

## **Concurrent Session Four**

### **Friday, June 17, 8:30 – 9:20 am**

#### **C4-1a**

8:30 - 8:55 am

Room: Arts 102

#### **Voices of student teachers as they 'journey' in/through practice teaching**

Mago Maila, Department of Teacher Education, University of South Africa

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#### **C4-1b**

8:55 - 9:20 am

Room: Arts102

#### **Beyond surveillance and supervision in the field: A self-study of the role of a faculty advisor in mathematics teacher education**

Kathleen Nolan, Faculty of Education, University of Regina

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#### **C4-2a**

8:30 - 8:55 am

Room: Arts 211

#### **Asynchronous online interprofessional problem-based learning**

Natasha L. Hubbard Murdoch, Nursing Division, Saskatchewan Institute of Applied Science and Technology; Darlene J. Scott, Nursing Division, Saskatchewan Institute of Applied Science and Technology

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#### **C4-2b**

8:55 - 9:20 am

Room: Arts 211

#### **Student perceptions of the effectiveness of a virtual learning space to foster clinical decision making in nursing**

Beryl McEwan, School of Health, Charles Darwin University; Gylo Hercelinskyj, School of Health, Charles Darwin University

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#### **C4-3**

8:30 - 9:20 am

Room: Arts 101

#### **Online Tools for Engaging Undergraduate Business Students**

Wallace Lockhart, Faculty of Business Administration, University of Regina

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**C4-4**

8:30 - 9:20 am

Room: Arts 104

**Creating an Inclusive Learning Environment to Support Spiritual Exploration: The T.R.U.S.T. Model as an Innovative Pedagogical Approach**

Karen Scott Barss, Nursing Division, Saskatchewan Institute of Applied Science & Technology (SIAST)

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**C4-5**

8:30 - 9:20 am

Room: Arts 106

**Enhancing Student Engagement in Applied Science Courses: A Case Study in Computer Science**

Deborah Kiceniuk, Centre for Learning and Teaching, Dalhousie University; Connie Adsett, Faculty of Computer Science, Dalhousie University; Alex Brodsky, Faculty of Computer Science, Dalhousie University; Bonnie MacKay, Faculty of Computer Science, Dalhousie University; Julie Lalande, Office of Institutional Analysis and Research, Dalhousie University; Janice Fuller, Centre for Learning and Teaching, Dalhousie University

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**C4-6**

8:30 - 9:20 am

Room: Arts 108

**Integrating teaching and research ... in a course ... a program ... an institution: Lessons learned at the University of Alberta**

Connie K. Varnhagen, University of Alberta; Olive Yonge, University of Alberta; Frank Robinson, University of Alberta

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**C4-7**

8:30 - 9:20 am

Room: Arts 214

**Identifying and Overcoming Barriers to Accessible Education**

Beth Marquis, Centre for Leadership in Learning; Susan Baptiste, School of Rehabilitation Science; Carolyn Chuong, School of Rehabilitation Science; Nikita D'Souza, School of Rehabilitation Science; Ann Fudge-Schormans, School of Social Work; Lauren Gienow, School of Rehabilitation Science; Sarah Gruszecki, School of Rehabilitation Science; Anju Joshi, Health, Aging & Society; Bonny Jung, School of Rehabilitation Science; Leona Pereira, School of Rehabilitation Science; Ashleigh Robbins, School of Rehabilitation Science; Elizabeth Steggles, School of Rehabilitation Science; Susan Vajoczki, Centre for Leadership in Learning; Robert

Wilton, School of Geography & Earth Sciences. \*All authors are affiliated with  
McMaster University

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**C4-8**

8:30 - 9:20 am

Room: Arts 210

**The Unbounded Classroom: Using technology to extend the traditional classroom  
and learning community, mode of expression, and publishing venue**

Marc Spooner, Faculty of Education, University of Regina

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**C4-9**

8:30 - 9:20 am

Room: Arts 109

**Re-envisioning the support of teaching and learning in a comprehensive University**

Cheryl Amundsen, Faculty of Education, Simon Fraser University; Stephanie Chu,  
Teaching and Learning Centre, Simon Fraser University

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**C4-10**

8:30 - 9:20 am

Room: Arts 105

**Feedback for Effective Learning**

Candide Sloboda, Faculty of Nursing, University of Alberta

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**C4-11**

8:30 - 9:20 am

Room: Arts 217

**Establishing Writing Groups in Large First-Year Courses**

Liv Marken, University Learning Centre, University of Saskatchewan; Fran Walley,  
College of Agriculture and Bioresources, University of Saskatchewan; Natalie  
Ludlow, Department of Geography, University of Saskatchewan; Stan Yu, University  
Learning Centre, University of Saskatchewan; Sarah Marcoux, University Learning  
Centre, University of Saskatchewan

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**C4-12**

8:30 - 9:20 am

Room: Arts 212

**You mean students can EAT in class: Meeting the needs of internationally educated teachers**

Rosalie Pedersen, Teaching and Learning Centre, University of Calgary; Robert Roughley, Teaching and Learning Centre, University of Calgary

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**C4-13**

8:30 - 9:20 am

Room: Arts 206

**Capitalizing on diversity: a team-based approach to the design, planning and delivery of an interdisciplinary science program**

Carolyn Eyles, Integrated Science Program, McMaster University; Sarah Symons, Integrated Science Program, McMaster University; Chad Harvey, Integrated Science Program, McMaster University; Pat Bilan, Integrated Science Program, McMaster University; David Brock, Integrated Science Program, McMaster University; Andrew Colgoni, Integrated Science Program, McMaster University; Sarah Robinson, Integrated Science Program, McMaster University

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**C4-14**

8:30 - 9:20 am

Room: Arts 200

**Reaching our Part-Time Professors: Taking Their Needs into Account**

Jovan Groen, Centre for University Teaching, University of Ottawa; Manuel Dias, Centre for University Teaching, University of Ottawa

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**C4-15**

8:30 - 9:20 am

Room: Arts 213

**Structured Controversy: Uncovering cross-discipline potential in an interactive classroom strategy**

Robin Alison Mueller, Department of Educational Administration, University of Saskatchewan

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# Concurrent Session Four

C4-1a  
Room: Arts 102

Friday, 8:30 - 8:55 am

## **Voices of student teachers as they 'journey' in/through practice teaching**

**Mago Maila, Department of Teacher Education, University of South Africa**

Research Track

Abstract:

Student teachers experience teaching and learning differently. For some the experience is pleasant, sweet, and prolific, and promises a bright future. But for some, the experience is unpleasant, frightful and certainly promises failure. For these two groups of students, their experiences of teaching and learning are a 'mixed bag' of a wonderful, but also bad experiences, of a promising career, but also, uncertain career of teaching and learning. This paper reports on the voices of student teachers as they experience teaching and learning during their school-based practice. The conceptual lenses used in the analysis and interpretation of the findings of the study are, an adaptation of Rabindranath Tagore's human capabilities, which include: the ability to think critically, peoples' ability to see themselves as not simply citizens of some local region or group, but also, and above all as human beings tied to all other human beings by ties of recognition and concern, and the ability to think what it would be like to be in the shoes of a person different from oneself, and Paulo Freire's virtues for quality education which include: humility, courage and tolerance. I conclude the paper by arguing for a reflexive curricular grounded in situated learning to ensure meaningful student teachers' teaching and learning experiences.

**Theme: Transformational Curricular Design**

**Audience: College Educators Special Interest Group**

**Keywords: reflexivity, curriculum design; quality education; capabilities; virtues; situated learning**

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C4-1b  
Room: Arts102

Friday, 8:55 - 9:20 am

## **Beyond surveillance and supervision in the field: A self-study of the role of a faculty advisor in mathematics teacher education**

**Kathleen Nolan, Faculty of Education, University of Regina**

Research Track

Abstract:

Student teachers' negotiations of theory-practice transitions from university mathematics curriculum courses to field experience in secondary school classrooms call for an exploration of multiple modes and models for faculty mentoring and professional development. The research described in this presentation responds to this call by exploring the possibilities of a blended real and virtual model for faculty advising during student teacher field experience. This blended approach includes 'real' face-to-face student classroom observations and conferencing that is frequently associated with traditional models of field experience supervision, as well as the use of several 'virtual' forms of communication (both synchronous and asynchronous).

The research project described in this presentation was designed as a self-study to better understand my role as a faculty advisor—how I could make the role more meaningful to me and, hopefully as a result, more valuable and meaningful to the student teachers as well. The purpose of the research was two-fold: (1) to create and sustain a professional development relationship between myself, as course instructor and faculty advisor, and secondary mathematics interns through the use of multiple technologies (such as desktop video conferencing, video flip-cameras, online chat and discussion forums), and (2) to disrupt traditional notions of teacher education programs as places to 'train' and 'prepare' teachers, with field experience generally being viewed as the 'supervised' enactment of these preparation techniques. The research draws on poststructural and socio-cultural theories to challenge and disrupt the traditional discourses of mathematics teacher education and field experience and to integrate more reflexive, critical approaches to learning to teach, and teaching to learn, mathematics (Skovsmose & Borba, 2004; Vithal, 2004). Foucault provides a framework for exploring the normalized practices and discourses of schooling as strong forces in shaping teacher identity and agency. This paper draws on Foucault's concepts of discourse, power, surveillance, and normalization (Foucault, 1977; Walshaw, 2010) to analyze the traditionally performed roles of student teacher, teacher educator, and faculty advisor.

Teacher education programs are currently steeped in a technical rational model, reflected in the normalized use of language such as teacher 'training' and 'preparation'. To challenge the dominant image of teacher education as the 'place' where theory makes the transition to practice through teaching tips and techniques, this research takes critical steps toward reconceptualizing secondary mathematics teacher education and associated field experiences.

The learning outcomes of this session include audience opportunities:

- 1) to consider how traditional notions of teacher education field experiences can be reconceptualized through blended (real and virtual) approaches to faculty mentoring,
- 2) to view teacher education through a critical poststructural lens,
- 3) to reflect on the importance of self-study as a research methodology that connects the scholarship of teaching, learning and research in higher education.

The format of the presentation will involve the use of presentation slides, as well as secondary school mathematics classroom video footage.

**Theme: Innovation with Technology**

**Audience: General**

**Keywords: self-study; mathematics teacher education; field experience; foucault; technology innovation; faculty advisor**

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C4-2a  
Room: Arts 211

Friday, 8:30 - 8:55 am

### **Asynchronous online interprofessional problem-based learning**

**Natasha L. Hubbard Murdoch, Nursing Division, Saskatchewan Institute of Applied Science and Technology; Darlene J. Scott, Nursing Division, Saskatchewan Institute of Applied Science and Technology**

Research Track

Abstract:

The healthcare concern worldwide is not only regarding the recruitment and retention of providers, but the appropriate use of each providers' education and skill level. To meet that end, educational institutions are encouraged to offer interprofessional experiences which provide opportunities for students to collaborate while testing the boundaries of their particular scopes of practice. With

national endeavours to improve safety and a refocus on family-centered care, an opportunity exists for unique interprofessional partnerships to facilitate the exchange of knowledge regarding patient experiences. The shortage of faculty, increase in student numbers and changing curricula should be viewed less as barriers and more as possibilities.

Where traditional problem based learning is best facilitated through face-to-face interaction, the most frequently cited barrier to successful outcomes is in matching schedules of participating disciplines and professions. The schedule concerns were also an issue for our program where upwards of 200 nursing students are split into four cohorts with unique schedules. To provide an interprofessional experience for each nursing cohort, partnerships were created with health science diploma and certificate programs, of which one format of these experiences which will be presented.

This presentation reports on the development and implementation of two unique problem-based interprofessional experiences; both delivered asynchronous online. The first was a palliative care situation for nursing and emergency medical technicians/paramedics. The second was a family crisis situation for medical radiation technologists, nursing and veterinary technologists.

The purpose of this research is to describe the experience of online interprofessional collaboration for students of a technical college.

Pre and post evaluations collected student feedback on the process of delivery and interprofessional skill acquisition. Results of the first online delivery indicated that students found the experience valuable, appreciated a different mode of content delivery and that perceptions became more positive about working on an interprofessional team, despite never meeting their cohorts in person. Data collection on the second online interprofessional experience will be completed before the end of February, 2011 to be analyzed for comparison and dissemination.

Anecdotal evidence from faculty suggest additional benefits include increased awareness of the collaborative team approach, capacity building of teaching strategies such as moderating and rolling case development, as well as creating partnerships with other faculty through distance delivery.

This presentation offers participants opportunity to meet the following objectives:

1. Articulate interprofessional collaborative principles
2. Compare student perceptions of two online interprofessional experiences
3. Identify opportunities for building faculty capacity and teaching scholarship
4. Examine expectations related to instituting informatics based learning within a content delivery deadline

Participants are encouraged to discuss as a group the value of combining interprofessional student groups who may not traditionally work together in clinical or practice settings. As well, participants may discuss whether online asynchronous delivery of a problem assists students to learn collaborative principles.

**Theme: Innovation with Technology**

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

**Keywords: interprofessional, online, teaching strategy**

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C4-2b

Friday, 8:55 - 9:20 am

Room: Arts 211

## **Student perceptions of the effectiveness of a virtual learning space to foster clinical decision making in nursing**

**Beryl McEwan, School of Health, Charles Darwin University; Gylo Hercelinskyj, School of Health, Charles Darwin University**

Research Track

Abstract:

In any nursing program, it is a challenge to foster an awareness of, and engagement with, the complexity and reality of nursing practice. During their studies, nursing students have to learn the relevant underpinning theoretical knowledge for practice as well as to develop their understanding of the role and responsibilities of the registered nurse in clinical settings.

At a regional Australian University the Bachelor of Nursing is offered externally with the student cohort predominantly off-campus. The required theory units are completed using flexible delivery strategies and on-campus attendance is limited to a clinical intensive in each year of the program. There are significant challenges in providing opportunities to enhance learning (Henderson et al 2006) and to foster early professional engagement with the nursing community of practice (Andrew et al., 2009; Elliot, Efron, Wright, & Martinelli, 2003; Morales-Mann & Kaitell, 2001).

The CDU Virtual Hospital™ is an online, case-based learning environment that offers students the opportunity to explore nursing practice in an authentic virtual learning space. It fosters professional engagement and situates students in a context for learning nursing knowledge and inter-professional collaborative practice.

This paper presents the results of formal and informal student evaluations of the CDU Hospital undertaken from 2008 to 2009, following integration into theory and clinical nursing units in the Bachelor of Nursing program. Thematic analysis demonstrates the value students place on teaching and learning activities that provide realistic situated learning opportunities (Hercelinskyj & McEwan, in press).

## References

Andrew, N., McGuiness, C., Reid, G., & Corcoran, T. (2009). Greater than the sum of its parts: Transition into the first year of undergraduate nursing. *Nurse Education in Practice*, 9, 13-21.

Elliot, K., Efron, D., Wright, M., & Martinelli, A. (2003). Educational technologies that integrate problem based learning principles: Do these resources enhance student learning?, *20th Annual Conference of the Australian Society for Computers in Learning in tertiary Education*. Adelaide.

Hercelinskyj, G. & McEwan, B. (in press) The Charles Darwin University vHospital: Creating an authentic virtual learning environment for undergraduate nursing students. IN KEPPELL, M. (Ed.) *Physical and virtual learning spaces in higher education*, IGI Global.

Henderson, A., Twentyman, M., Heel, A., & Lloyd, B. (2006). Students' perception of the psycho-social clinical learning environment: An evaluation of placement models. *Nurse Education Today*, 26, 564-571.

Morales-Mann, E. T., & Kaitell, C. A. (2001). Problem-based learning in a new Canadian curriculum. *Journal of Advanced Nursing*, 33(1), 13-19.

## **Theme: Innovation with Technology**

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

**Keywords: virtual learning, nursing, case based learning, external**

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C4-3  
Room: Arts 101

Friday, 8:30 - 9:20 am

## **Online Tools for Engaging Undergraduate Business Students**

**Wallace Lockhart, Faculty of Business Administration, University of Regina**

## Innovative Practice Track

### Abstract:

Description: In core university business classes, student engagement is a growing challenge due to factors such as student diversity, self efficacy and subject preference.

Prensky (2001) introduced “digital natives”: Students’ lives are surrounded by technologies. Educators lag behind as “digital immigrants”. Others have since challenged this concept - suggesting there is considerable variation among students, and that we cannot assume the “net” generation all know how to employ technology tools in their university learning.

Are we, as educators/digital immigrants, keeping up with student expectations as our courses migrate to online platforms? Probably not: The 2010 ECAR survey found a significant drop in students expressing a “positive experience” with CMS from 76% in 2007 to 51% in 2010.

### Research Questions:

- 1) Will the introduction of a blended mix of online and in-class approaches improve student engagement in core business classes?
- 2) How will students perceive the benefits of on-line engagement and evaluation tools relative to other facets of their learning experiences?

### Methods:

A single platform (moodle) is used for class co-ordination, communications, resource sharing. In this project, students were exposed to a blend of traditional and online tools for engagement and assessment. Surveys asked:

- Perceived difficulty and benefits of online vs traditional tools
- Preferences between traditional methods, textbook online tools and instructor’s moodle tools
- Relative importance to student’s learning experience of online tools relative to content, textbook, instructor attributes.

### Results:

- There are significant variances in student views. Diversity in our student mix is reflected in their views about the introduction of blended teaching tools.
- Results vary based on student effort (hours worked, grades)
- Assessment tools (online or other) are perceived as being of less importance than instructor attributes and course content in the student’s learning experience.
- Over the first three teaching terms of this project, student ratings of the importance of online tools has continuously increased relative to other factors. This suggests the instructor’s experience and design factors may have affected the

quality of online tools and thus student perceptions.

- Students generally found benefit in being exposed to both traditional and online assessment methods.
- The study continues in 2010-11 with new and (hopefully) continuously improving online tools!

Conference Participant Engagement: As the presentation rolls out, participants will be asked to participate both individually and in groups, discussing their perceptions of: a) Student preferences for learning methods in university courses (ranking from a list) b) The relative importance of factors in students' overall learning experience (i.e. instructor, content, textbook, coursework, exams, tools) c) General discussion - benefits / pitfalls of online tools & blended learning.

Participants will first complete brief questionnaire items individually, then discuss the topics in small groups. After large group discussions, I will present the results of our student surveys and there will be an opportunity for comparison/reflection/discussion.

Participant discussion/survey forms will be collected at the end of the session.

**Theme: Innovation with Technology**

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

**Keywords: innovation, student engagement, blended learning**

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C4-4

Friday, 8:30 - 9:20 am

Room: Arts 104

## **Creating an Inclusive Learning Environment to Support Spiritual Exploration: The T.R.U.S.T. Model as an Innovative Pedagogical Approach**

**Karen Scott Barss, Nursing Division, Saskatchewan Institute of Applied Science & Technology (SIASST)**

Innovative Practice Track

Abstract:

Creation of an inclusive, safe learning environment is both daunting and essential

in addressing the intangible and diverse nature of spirituality. This presentation will explore the role of the T.R.U.S.T. Model for Inclusive Spiritual Care in creating such an environment. The T.R.U.S.T. Model is an interdisciplinary, evidence-based, non-linear model for inclusive spiritual exploration that is currently being piloted within the undergraduate nursing program in which the presenter teaches. Specifically, the T.R.U.S.T. Model invites individuals to explore in culturally relevant, non-intrusive ways: 'Traditions'; 'Reconciliation'; 'Understandings'; 'Searching'; 'Teachers'. This model has been developed by the presenter with the intent of assisting helping professionals in today's pluralistic context to feel more prepared to address the spiritual dimension of health as an integral part of holistic education and care. This presentation will draw on findings from a current study examining the experiences of nursing students, faculty, and clinicians in use of the T.R.U.S.T. Model as an educational resource, a self-awareness tool and guideline for spiritual exploration with their clients. These findings will be used during the presentation to help participating educators from a variety of disciplines explore ways of engaging students and clients in inclusive spiritual exploration that addresses universal spiritual needs, honours unique spiritual understandings, and helps individuals to explore and mobilize factors that can help them gain/re-gain a sense of trust in order to promote optimum learning and well-being. Included will be complementary creative teaching resources that have emerged from the author's study with the intent of holistically engaging and affirming learners.

Participants will:

- become acquainted with the T.R.U.S.T. Model as a resource to support appropriate exploration of spirituality in holistic teaching and learning.
- explore opportunities and challenges associated with addressing spirituality in higher education across disciplines.
- identify innovative strategies to integrate the T.R.U.S.T. Model and related resources into teaching and learning practices.
- enhance their ability to facilitate inclusive, non-intrusive exploration of spirituality in a pluralistic educational context.

The session will begin with a brief overview of theoretical and reflective content associated with the T.R.U.S.T. Model. This overview will be shared in a conversational manner intended to elicit reflection and discussion amongst participants about innovative ways to use the T.R.U.S.T. Model to promote inclusive spiritual exploration in the educational setting. The session will close with a creative reflection that affirms participants' ability to address this important aspect of teaching and learning.

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

**Audience: General**

**Keywords: spirituality; holistic education and health; t.r.u.s.t. model**

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C4-5  
Room: Arts 106

Friday, 8:30 - 9:20 am

## **Enhancing Student Engagement in Applied Science Courses: A Case Study in Computer Science**

**Deborah Kiceniuk, Centre for Learning and Teaching, Dalhousie University; Connie Adsett, Faculty of Computer Science, Dalhousie University; Alex Brosky, Faculty of Computer Science, Dalhousie University; Bonnie MacKay, Faculty of Computer Science, Dalhousie University; Julie Lalande, Office of Institutional Analysis and Research, Dalhousie University; Janice Fuller, Centre for Learning and Teaching, Dalhousie University**

Innovative Practice Track

Abstract:

As retention and student success become crucial concepts in higher education, many colleges and universities have begun to incorporate new methods of teaching first-year applied science courses in computer science, engineering, and science that will be “attractive to a diverse audience, thus increasing potential enrollment” (Wolz et al, 2006). In addition to innovative content, these courses must incorporate methods of pedagogy that will prepare students to meet the demands of the modern workplace. These types of courses involve new teaching techniques that exceed more didactic approaches to teaching. As part of the Student Engagement Initiatives at Dalhousie University, the Faculty of Computer Science has implemented two new first-year courses that provide the opportunity for students to develop problem-solving and communication skills through group assignments while working on various technical applications in computer science. Students have the opportunity to work on issues and projects related to social networking and animated computing via game development and programming Lego Mindstorms robots. These courses respond to the need throughout the computer science discipline to make computer science more attractive to a wider student population, and to increase student engagement and retention from first to second year. Given the course content and activities that were required, a more behavioral model of assessment was warranted. Therefore, in addition to the traditional course evaluation methods, students were invited to complete the CLASSE; the classroom version of the National Survey of Student Engagement (NSSE).

The objectives of this session are to: 1. share the types of teaching strategies implemented and the results of the student's feedback of the courses; 2. invite audience discussion surrounding non-traditional pedagogical methods of experiential learning; and, 3. explore methods of evaluating innovative courses. Participants will be provided with general topic guidelines to focus their discussions and examples of course materials and syllabi will be available.

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

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

**Keywords: first year course, student engagement, experiential learning, innovative practice and assessment, applied computer science**

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C4-6  
Room: Arts 108

Friday, 8:30 - 9:20 am

### **Integrating teaching and research ... in a course ... a program ... an institution: Lessons learned at the University of Alberta**

**Connie K. Varnhagen, University of Alberta; Olive Yonge, University of Alberta; Frank Robinson, University of Alberta**

Organizational Change Track

Abstract:

Session Objectives:

- Elaborate different components of integration of research, teaching and learning
- Develop and discuss institution- and discipline-specific strategies for integrating teaching and research
- Present the University of Alberta initiatives at the institutional and discipline levels.

Session Description:

The integration of research, teaching and learning, also described as the teaching-research nexus, is poorly understood. However, as academics, we integrate research, teaching and learning in many ways. In this session, we will begin by elaborating a framework for understanding integrating research, teaching and learning, briefly discussing some of the seminal work by Jenkins, Healey, Brew, and others (e.g., Brew, 2006; Griffiths, 2004; Hattie & Marsh, 1996; Healey, 2005; Healey & Jenkins, 2009; Jenkins, 2004; Jenkins, et al., 2003; Jenkins & Healey,

2005). Our framework considers different aspects of the integration of research, teaching and learning (e.g., learning methods of the discipline, mentored research, research on teaching and learning) from the perspective of the learning environment (instructor-centred to learning-centred) and learning outcomes (based on Anderson & Krathwohl's update of Bloom's taxonomy; Anderson & Krathwohl, 2000; Bloom, 1956).

We will use our experience at the University of Alberta as examples of our attempts to understand and engage in the integration of research, teaching and learning at the institutional level (e.g., contributions to the academic plan, changed and new faculty awards and funds), in degree programs (e.g., curriculum (re)development to include cornerstone and capstone courses to help students learn and apply the tools of their discipline), and in individual courses (e.g., development of innovative courses and course activities) as they relate to the framework.

Depending on the audience composition, we will then divide into small groups of administrators, educational developers, and instructors. Discussion will centre on what we are already doing in the context of the framework and how to encourage greater integration to benefit professors, students, the university, and the larger community. Questions addressed to the small groups will include: (a) What are you doing now? (b) What do you want to be doing? (c) What are some strategies for moving from where you are to where you want to be? (d) What are the challenges? The smaller groups will then report some of their discussion back to the larger group. We hope to develop shared understanding of the integration of research, teaching and learning and strategies that we can use in our own courses, disciplines, and institutions to encourage and support this integration.

**Theme: Experiential Learning**

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

**Keywords: integration of research, teaching and learning; curriculum; institutional change**

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C4-7  
Room: Arts 214

Friday, 8:30 - 9:20 am

**Identifying and Overcoming Barriers to Accessible Education**

**Beth Marquis, Centre for Leadership in Learning; Susan Baptiste, School of Rehabilitation Science; Carolyn Chuong, School of Rehabilitation Science; Nikita D'Souza, School of Rehabilitation Science; Ann Fudge-Schormans, School of Social Work; Lauren Gienow, School of Rehabilitation Science; Sarah Gruszecki,**

**School of Rehabilitation Science; Anju Joshi, Health, Aging & Society; Bonny Jung, School of Rehabilitation Science; Leona Pereira, School of Rehabilitation Science; Ashleigh Robbins, School of Rehabilitation Science; Elizabeth Steggles, School of Rehabilitation Science; Susan Vajoczki, Centre for Leadership in Learning; Robert Wilton, School of Geography & Earth Sciences \*All authors are affiliated with McMaster University**

Organizational Change Track

Abstract:

The importance of creating inclusive and equitable educational experiences for all college and university students has been widely recognized (Burgstahler & Cory, 2009; Scott, McGuire & Foley, 2003). Recent teaching and learning scholarship, for example, documents the necessity of acknowledging the increasing diversity of the student population (Pliner & Johnson, 2004), and of uncovering and removing barriers to learning experienced by students with disabilities in particular (Cook, Rumrill & Tankersley, 2009). At the same time, in Ontario, new legislation is making these issues especially pronounced. The Accessibility for Ontarians with Disabilities Act (AODA), which became law in 2005, mandates universal access for persons with disabilities, requiring the removal of barriers to their full participation in all aspects of society, including higher education.

In light of these factors, the authors are currently undertaking a study designed to collect qualitative data about the effects of the AODA legislation on the teaching and learning environment at McMaster University. Building on previous work that investigates students with disabilities' experiences of tertiary learning (Madriaga et al., 2010; Fuller, Bradley & Healey, 2004), the first phase of this research explores the ways in which faculty members, administrators, staff and students with and without disabilities perceive the relative accessibility and inclusiveness of teaching and learning at this institution, with an eye to identifying current barriers to accessibility that must be broken down.

Drawing from this preliminary data, this session will provide participants with an opportunity to consider the accessibility of teaching and learning within their own classrooms and institutions. Using preliminary data from our ongoing research, we will discuss some common potential barriers to inclusive education across disciplines and educational settings, and encourage participants to consider the relevance and applicability of these issues to their own teaching and learning contexts. Perhaps most importantly, participants will subsequently be asked to generate and consider, via brainstorming and discussion, possible strategies for overcoming these barriers. By such means, session attendees will engage actively with issues related to the primary conference theme of creating an inclusive educational environment that embraces diversity, and will come away with ideas

for enhancing the inclusiveness of their teaching practices and/or advocating for accessible teaching and learning on their campuses.

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

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

**Keywords: accessibility, inclusiveness, teaching and learning**

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C4-8  
Room: Arts 210

Friday, 8:30 - 9:20 am

**The Unbounded Classroom: Using technology to extend the traditional classroom and learning community, mode of expression, and publishing venue**

**Marc Spooner, Faculty of Education, University of Regina**

Innovative Practice Track

Abstract:

The following presentation will report on the findings from two sets of cohorts participating in an experimental course that employed technology to reshape the educational experience. Technology has the potential to reshape the traditional educational experience by permitting the creation of learning arenas that extend the classroom and learning community as well as open the largely closed, student-to-teacher assignment feedback loop. Select technological tools may also be employed to optimise knowledge translation by permitting and facilitating student-use and choice of a wide spectrum of intelligences and sign systems through which humans think and communicate. Moreover, it is now possible (1) to re-visit and re-participate in discussions that in the traditional classroom would be lost due to their ephemeral nature, (2) to view referred to source materials in a variety of modalities, and (3) to aggregate and host student generated responses in a wide variety of formats. The present research sought to examine two graduate student cohort responses to an innovative approach to classroom course delivery. Graduate students enrolled in the 2007 & 2009 offerings of a course examining social justice and globalisation from an educational perspective were given the opportunity to provide detailed feedback and critique of the unique technologically-assisted nature of the course delivery employed. Specifically, they were asked to comment on several features of the course which included the best use of: a) inter-

institutional team teaching approaches and videoconference/web-enabled guest appearances, b) digitally captured classroom interactions and learning-enhanced re-presentations of classroom content, and c) other Web 2.0 applications to extend the traditional classroom, choice of sign system, and publishing venue. This interactive presentation will engage the audience in several ways: a) by providing actual classroom examples of the Learning-Enhanced Re-presentations and student produced responses, b) by sharing the experiences of both the researcher/teacher and the graduate students that were enrolled in two offerings of this unique course format, and c) by creating a forum for open discussion of others' experiences and diverse perspectives with new media pedagogical tools.

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

**Audience: General**

**Keywords: technology, constructivism, authentic learning, multiple intelligences, unbounded classroom, web 2.0**

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C4-9

Friday, 8:30 - 9:20 am

Room: Arts 109

## **Re-envisioning the support of teaching and learning in a comprehensive University**

**Cheryl Amundsen, Faculty of Education, Simon Fraser University; Stephanie Chu, Teaching and Learning Centre, Simon Fraser University**

Organizational Change Track

Abstract:

In 2008, Simon Fraser University went "back to the drawing board" to re-envision how teaching and learning could best be supported by forming a Task Force on Teaching and Learning (TFTL). From beginning to end, the TFTL recognized the diversity of roles and perspectives across the University.

One of the TFTL's first initiatives was to engage in an information gathering process meant to provide an "environmental scan" of existing practices, perspectives and attitudes relevant to supporting teaching and learning. This provided a better understanding of the diversity of views that we knew existed across individuals and across academic and service units. Three-hundred-and-fifteen individuals responded through interviews, focus groups and an online survey. Reports from other initiatives were also consulted.

Results were compiled as an interim report to the university community in January 2009. Findings were presented and input further solicited at community forums. Four working groups were created to reflect emergent themes from our information gathering process: student learning; teaching support coordination; teaching evaluation and recognition; and community, communication and policy. Members of the university community were invited to join TFTL members in these groups. Working groups were informed by the academic development literature, the TFTL's information gathering and its members. Recommendations were submitted to the Vice-President, Academic in November 2009 <<http://www.sfu.ca/tftl>>; the implementation began soon thereafter.

Though the initiative began with the lens of re-examining teaching support, it became apparent that this was only one piece of a complex issue. Therefore, the TFTL recommendations included a coordinated teaching and learning support network, efforts at broadening students' learning experiences, re-examining teaching evaluation, fostering a community and communication around teaching and learning, and establishing a vision and principles. The recommendations are now linked with the university's Academic Plan and the VP Academic's directions.

Now well into the implementation phase, we would like to share our successes and challenges, and next steps, which we believe, would benefit others. We are keen to draw on our audience's expertise in considering next steps, particularly the assessment of the impact of the changes; an aspect critical to assure continued resources and funding, and a question with which we are already grappling.

After an overview of the TFTL goals, recommendations and map of implementation points (15 mins), participants will engage in a problem-solving activity.

Session outcomes:

1. Acquire a sense of an institutional-level initiative towards re-envisioning teaching and learning support.
2. Practice using your knowledge to assess the impact of one of the implementation points described.
3. Consider the applicability of the presenters' experiences to your context.

Problem-solving activity:

For each of the implementation points described in the presentation, a half-page description of one implementation point will be provided to each small group to provide further context. Each group will consider how the description applies to their various contexts and how that particular implementation point could be assessed in terms of impact (15 mins). Ideas will be summarized through large group discussion (20 mins).

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

**Audience: General**

**Keywords: organizational change; change process; institutional support for teaching and learning**

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C4-10

Friday, 8:30 - 9:20 am

Room: Arts 105

### **Feedback for Effective Learning**

**Candide Sloboda, Faculty of Nursing, University of Alberta**

Innovative Practice Track

Abstract:

"Learning without feedback is like archery practice in the dark" (Cross, as cited in Huxham, 2007). It is well documented that the most powerful single influence on student learning is feedback (Gibbs & Graham, 2004). Feedback increases learning more than any other aspect of teaching. Despite this recognition Hounsell (2008) reports that university students identify feedback as the aspect of teaching that dissatisfies them most, citing inadequacy of feedback and lack of guidance given (Carless, 2006; Chanock, 2000; Crook, Gross & Dymott, 2006; Hounsell 2007). Although a large body of literature identifies frequent assignments with detailed feedback as being central to learning, there has been a steady decline in feedback at most North American universities in the last three decades (Gibbs & Simpson, 2004). It is well known that examinations are poor predictors of subsequent performance such as success at work. Baird (1985), in reviewing 150 studies on exam results and adult achievement, found the relationship to be slight at best. It is also well documented that results achieved during the first degree explain less than 10% of the variance in postgraduate performance (Warren, as cited in Gibbs and Simpson, 2004).

Despite the literature demonstrating that optimum learning requires frequent assignments, universities are moving to larger class sizes, which lead to reduced opportunity for student-teacher interaction and the streamlining of course work to primarily evaluative multiple choice exams and product-focused assignments. Both of these methods result in intensified study times for students just prior to exam or paper deadlines, and promote more surface learning than desired deep learning. At the same time the diversity of students has increased in higher education so that previous assumptions about knowledge background, student study habits and

learning cognition must be widened. It is estimated that distance learning students receive fifty times more feedback over the course of a degree compared to students attending conventional universities (Gibbs & Simpson, 2004).

In light of this evidence that feedback is crucial to learning, that teaching institutions are curtailing time to give frequent feedback, and that students are dissatisfied with the feedback they receive, how can we as professors provide feedback that will most influence learning? The learning objectives of this session include differentiating between evaluation and feedback, outlining the principles for developing useful feedback for learning, discussing what students see as effective feedback, and brainstorming steps teachers can take to set the stage for giving feedback and engaging students to utilize feedback without drastically increasing teacher workload.

The presentation will consist of a 20 minute review of feedback literature followed by a 30 minute discussion where the presenter will ask for suggestions and give pragmatic examples to address the following questions. How does the teacher set the stage for giving useable, effective feedback? What steps can teachers take to engage students to read, reflect on, and utilize feedback? What kind of assignments can we develop that promote more out-of-class study time while not drastically increasing marking loads? What can universities do to promote the use of effective feedback in courses?

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

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

**Keywords: feedback, learning, evaluation**

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C4-11  
Room: Arts 217

Friday, 8:30 - 9:20 am

## **Establishing Writing Groups in Large First-Year Courses**

**Liv Marken, University Learning Centre, University of Saskatchewan; Fran Walley, College of Agriculture and Bioresources, University of Saskatchewan; Natalie Ludlow, Department of Geography, University of Saskatchewan; Stan Yu, University Learning Centre, University of Saskatchewan; Sarah Marcoux, University Learning Centre, University of Saskatchewan**

Innovative Practice Track

## Abstract:

The U of S Writing Centre worked with professors of large first-year courses in agricultural studies (term 1) and human geography (term 2, ongoing at the time this abstract was written) to integrate writing groups or "labs" led by undergraduate peer mentors. We intended to support writing intensiveness in large classes, and to nurture, via peer-to-peer sessions, students' understanding of the writing process. These writing groups differed from traditional tutorial sessions in that they were led by undergraduate peers, focused on the process of writing more so than the product, deployed active learning techniques, and afforded students an early-term, low-stakes writing assessment. The groups reduced students' sense of isolation and frustration during the writing process. The most positive results (for term 1, at the time this abstract was written), though, were better-quality final research papers and a group of students more confident about academic writing. In our concurrent session, we will summarize focus group results, end- and beginning-of-term survey results, professors' comments, and grade comparisons from previous years. We will explain our challenges with curriculum design, share recruitment and training strategies for peer mentors, and discuss how writing groups may be a way of slow-growing wider campus support for Writing Across the Curriculum (WAC).

For most of the session, however, we will engage attendees in one or two short writing group activities, and then ask them to share and brainstorm ways writing groups may work at their own institutions. We will record these ideas in an online document, which may be added to in the future.

Learning Objectives: Attendees will understand whether writing groups will work at their own institutions and/or classes, and if so, in what form(s). They will make connections with other interested people and continue to share their findings and ideas online. They will understand the risks, costs, and challenges of putting together writing groups.

**Theme: Communities of Practice, Learning Communities**

**Audience: Writing Centre Special Interest Group; College Educators Special Interest Group**

**Keywords: WAC, writing, peer mentors, course design, first-year, high impact educational practices, labs, large classes**

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C4-12  
Room: Arts 212

Friday, 8:30 - 9:20 am

## **You mean students can EAT in class: Meeting the needs of internationally educated teachers**

**Rosalie Pedersen, Teaching and Learning Centre, University of Calgary; Robert Roughley, Teaching and Learning Centre, University of Calgary**

Innovative Practice Track

Abstract:

Meeting the needs of internationally educated teachers is a critical aspect of educational development work.

Shut your eyes. Imagine being in another country; you are teaching at a research university. You speak fluent English but you will be teaching in another language - one that you are still learning. You were educated in Canada and you know what Canadian students expect and how they behave: Your teaching ratings are excellent. Students in this country seem to expect different things. They stand up when you enter the room. They are reluctant to answer your questions. You don't know if they understand you. You think the students don't like you ...

Internationally educated faculty joining Canadian universities might be experiencing similar challenges. As more and more internationally educated faculty and graduate students join our universities, the need to help them maximize their potential as teachers in Canadian classrooms often falls to faculty in Teaching and Learning Centres.

In 2007, the Students Union at the University of Calgary gave the Teaching and Learning Centre (TLC) a significant grant to design a learning experience that would help internationally educated faculty and teaching assistants maximize their potential in Canadian Classrooms. The funding resulted from undergraduate students expressing their concerns about communication issues when English was an additional language and about differing cultural expectations regarding teaching and learning. A program was developed and delivered over a three-year period; those who attended gave it rave reviews, speaking about how transformational it was for them. However, attendance was low. Therefore, we conducted a formal needs analysis to determine why many members of the target group do not attend the program and how the program could be adapted to address these concerns.

The needs analysis process involved focus groups with people who have taken the course, people in the target group who have participated in other TLC programs,

and people in the target group who did not take any TLC workshops. A campus-wide survey was used to gather information from a wider sample of the target group. Other stakeholders were also contacted to determine their perspectives. This data will be analyzed and used to enhance the program. Initial results will be shared in the session.

In this interactive workshop, participants will work in small groups to discuss the needs analysis process and reflect on how the findings might impact design of programs for this target group in other institutions. As a result, participants should be better able to create positive faculty development opportunities for internationally educated participants and to explain the rationale for the program design choices they make.

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

**Audience: Educational Developers**

**Keywords: faculty development; international instructor development; needs analysis**

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C4-13  
Room: Arts 206

Friday, 8:30 - 9:20 am

### **Capitalizing on diversity: a team-based approach to the design, planning and delivery of an interdisciplinary science program**

**Carolyn Eyles, Integrated Science Program, McMaster University; Sarah Symons, Integrated Science Program, McMaster University; Chad Harvey, Integrated Science Program, McMaster University; Pat Bilan, Integrated Science Program, McMaster University; David Brock, Integrated Science Program, McMaster University; Andrew Colgoni, Integrated Science Program, McMaster University; Sarah Robinson, Integrated Science Program, McMaster University**

Innovative Practice Track

Abstract:

Diversity is a fundamental characteristic of interdisciplinary programs that embrace different methodologies, concepts, and approaches to the teaching and learning of subject materials. This presentation will examine the team-based approach that has been used to create and implement a research-focused interdisciplinary science program, Honours Integrated Science (iSci) at McMaster University. The four-year design and planning process for the iSci program involved a team including faculty

members from a range of science disciplines, the University Librarian, the offices of the Dean and Associate Dean of Science, and undergraduate students. The members of this team were responsible for creating a program that integrated learning of scientific content and skills while allowing students to understand and develop an appreciation for the differences in approaches used by different scientific disciplines. The iSci program welcomed its first students in September 2009 and its implementation and delivery is fully dependent on effective team work that includes instructors, students, teaching assistants, an instructional assistant, a lab coordinator, an administrator, and a librarian. To function effectively, the iSci team must recognize and respond to differences in approaches to program administration, classroom, lab and field instruction, learning technologies, assessment, and guidance strategies.

This session will involve small group discussion of several scenarios that pose major challenges to team-based program delivery and will also present a series of commentaries from members of the iSci team. Participants will take away a set of reflective questions that will help them to structure or streamline instructional team-work in their own teaching and learning tasks.

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

**Audience: General**

**Keywords: instructional team work, interdisciplinary science, program design and delivery**

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C4-14  
Room: Arts 200

Friday, 8:30 - 9:20 am

## **Reaching our Part-Time Professors: Taking Their Needs into Account**

**Jovan Groen, Centre for University Teaching, University of Ottawa; Manuel Dias, Centre for University Teaching, University of Ottawa**

Innovative Practice Track

Abstract:

Increasing in numbers and teaching a significant number of the courses offered at Universities such as the University of Ottawa, part-time professors play an important role in today's academic institutions. Most often these skilled instructors are specialists in their fields, aspiring academics, or semi-retired scholars or professionals. This level of practical expertise adds an important dimension to their

teaching and allows these professors to have a profound impact on the teaching and learning environment. However, unlike full-time professors, this unique group of instructors are not regularly on campus, do not know many of their full and part-time colleagues and are often not aware of many, if any, of the support services and resources available at the University. These realities lead us to ask: What other challenges are part-time professors exposed to? What are their specific needs? How do these challenges and needs affect their ability to participate in professional development initiatives, or get access to faculty development resources?

The University of Ottawa's Centre for University Teaching (CUT) has recently performed a needs assessment of its part-time professors to better understand their specific context and develop programs and resources that more specifically meet their needs. Similar to Lyons (2007), the results of the assessment outline that part-time professors, above all, need: an orientation to the institution and its practices, training in the fundamental concepts of university teaching, a sense of community and belonging, and access to professional development initiatives and resources. Based on these outcomes, the CUT has both modified and added to its programming. Are the needs of the University of Ottawa's part-time professors unique? How are other universities meeting the professional development needs of their part-time professors?

Learning Outcomes:

By the end of this session participants will be able to:

- Describe the needs of part-time professors;
- Evaluate strategies to meet the needs of part-time professors;
- Describe and assess best practices used at a variety of universities.

Approach:

Largely structured as a forum for discussion, this workshop will host multiple small group brainstorming and reporting opportunities to more effectively share the wealth of participant experiences and ideas. The information shared with the larger group will be recorded and sent to all session participants. The presentation will be delivered in English; however, questions in French are encouraged. The workshop documents and materials will be provided in both English and French.

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

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

**Keywords: part-time professors, professional development, needs assessment**

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C4-15  
Room: Arts 213

Friday, 8:30 - 9:20 am

## **Structured Controversy: Uncovering cross-discipline potential in an interactive classroom strategy**

**Robin Alison Mueller, Department of Educational Administration, University of Saskatchewan**

Innovative Practice Track

Abstract:

Structured Controversy is an interactive pedagogical strategy. When engaging in Structured Controversy, students work in small cooperative groups to explore a particular controversial topic by uncovering, discussing, and/or debating the many sides associated with a given issue. Structured Controversy, though, is not adversarial in nature; the goal of the activity is for group members to collectively investigate as many viable solutions to a problem statement as possible, thus expanding their knowledge of the multiple perspectives inherent in any given professional quandary. Structured Controversy fosters critical thinking, creative problem solving, and development of listening/dialogue skills among participants.

While variations on Structured Controversy have often been utilized as instructional strategies within primary and secondary educational contexts (Johnson & Johnson, 1993; Johnson, Johnson, Pierson, & Lyons, 1985; Khourey-Bowers, 2006; Slavin, 1995), it is not yet widely used in post-secondary education. However, Structured Controversy has been successfully attempted by university faculty, primarily in health science disciplines, suggesting potential for development and implementation in a range of disciplinary domains (D'Eon & Proctor, 2001; Pederson, 1992; Pederson, Duckett, & Maruyama, 1990).

In this session, I will provide background information about Structured Controversy as a pedagogical tool, and I will provide several examples of how this strategy has been used in post-secondary classrooms. I will then describe and demonstrate how I implemented a modified Structured Controversy in an upper-year post-secondary leadership development seminar course for Agriculture students, and I will provide detailed examples of the learning outcomes, practical implementation strategies, assessment approaches, and evaluation used. To conclude the session, participants will be offered opportunity to discuss potential Structured Controversy modifications for their own classrooms, and will develop a preliminary implementation outline for future use in the academic course of their choice.

As a result of participating in this session, conference delegates will be able to:

- Describe the structure and processes that characterize Structured Controversy;
- Appraise a case example in which Structured Controversy was successfully implemented in a post-secondary classroom;
- Critically assess potential for implementing structured controversy in their own classroom environments; and
- Explore modifications and additions to the Structured Controversy template in effort to develop an outline for context-specific implementation.

Structured Controversy provides a rich classroom opportunity for students to explore the myriad complexities and dilemmas inherent in any professional practice. The activity provides an interactive “bridge” between the conceptual and practical in cross-disciplinary skills such as listening, development of critical capacity, team reliance, public speaking, and conflict resolution. Further, greater understanding of cross-discipline potential will emerge as participants dialogue and the session unfolds, consequently building a base-line for further teaching-learning research in this pedagogical area.

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

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

**Keywords: structured controversy, pedagogical strategies, dialogue, critical thinking, problem solving, multiple perspectives**