, 1993).

During the practicum, the pre-service teachers and faculty facilitators were immersed in a Kenya community. The teaching assignments for the three weeks were in a primary school in grades 3-7. The pre-service teachers and faculty facilitators worked directly with the Kenya classroom teachers in a collaborative teaching environment. Outside of the school hours the group was invited into the homes, high school, community health facilities, and traditional events. The group also contributed to the building of a library at a primary school in the community. Analysis of the data revealed the nature and extent of changes in the personal and pedagogical behaviours, values, and attitudes of preservice teachers attending an international practicum.

Theoretical framework: Transformational Learning Theory: In transformational learning, life experiences are filtered through one's values, beliefs, and assumptions, mediated and made sense of (Mezirow, 1991).

Africentric Theory: Africentrism proposes that people of African descent or cultural orientation centre their worldview within their own historical and ontological framework (Green & King, 2001; Harris, 1992; Merriweather Hunn, 2004; Shockley, 2008).

Cross-cultural Education: In order for teachers to effectively work with a diverse group of students, it is imperative that they first critically examine their own biases, learn about other cultures, and understand the world through different lenses (Banks, 1994; Mwebi & Brigham, 2009).

**Theme: Experiential Learning**

**Audience: Educational Developers; Administrators; General**

**Keywords: international practicum, transformative learning, teacher education**

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C8-2  
Room: Arts 217

Friday, 4:00 - 4:50 pm

## **Meyo Maskihki: Good Medicine and Promising Practices in Medical Education**

**Serene Smyth, College of Medicine, University of Saskatchewan; Jacqueline Maurice, College of Medicine, University of Saskatchewan; Angela Ward, Office of the Provost, University of Saskatchewan; Marcel D' Eon, College of Medicine, University of Saskatchewan; Gary Linassi, College of Medicine, University of Saskatchewan**

Innovative Practice Track

Abstract:

Aboriginal peoples represent an important part of the fabric woven into the tapestry of Saskatchewan society. Saskatchewan has the second largest proportion of Aboriginal peoples in Canada; they are predominately younger individuals with the majority being under the age of 25 (Statistics Canada, 2008). Investing in the health of this young and quickly expanding group is crucial to the success and future health of our province. To meet these goals, we must ensure that Aboriginal peoples' unique health priorities are identified and met (NAHO, 2008). One important way to achieve this is to ensure that culturally based competency training in Aboriginal health is incorporated into the medical school curriculum (IPAC, 2009).

In this session we will focus on the University of Saskatchewan, College of Medicine's (CoM) Aboriginal Health and Healing curriculum. Current Aboriginal initiatives, future developments, and the innovative process in which the CoM is taking to become a leader in this area will be explored. The purpose of this session is to share the processes of developing the curriculum on Aboriginal Health and Healing for undergraduate medical education. The goal of this initiative is for future physicians to acquire the requisite skills and knowledge in this area (IPAC, 2009). Successes and challenges for Aboriginal initiatives at the University of Saskatchewan and within the CoM will also be discussed. Discussion will also focus on how Aboriginal and non-Aboriginal peoples within the institution can be leaders in advancing Aboriginal imperatives. Participants will be invited to share

and discuss their own processes and experiences. After this session, participants will be able to identify Aboriginal initiatives and key strategies that could be adapted for their own institution and how that implementation might take place.

Learning Outcomes:

- Participants will be able to describe strategies used to develop and integrate Aboriginal health curriculum.
- Participants will be able to evaluate presented strategies to determine what strategies would work within their institution.

**Theme: Institutional Leadership of Teaching and Learning**

**Audience: College Educators Special Interest Group; Educational Developers; Administrators**

**Keywords: aboriginal health, medical education, curriculum development, aboriginal initiatives**

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C8-3a  
Room: Arts 211

Friday, 4:00 - 4:25 pm

## **Measuring the Intersubjective Goals of the University of Saskatchewan's Learning Communities**

**Erin DeLathouwer, University Learning Centre, University of Saskatchewan; Brea Lowenberger, University Learning Centre, University of Saskatchewan; Megan Marcoux, University Learning Centre, University of Saskatchewan; Stan Yu, University Learning Centre, University of Saskatchewan**

Research Track

Abstract:

The main goal of the Learning Communities programme at the University of Saskatchewan is to increase a sense of connectedness among first year students; between students and faculty, Alumni, college and university communities, civic and global communities; between disparate courses students take, and between distinct disciplinary perspectives students consider. As such, the wide range of perspectives we aim to connect by finding common ground cannot be measured in a purely quantitative, objective way through indirect measures (like retention rates) alone. Nor can purely qualitative, subjective measures (like interviews with a small number of participants) alone, ensure that we've met our goal to increase a communal sense of connectedness. Thus, following the work of Adri Smaling

(1992), we've taken a methodologically intersubjective approach when assessing and constructing Learning Communities.

We aim to inspire a strong commitment to the underlying values of the Learning Communities programme from all stakeholders involved. That commitment has revealed the necessity of gathering, correlating, and interpreting data in a meaningfully participatory way. We distribute surveys to LC students, professors, Alumni Namesake Mentors (UofS LCs are named after recent graduates whose transition from university life to their first careers serves as a point of connection to the students and the courses involved in each unique LC), and peer mentors, with the intention of not only gathering feedback, but also posing thought provoking questions developed in response to information gathered in focus group discussions, questionnaires and faculty development workshops. In this way, our mixed-methods approach to assessment reflects the values of a highly participatory programme.

This presentation will explore the idea that our programme goals, while more difficult to measure, set students on a path to realizing important outcomes for the university and for our future. We will present assessment data which supports the conjecture that first-year students in Learning Communities tend to feel a strong sense of connectedness, alongside data which demonstrates statistically significant increased rates of retention from term one to term two, and year one to year two, among Learning Communities students (Kallio, Koehn and Yu, 2010). Finally, we will suggest that, despite serving as pragmatic impetus for measuring intersubjective goals, retention ought to be considered a proxy measure for desirable outcomes rather than a program goal per se (Lardner and Malnarich, 2009).

Our main objective with this presentation is to examine the merits of aiming to measure intersubjective programme goals, and to solicit feedback from student programming professionals on the role of retention in setting such programme goals.

**Theme: Program Level Outcomes and Quality**

**Audience: College Educators Special Interest Group; Educational Developers; Administrators; General**

**Keywords: learning communities; self-directed, democratic learning; intersubjective goals; retention**

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C8-3b  
Room: Arts 211

Friday, 4:25 - 4:50 pm

## **First Year Science Seminar: understanding science as a way of knowing through writing**

**Joanne Nakonechny, Science Centre for Learning and Teaching, UBC; Gulnur Birol, Science Centre for Learning and Teaching, UBC; Joanne Fox, Michael Smith Laboratories, UBC; Lacey Samuels, Department of Botany, UBC**

Research Track

Abstract:

The new First Year Seminar (FYS) course in the Faculty of Science at the University of British Columbia (UBC) was designed to foster better knowledge about science through studying science as a way of knowing and to operationalize this knowledge through writing. This course provides a learning environment where incoming students, heterogeneous in discipline knowledge, backgrounds, abilities and approaches to learning, and concepts of what science is and how it functions, are given the opportunity to co-construct conceptual frameworks with their peers and instructors to develop their understanding of what constitutes a scientific way of knowing. Although the primary goal of most first year seminar courses is retention, (Barefoot, 2000) our goals went beyond to encourage the development of authentic scientific scholars who engage, at their academic level, in deep structure learning facilitated by discipline based processes, notably the construction, integration and use of argument as a factor in a scientific way of knowing. The preliminary results indicate that students have overwhelmingly positively responded to the FYS course. Further we are currently implementing some of the students' suggestions for course improvement during the second semester of the pilot study. By making science as a way of knowing explicit in the course curriculum, we, educators, may have a unique opportunity to help shape students as authentic scholars, providing them with the opportunity to develop a cognitive framework of what constitutes science and integrating this with the role of science in society.

Learning Objectives:

1. Participants will be able to summarize the course design practices used to develop the First Year Seminars and explore their usefulness for designing their own courses.
2. Participants will be able to examine the writing assignments and rubric used in the course and engage in a discussion about their use.
3. Participants will be to examine research data showing the effect of the seminars on students' beliefs about what they learned compared to their performance.

Session Description:

This session will start with a short summary of the rationale for the course, the course design, and the research data on the course. After this, participants, divided into small groups, will be given the course design template (course goals and learning objectives integrated with skills and units where they occur) and writing rubric and asked to explore how this template might inform their own course development. The last part of the session will be a large group discussion about the research findings.

**Theme: Creative Practices: Teaching, Assessment, and Evaluation**

**Audience: Writing Centre Special Interest Group; Educational Developers; Administrators; General**

**Keywords: first year seminar scientific knowing writing**

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C8-4  
Room: Arts 101

Friday, 4:00 - 4:50 pm

**Enriching Teaching Practices within Post-Secondary Teacher Education: Making Diversity Explicit**

**Janette Barrington, Centre for Teaching and Learning Services, Concordia University; Marleah Blom, Department of Education, Concordia University; Steven Henle, Applied Human Sciences, Concordia University; Olivia Rovinescu, Centre for Teaching and Learning Services, Concordia University**

Innovative Practice Track

Abstract:

This interactive session invites participants to openly contribute and co-create potential ways to help make diversity a more explicit learning objective in post-secondary teacher education.

Since 2005 the Graduate Seminar in University Teaching (GSUT), an innovative practice at Concordia University, has provided spaces for graduate students from a wide range of disciplines to come together for professional development as they prepare for academic teaching careers. Through various experiential and student centered teaching practices, the GSUT specifically aims to help students (1) demonstrate knowledge regarding the theory and practice of university teaching, (2) design and deliver lessons with greater confidence, (3) develop a course

syllabus based on a principled approach to course design, and (4) articulate their own teaching philosophies.

Diversity is implicitly addressed within the seminar by fostering awareness of different learning styles and by modeling the need to incorporate diverse student centered teaching approaches as good practices in higher education as well as by the seminar's interdisciplinary nature, through involvement of both students and faculty from a variety of disciplines.

Results from a recent study on the impact of the seminar, however, indicates that students may not be walking away from the seminar with an explicit understanding of the value and importance of diversity in higher education.

By sharing in the experience, knowledge and multiple perspectives of others in the field, this session aims to contribute to the scholarship of teaching and learning whereby future teachers will better understand how the value, benefits and challenges of diversity can be incorporated to enrich teaching practices.

Presentation format:

There will be a high level of participant engagement within the session. The format will include some lecture components to convey information about the GSUT and its recent impact research project. Interactive and experiential activities to promote an understanding about how diversity is addressed within the GSUT will be facilitated along with discussions and opportunities for the co-creation of ideas as to how diversity may be more explicitly put into practice and evaluated within the seminar.

Learning Outcomes:

Participants will leave the session (1) with an understanding of ways to better recognize, value and benefit from diversity to enrich teaching practices, (2) with an overview of the GSUT, including overall objectives and teaching practices, as well as results from a recent impact research study, and (3) having contributed to the advancement of the scholarship of teaching and learning in the area of post-secondary teacher education and diversity.

**Theme: Diversity and Inclusive Practice in Higher Education**

**Audience: Educational Developers**

**Keywords: diversity, experiential learning, post-secondary teacher education, scholarship of teaching and learning**

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C8-5  
Room: Arts 104

Friday, 4:00 - 4:50 pm

## **Diversity Practice: An Innovative Assessment Design**

**Geraldine (Jody) Macdonald, Faculty of Nursing, University of Toronto**

Innovative Practice Track

Abstract:

This presentation highlights the design of an innovative final assignment in a new graduate course for health professionals titled 'Facilitating Learning'. The course encouraged students to review a range of substantive learning theories and choose a theory that guided their approach to facilitating client learning. The course was open to students with education career aspirations. It also reviewed a number of key educational themes including health literacy, diversity practice, educational technology, small and large group teaching, and arts based learning. The final assignment asked students to review fourteen teaching related, career opportunities, ranging from positions in education, consulting, and advanced practice within local and global contexts. Students chose one career opportunity and completed an oral presentation and a written paper for the position. The paper included the learning theory guiding their teaching practice, their strengths for the position, three key teaching related challenges that they expected they would face if offered this position, and was to conclude by identifying a personal plan for development related to the position challenges. This presentation reports upon the positions that the students selected, the diverse educational theories that students identified, the strengths student self-identified, and the diverse technological presentations that students created. Student feedback on the assignment will be shared. Participants will be actively engaged in dialogue throughout the presentation, will explore a constructivist approach to promoting future careers (Scholl & Cascone, 2010), and will consider possibilities for creating an assignment that fosters deep learning while integrating the worlds of academia and work (Macera & Cohen, 2006).

Learning Objectives: By the end of the presentation participants will:

- be aware of the potential to promote future career choices through graduate assignment design
- have dialogued with peers about student assignments that foster links between academia and the world of work.
- have considered potential new inclusive assignments in their own teaching/learning practice.

**Theme: Creative Practices: Teaching, Assessment, and Evaluation**

**Audience: General**

**Keywords: diversity practice, innovative assessment design**

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C8-6

Friday, 4:00 - 4:50 pm

Room: Arts 106

## **Drama in the Classroom: The Use of Live Actor Simulation in Nursing Education**

**Margaret Quance, School of Nursing, Mount Royal University; Genevieve Currie, School of Nursing, Mount Royal University**

Innovative Practice Track

Abstract:

Learning Objectives:

- Describe the development and implementation of a live actor simulation in a third year nursing education program
- Describe the learning outcomes of the simulation for students and faculty
- Discuss future plans for formal evaluation of live actor simulation
- Discuss possibilities for live actor simulation in other programs and content with conference participants

A group of nursing faculty in the Family Newborn course at Mount Royal University were disheartened by third students' seeming inability to consider and appreciate the complexity of women's lives in the context of childbearing. Faculty are also being encouraged to incorporate simulation to add to and/or replace clinical practice hours. One faculty member had attended the workshop on Live Actor Simulation at the 2010 Society of Teaching and Learning in Higher Education conference. After a review of pertinent literature (Frankel & Corson, 2003; Rosen, Leung & Kan, 2008; Sullivan & Mesbur, 2002; Wilson, 2000), faculty members designed two live actor simulations to reinforce theory content and allow third year nursing students to practice interpersonal skills. The live actor simulations were developed for content areas that relied on interpersonal skills, traditionally considered by students to be "simple and easy". However, clinical instructors provided feedback that illustrated "simple and easy" interactions could be very stressful, particularly in patients' complex social/emotional situations. The two content areas that were chosen were early pregnancy and perinatal bereavement. These times in women's lives can be fraught with complexity and high emotion,

requiring skilful intervention by a registered nurse. This presentation will discuss how the live actor simulations were developed for these two content areas, the student feedback, and the learning gained by the involved faculty. Participants will be asked to think about and describe how live actor simulation might be included in their teaching and learning.

**Theme: Creative Practices: Teaching, Assessment, and Evaluation**

**Audience: General**

**Keywords: simulation, nursing education**

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C8-7

Friday, 4:00 - 4:50 pm

Room: Arts 108

## **Referencing and Citation for Graduate Students: Gain without Pain**

**Lisa M. Krol, Language Centre, University of Saskatchewan; Ed S. Krol, College of Pharmacy and Nutrition, University of Saskatchewan**

Innovative Practice Track

Abstract:

The objective of this presentation is to share with other educators a teaching method that was developed to help graduate students understand how to properly reference and cite academic papers. While the technique has been primarily used with graduate students it does not exclude application in undergraduate classes.

International students are welcomed to institutions of higher learning for the wealth of new perspectives and diversity they bring to campus. However, these new perspectives can also bring cultural misunderstandings in academic practices. Referencing and citation is one such area that often causes confusion, particularly where the practices of the new institution are vastly different from the student's prior academic experiences. Often violations by international students are not intended and simply result from a lack of familiarity with local expectations (Crocker & Shaw, 2002; Pecorari, 2003). This is not to say that problems with referencing are limited to international students. With the vast amounts of information available electronically, many domestic students also have difficulty executing appropriate diligence in their written work (Park, 2003). Any such errors in referencing and citation can cause serious consequences for the student which may include grade penalties, failure, or expulsion.

In an attempt to teach rather than reprimand, a new teaching practice was developed for a graduate class at the University of Saskatchewan. The innovative assignment gave graduate students a short literature review to complete independently. The project then became a formative assessment of their referencing and citation skills. Upon successful completion, the instructor was assured of the students' understanding of appropriate referencing and citation practices. Student response was overwhelmingly positive.

Using specific examples provided by the audience some of the common cultural misunderstandings associated with academic work that arise with international students will be discussed. Details and delivery of the assignment as it was designed for a graduate class will be highlighted. Those who attend the presentation will see samples of common errors and participate in suggesting ways in which such issues might be remediated within this model. After the session, participants will easily be able to implement this method in their own academic contexts.

**Theme: Creative Practices: Teaching, Assessment, and Evaluation**

**Audience: General; Educational Developers; Writing Centre Special Interest Group**

**Keywords: referencing, citation, international student, graduate student, academic writing**

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C8-8  
Room: Arts 214

Friday, 4:00 - 4:50 pm

## **Towards effective assessment and course design through Research Skill Development**

**John Willison, University of Adelaide; Brad Wuetherick, University of Saskatchewan; Connie Varnhagen, University of Alberta**

Organizational Change Track

Abstract:

Session Objectives:

- Elaborate the components of the Research Skill Development Framework (RSD)
- Provide examples from the sciences, humanities, and arts
- Discuss using RSD for course development and assessment

Session Description: The Research Skill Development framework (RSD; Willison, 2009; Willison & O'Regan, 2007) provides a tool for assessment, course, and curriculum design that is based on facets of student inquiry (loosely based on Bloom's taxonomy; Anderson & Krathwohl, 2000; Bloom, et al., 1956) development of student autonomy, and the research process. RSD has been used to develop assignments, assessments and rubrics in a number of courses and to lead program and curriculum (re)development across a wide range of disciplines (e.g., Biology, Animal Science, Nursing, Electrical Engineering, Business, Psychology, History and English) .

In this session, we will briefly outline RSD for assessment, course development, and curriculum development, using many examples from different disciplines (e.g. Psychology, Biology, Animal Sciences, and History). Unique to the presentation portion of our session is that participants will gain perspective from both an instructor and an educational/curriculum developer.

Participants will then work in small groups to apply RSD to their own needs. In this part of the session, participants will evaluate their assessment, course, or program with respect to RSD. Depending on whether the pair or small group is working on an assessment or a course or a program, they will work with the RSD by asking question such as: Does the assessment address all relevant facets of student inquiry? Is the class set at the appropriate level for the students' background knowledge and experience? Does the degree program help students develop greater levels of autonomy as they progress through the program?

Participants will then provide feedback to the larger group on how useful RSD may be to their particular contexts. Participants will also be encouraged to join collaborative groups from Canada and the United States who are using RSD in their courses, their departments, and institutions to guide program development, curriculum, and assessment.

#### References

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**Theme: Experiential Learning**

**Audience: College Educators Special Interest Group; Educational Developers; Administrators; General**

**Keywords: integration of teaching and research, curriculum, assessment**

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C8-9

Friday, 4:00 - 4:50 pm

Room: Arts 109

## **Developing and implementing an online course for interdisciplinary graduate students in the health sciences focused on experiential learning of qualitative research methods**

**Lorraine Holtlander, College of Nursing, University of Saskatchewan; Louise Racine, College of Nursing, University of Saskatchewan; Shari Furniss, EMAP, University of Saskatchewan; Hollie Turner, Department of Psychology, University of Saskatchewan; Meridith Burles, College of Nursing, University of Saskatchewan**

Innovative Practice Track

Abstract:

Session Objectives:

1. To discuss the application of current models of engaging learners in authentic and experiential learning in online environments
2. To demonstrate a team process for developing and implementing an online, asynchronous course focused on qualitative research methods
3. To present the challenges and outcomes of a pilot test of the course for interdisciplinary graduate students in the health sciences
4. To engage the audience in a discussion of the benefits and challenges of a paradigm shift for both teacher and learner

Current trends in graduate education is towards distributive models, especially since many graduate students in health sciences, including nursing, are also employed in health care settings while studying. In addition, these students may experience time restraints and geographic barriers to attending classes in a traditional classroom setting. As a result, innovative and flexible approaches to

teaching are required to ensure accessibility of classes. This presentation will describe the development and implementation of an online course in qualitative research methods developed for the College of Nursing at the University of Saskatchewan. Based on the experiences of the team involved, as well as student evaluations, advantages and disadvantages of teaching and learning in an online setting will be discussed. In addition, the presentation will examine how experiential learning focused on authentic learning activities was approached.

An interdisciplinary team, composed of an instructional designer, two nursing faculty who specialize in qualitative methods, and a graduate student in psychology designed an innovative online, asynchronous course that focused on developing qualitative research skills through providing an authentic context, activities and assessments. Interdisciplinary groups of students engaged in course activities. Each student built a qualitative research proposal as they worked through the course modules in a step-wise fashion. An important authentic activity involved providing peer feedback on various aspects of the proposal.

Evidence exists for the effectiveness of authentic learning (Herrington, Oliver, & Reeves, 2003) and the 4C-ID model has emerged as system for designing these complex learning experiences (van Merriënboer, Clark & deCroock, 2002), but very little is known about the resulting paradigm shift required. For students, the traditional imparting of knowledge via lecture format is often more comfortable than having to engage in complex, real-life tasks. This constructivist approach to creating the learning environment requires the student to integrate knowledge to develop the complex skills required of qualitative researchers.

In designing the course, there were challenges in structuring a meaningful authentic task that can be graded. During delivery there is the challenge of providing just the right amount of support, while also encouraging students to dive into their learning. This can be difficult for the instructor, especially at times when the students aren't "enjoying" the process, even when that becomes a necessary part of learning. The learners must become increasingly responsible for their own learning, which can require a paradigm shift from an instructor-centered philosophy to a student-centered perspective.

An array of discussion topics will be presented to the audience to facilitate an interactive debate about key issues in the presentation. These will include negotiating a paradigm shift while keeping in mind the importance of designing and implementing an interdisciplinary, graduate level online course that provides students with meaningful experiences towards becoming qualitative researchers.

**Theme: Creative Practices: Teaching, Assessment, and Evaluation**

**Audience: General**

**Keywords: online learning, graduate students, nursing, qualitative research, authentic and experiential learning**

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C8-10  
Room: Arts 105

Friday, 4:00 - 4:50 pm

## **Large Classes & Learning Communities: Fostering Active & Affective Learning**

**Mercedes Rowinsky-Geurts, Dept. of Languages and Literature, Wilfrid Laurier University**

Innovative Practice Track

Abstract:

If you support the idea that “learning communities not only facilitate the sharing of knowledge, but have the potential to create new knowledge that can be used for the benefit of the community as a whole and/or its individual members” (Kilpatrick, Barret & Jones, 2003); this presentation will offer you the possibility to discuss how the creation of learning communities in a large language class of 150 students has improved learning; achieved higher attendance and maintained student’s engagement while transforming the learning process. By implementing active learning activities and high-impact practices throughout the course, students are able to develop their learning skills, apply new acquired knowledge, and explore affective learning. Such activities have energized the curriculum and they have shifted the emphasis from having students as mere observers to actually integrating them in a learning community where they are both: learners and teachers. Projects will be presented and sample of students’ work will be discussed. At the same time, the dynamic of the learning communities will be examined as a tool to achieve and promote learning for deeper understanding. Handouts on current projects, rubrics and guidelines will be distributed.

Learning Objectives:

- To present innovative curriculum changes in a first-year language class
- To promote the understanding of learning communities in a large class
- To demonstrate the use of active learning activities
- To present how exploring affective learning improves student’s learning

Learning Outcomes:

- To obtain a vision of the possibilities of applying such teaching and learning practices in small and/or large classes in any discipline

- To have the opportunity to discuss students' work; learning possibilities and experiences
- To analyze the challenges of such practices

**Theme: Creative Practices: Teaching, Assessment, and Evaluation**

**Audience: College Educators Special Interest Group; Writing Centre Special Interest Group; Educational Developers; General**

**Keywords: learning communities; active learning; affective learning; creative practices**

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C8-11  
Room: Arts 208

Friday, 4:00 - 4:50 pm

## **Use of personal response systems and other technology in the large first year class environment**

**Mary Helen Armour, Division of Natural Science, York University**

Innovative Practice Track

Abstract:

Teaching first year classes which usually involve groups of 100 students or more can be a challenge in trying to engage students into the course material.

In my Natural Science courses (these are science courses for non-science majors), I currently use both clickers and MOODLE. This workshop will look at how these can be used to enhance the course material, and to try and engage students into the course material. These technologies can also provide at least some interactivity in the classroom setting, which is often difficult in the large groups.

Although these are science courses, since they are aimed at a non-science audience the uses are not necessarily limited to teaching in the sciences.

Use of these technologies can also be very helpful in giving and instructor feedback into the level of understanding and prior knowledge of students and allow the more efficient use of lecture time.

The objective of this session is to demonstrate how these technologies are employed in the classroom (and outside in the use of MOODLE) to support the

learning process. The session will have a set of clickers available so participants can experience this part of the process.

**Theme: Creative Practices: Teaching, Assessment, and Evaluation**

**Audience: General**

**Keywords: technology in the classroom, large classes,**

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C8-12  
Room: Arts 212

Friday, 4:00 - 4:50 pm

**Teaching-Stream Faculty: What are the implications?**

**Susan Vajoczki, Centre for Leadership in Learning, McMaster University; Nancy Fenton, Centre for Leadership in Learning, McMaster University; Karen Menard, Institutional Research and Analysis, McMaster University; Dawn Pollen, Research Associate, McMaster University**

Organizational Change Track

Abstract:

Clark, Moran, Skolnik, & Trick, (2009) identify major societal forces that Ontario universities have had to respond to over the past few decades. Predominantly, growing enrolments due primarily to higher participation rates, along with increased demands for greater accountability, places greater pressure on institutions of higher education (Clark et al. 2009). As a result, universities are under tremendous strain to deliver both high quality undergraduate education, and innovative research experiences. These two expectations sometimes are at odds with one another.

It is supposed that the creation of faculty members who focus exclusively on teaching and learning would enable universities to effectively address this challenge. Yet, the introduction of teaching-stream faculty may result in the development of a two-tiered faculty environment; that is, those who teach may be considered less worthy/valuable to the institution, while those who do research may be considered more valuable. This view is supported by some who argue that the creation of teaching-only (teaching-stream) positions is a “dangerous precedent” that “devalues the traditional professorial role”, and that “to be an effective academic, you have to be engaged in (teaching, scholarship, and service)” (Vicki Smallman, CAUT spokesperson as quoted in Farr, 2008); given this perception there is a relatively lower value placed on teaching-only work in the

academy (Farr, 2008; Oxford, 2008). An added complication is the complexity that is created from the wide variation in definition of teaching stream faculty (OCUFA, 2008).

In this research our objectives are to: provide a scan of teaching-stream faculty across the province of Ontario, positioned within a national and international context; and to examine the perspectives of informed institutional contacts and key stakeholders to the expansion of this role in the Province of Ontario.

Participants will engage in conversations about the barriers and enablers to growing teaching-stream faculty positions in Ontario and gain richer understanding of the options. This project was funded by the Higher Education Quality Council of Ontario (HEQCO).

**Theme: Institutional Leadership of Teaching and Learning**

**Audience: TA Developers Special Interest Group; Educational Developers; Administrators; General**

**Keywords: teaching stream faculty; organizational change**

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C8-13  
Room: Arts 206

Friday, 4:00 - 4:50 pm

**Bringing the Scientific Process back into Post-Secondary Science Education: Innovative Tactics for Deeper Learning**

**Glen R. Loppnow, Department of Chemistry, University of Alberta**

Innovative Practice Track

Abstract:

In this presentation, I will describe the teaching innovations in Science 100 at the University of Alberta geared at bringing more of the scientific process into the introductory university classroom. These tactics include interactive anonymous quizzes, a white powder exercise, and science citizenship projects. Student and instructor feedback, and student performance results will be discussed. This session, meant primarily for post-secondary science educators at all institutions, will engage participants in practical demonstrations of these tactics. The primary learning outcome for participants is the ability to model evidence-based transformational science education practices.

A recent report (Duschl et al., 2007) lists four attributes for science education: (1) know, use and interpret scientific explanations of the natural world, (2) generate and evaluate scientific evidence and explanations, (3) understand the nature and development of scientific knowledge, and (4) participate productively in scientific practices and discourse. Although targeted at the K-8 level, similar graduate competencies has been recommended for post-secondary education (McCray et al., 2003; Alberts, 2009). However, post-secondary science education is still lecture-based, particularly in the introductory courses, emphasizing only the first attribute.

Canada is transforming science education, primarily through the development of integrated science programs. Such programs have been developed at Alberta, British Columbia, Dalhousie and McMaster. These programs not only emphasize integrated science, but also serve as testbeds for teaching innovation.

Interactive anonymous quizzes (Wagner, 2009) (IAQ) are think-pair-share (Lyman, 1981) variants and involve anonymous polling of answers and confidence to open-ended questions. After brief discussion, both polls are repeated. The exercise is designed to practically apply the scientific method and introduce the scientific thought processes of creativity and critical analysis.

The year-long white powder discovery-learning exercise, pioneered at the University of Alberta, is suitable for classes of all sizes. This exercise asks students to discover the identity and properties of an unknown white powder. In this way, students are taught to think scientifically and like a scientist. In groups of 4-6, students debate the next step in characterizing the white powder, followed by advocacy debates to determine the outcome. Teamwork, guided independent inquiry and both analytical and critical thinking skills are all emphasized in this content-heavy exercise.

Science citizenship projects, also pioneered at the University of Alberta, engage students in the application of science principles to better their local community. Students work in groups to present the science behind a global issue and implement a local solution to the issue. Student results will be shown.

**Theme: Creative Practices: Teaching, Assessment, and Evaluation**

**Audience: General**

**Keywords: science education, post-secondary, student engagement, discovery learning, clickers, think-pair-share alternatives, teamwork, critical thinking exercises, novel science curriculum**

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C8-14  
Room: Arts 200

Friday, 4:00 - 4:50 pm

## **Supporting faculty to research, write about and present on their teaching work**

**Gavin Sanderson, Learning and Teaching Unit, University of South Australia**

Organizational Change Track

Abstract:

This presentation is based on teacher and participant reflections on the efficacy of a course in the Graduate Certificate in Education (Academic Practice) which is part of the University of South Australia's (UniSA) approach to expose new faculty to ideas associated with the scholarship of teaching and learning. Participants at this conference session will not only have the opportunity to learn about how this particular course is structured to achieve its objectives, but will also gain an insight into challenges that faculty have been observed to face in completing the course, for example, developing a critical appreciation of the related learning and teaching literature, managing their time 'as a student' whilst being employed full-time to teach and research in their discipline, positioning their new found knowledge and skills in the scholarship of teaching and learning against pressure to conduct pure and applied discipline-specific research, and understanding and accepting a diversity of perspectives from a range of disciplines that are brought together in the classroom setting. The capstone course, Negotiated Project in University Teaching, has been offered since 2007 and has had approximately 40 participants who have each developed a theoretical or data driven topic of their own interest in learning and teaching in higher education. The assessment for the course is based on the staged development and submission of a project report that demonstrates engagement with the scholarship of teaching and learning. On completing the course, faculty have (1) identified a significant learning and teaching project in their discipline setting, (2) developed a detailed study proposal for the project, (3) drawn on learning and teaching, and discipline literature related to the project, (4) provided an oral presentation on the progress of their work, and (5) completed a project report related to learning and teaching with a view to submitting it to a conference or a journal once the course is completed. Whilst submitting the project report to a conference or a journal is not a requirement of the course, several faculty have nevertheless sufficiently developed their reports to take them to conferences. Others have published their work in scholarly journals. Others still, have had their papers published online in the biennial Occasional Papers on Learning and Teaching at UniSA. Early indications are that the Negotiated Project in University Teaching is a valued course in the Graduate Certificate which helps faculty consolidate their thinking around the scholarship of teaching and learning

and provides many with their first opportunity to research, write about and present on their teaching work.

**Theme: Scholarly Teaching and the Scholarship of Teaching and Learning**

**Audience: Educational Developers; Administrators; General**

**Keywords: scholarship of teaching and learning, graduate certificate in education (academic practice), faculty development**

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C8-15  
Room: Arts 213

Friday, 4:00 - 4:50 pm

## **"More than Just a Building," The Impact of Wilderness Orientation on First Year Student Perceptions of Life Effectiveness and Campus Integration**

**Anna H. Lathrop, Faculty of Applied Health Sciences, Brock University; Tim O'Connell, Department of Recreation and Leisure Studies, Brock University; Ryan Howard, Department of Recreation and Leisure Studies, Brock University**

Innovative Practice Track

Abstract:

A recent Higher Education Quality Council of Ontario report indicated that the Ontario university system will begin to follow a model of differentiation. This model will change the overall structure of university actions and move universities towards evaluating and meeting the outcomes expected of them, including student retention.

One strategy to enhance student success and promote student retention are first year orientation programs (Hollins, 2009). The goals of first year orientation programs are to provide information that will lead to higher levels of academic performance, student retention, emotional and social maturity, and a more positive view of the institution. These first year programs have historically been delivered as classroom courses or seminars (Lamothe et al., 1995; Tinto, 1997).

More recently, a number of universities have adopted an alternative approach to program delivery, one that includes a wilderness component aimed at enhancing: personal growth (Davis-Berman & Berman, 1996); positive peer relationships (Gass, et al, 2003); and academic performance (Oldmixon, 2007). This session reports the

impacts of one such program, Brock Basecamp (which we believe to be the first of its kind in Canada), on students' personal development and their integration into university life.

Seven incoming students and two leaders (current Brock University students) participated in an inaugural trip that involved a five-day canoe trip in Algonquin Provincial Park in August 2010. The curriculum not only centred on introducing students to wilderness travel, but also primarily focused on the "ins-and-outs" of student life. The trip provided many opportunities (e.g., around the campfire, when paddling, while hanging out at the campsite) for the group to engage in conversations about networking with peers and professors, time management, study skills, the importance of work/school/life balance, and where to buy the best pizza (!).

All seven incoming students participated in a mixed methods pilot study that examined program impacts. The Life Effectiveness Questionnaire (LEQ) (Neill, Marsh & Richards, 2003) was administered pre and post trip to measure eight indicators of personal change (e.g., social competence). Six of the seven students participated in a follow-up focus group session conducted four months post program. The focus was to further explore the impact of participation on social supports, integration into university life, and the impact of the peer network students created whilst on trip.

Results from the LEQ indicated that time management and active initiative were identified as having the strongest impact. The main themes that emerged from the focus group transcripts indicated that participants felt the program had resulted in: a) early indicators of academic success; b) a strong sense of community with other program participants; c) enhanced social support networks; and d) helpful "tips" about campus life (e.g., importance of meeting professors). Many of these findings are congruent with the previous relevant literature (e.g., Austin, Martin, Mittelstaedt, Schanning, & Ogle, 2009; Bell, 2006; Jones & Hinton, 2007) and demonstrate the effectiveness of outdoor orientation programs in a Canadian context. Future research will be expanded to include ten trips that Brock BaseCamp will offer incoming students in 2011.

Session participants will have the opportunity to discuss how established institutional resources can be utilized to complement program goals through a mapping activity and small group discussion.

**Theme: Experiential Learning**

**Audience: Educational Developers**

**Keywords: experiential education, first year transition, wilderness orientation**