

## **Concurrent Session Seven**

### **Friday, June 17, 2:30 – 3:20 pm**

#### **C7-1a**

2:30 - 2:55 pm

Room: Arts 102

#### **New Horizons of Diversity and Inclusivity: An Introduction to Integral Education**

Robert Lapp, Department of English, Mount Allison University

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#### **C7-1b**

2:55 - 3:20 pm

Room: Arts102

#### **Indigenous Students' Acquisition of Academic Language: Trends, Research, Theory and Practice**

Gail Ann MacKay, University of Saskatchewan

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#### **C7-2a**

2:30 - 2:55 pm

Room: Arts 211

#### **Transformations: Exploring how a portfolio process mediates the change from chemical engineering student to chemical engineer**

Penny Kinnear- Applied Science and Engineering, Engineering Communication Program, University of Toronto; Deborah Tihanyi- Applied Science and Engineering, Engineering Communication Program, University of Toronto

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#### **C7-2b**

2:55 - 3:20 pm

Room: Arts 211

#### **Rethinking the Nature of the "Good Answer" in Case-Based Learning Context**

Genevieve Gauthier, Educational Psychology, University of Alberta

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#### **C7-3**

2:30 - 3:20 pm

Room: Arts 101

#### **You Can't Go Home Again – insiders, outsiders and tales of re-entry, transition and return**

Lorne Adams, Physical Education and Kinesiology, Brock University; Maureen Connolly, Physical Education and Kinesiology, Brock University

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**C7-4**

2:30 - 3:20 pm

Room: Arts 104

**Making the Scholarship of Teaching and Learning public: Getting your SoTL work published (Part 2)**

Dianne Bateman, Academic Development Centre, Champlain St-Lambert College; Allen Pearson, The Faculty of Education, The University of Western Ontario; Adam Sarty, Department of Astronomy and Physics, Saint Mary's University; K. Lynn Taylor, Center for Learning and Teaching, Dalhousie University; John Thompson, Professor Emeritus Sociology, University of Saskatchewan; Ken N. Meadows, Teaching and Learning Services, The University of Western Ontario

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**C7-5**

2:30 - 3:20 pm

Room: Arts 106

**Multiple Identities, Multiple Cultures: How do the social attitudes of educators impact on the holistic student experience?**

M. Angel Brown, Theory and Policy Studies in Higher Education, OISE/University of Toronto

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**C7-6**

2:30 - 3:20 pm

Room: Arts 108

**Emotions, Feelings, Commitment, Creativity: Process Approaches to Teaching and Learning**

Howard Woodhouse, University of Saskatchewan; Edward Thompson, University of Saskatchewan; Mark Flynn, University of Saskatchewan; Robert Regnier, University of Saskatchewan

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**C7-7**

2:30 - 3:20 pm

Room: Arts 214

**The Great Divide? Teaching vs. Research in the 21st-Century University**

Elizabeth A. Wells, Music, Mount Allison University; Robert Summerby-Murray, Arts and Sciences, Dalhousie University; Angie Thompson, Human Kinetics, St. Francis Xavier University; Baljit Singh, Veterinary Medicine, University of Saskatchewan; Brent MacLaine, English, University of Prince Edward Island

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**C7-8**

2:30 - 3:20 pm

Room: Arts 210

**Developing a 'plunge' into a new program and profession**

Arlis McQuarrie, School of Physical Therapy, University of Saskatchewan; Peggy Proctor, School of Physical Therapy, University of Saskatchewan

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**C7-9**

2:30 - 3:20 pm

Room: Arts 109

**The Big C x 2 to Untie the Right Brain and Create Innovative Programs that Embrace Diversity in Higher Education**

A. Helene Robinson, Department of Human Services and Counseling, St. John's University

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**C7-10**

2:30 - 3:20 pm

Room: Arts 105

**Broadening Horizons: Examining Creative Approaches in Framing Graduate Student Teacher's Philosophy Statements**

Tereigh Ewert-Bauer, Kim West, Kim Ennis, Cheryl Hoftyzer, Carly S. Priebe, Mayya Sharipova, University of Saskatchewan

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**C7-11**

2:30 - 3:20 pm

Room: Arts 217

**Growing Change with a Learning Charter: A Guide for Stewardship of Teaching and Learning**

Donna Goodridge, College of Nursing, University of Saskatchewan; Richard Long, Edwards School of Business, University of Saskatchewan; Dirk Morrison, College of Education, University of Saskatchewan

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**C7-12**

2:30 - 3:20 pm

Room: Arts 212

**Mentorship: A panacea for workplace learning?**

Linda Ferguson, College of Nursing, University of Saskatchewan; Noelle Rohatinsky, College of Nursing, University of Saskatchewan; Anna Mae Sewell, College of Nursing, University of Saskatchewan; Tracie Risling, College of Nursing, University of Saskatchewan

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**C7-13**

2:30 - 3:20 pm

Room: Arts 206

**Modularisation reform and curriculum design: Education Strategy at University College Dublin**

John Dunnion, School of Computer Science and Informatics; Hilda Loughran, School of Applied Social Science; P.J. Purcell, School of Architecture, Landscape & Civil Engineering, University College Dublin

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**C7-14**

2:30 - 3:20 pm

Room: Arts 200

**From there to here and here to there: Is SoTL impact everywhere?**

Nicola Simmons, Centre for Teaching Excellence, University of Waterloo

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**C7-15**

2:30 - 3:20 pm

Room: Arts 213

**Social Networking, Teacher Education and the Academy**

Diane P. Janes, Education Department, School of Graduate and Professional Studies, Cape Breton University

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# Concurrent Session Seven

C7-1a  
Room: Arts 102

Friday, 2:30 - 2:55 pm

## **New Horizons of Diversity and Inclusivity: An Introduction to Integral Education**

**Robert Lapp, Department of English, Mount Allison University**

Research Track

Abstract:

What would it be like to really teach the “whole person”? – to really reach the whole class, even those most at risk? What would it be like to integrate our most deeply held personal values with our daily practice in the classroom? These are questions I have asked myself for years, and I now believe I have found in “Integral Education” a set of perspectives and approaches—and experiences—that comes closest to answering them. Integral Education is an emergent field of both theory and practice that proposes an ambitious extension of the horizons of diversity and inclusivity. Founded on the Integral Philosophy of Ken Wilber, it has been recently consolidated in the book *Integral Education* (SUNY 2010), which notes that this approach “draws broadly from an array of mainstream, alternative, and transdisciplinary sources of knowledge” (4). The adjective “Integral” denotes both an informed integration of best practices and a recuperation of the most authentic senses of “holism.” Most importantly for me, it plausibly integrates the wisdom of the contemplative traditions with the scholarship of developmental and evolutionary psychology. It redresses the current imbalance created by an emphasis on metrics by paying close attention to the evolving inner experiences of both teacher and learner, while keeping firmly in view the “situatedness” of every teaching moment in the dual contexts of cultural values and social formations.

This session offers a brief, interactive introduction to Integral Theory and its application to higher education, along with a review of current research into the utility of Integral Education and the challenges it faces in embracing diversity with effective inclusivity. Imagine the VARK theory of learning styles raised to the power of ten, and you get some sense of the diversity invoked by Wilber’s signature “AQAL” approach. This acronym refers primarily to “All Quadrants” of a simple four-cell matrix that plots the inner and outer dimensions of both the individual and the collective. Within each cell or quadrant is also mapped “All Levels” or stages of development, as well as “all lines” of development (such as cognitive, emotional,

spiritual), “all states” (eg., of consciousness) and “all types” (eg., male and female) . The result is an extremely well-crafted lens through which to discern the diversely-situated perspectives potential in every learning ecology, with the goal of fostering ever more informed and compassionate interactions and ever more appropriate and transformative teaching strategies. I will conclude with a series of such strategies that I have developed for my courses in English Literature.

By drawing attention to both our consciousness and our embodiment, and by keeping in view our immersion in both the “space” of shared meanings and the material web of social systems, Integral Education points us toward the multiple dimensions of the “here and now” and the horizons of diversity—in us, in our students, and in the occasions of learning that we strive each day to enact in the classroom.

Work Cited:

Esbjörn-Hargens, Sean, et al., eds. *Integral Education: New Directions for Higher Learning*. Albany: SUNY Press, 2010

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

**Audience: General**

**Keywords: integration, integrate, inclusivity, diversity, ecologies of learning, developmental psychology, consciousness, introspection, inter-subjectivity**

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C7-1b  
Room: Arts102

Friday, 2:55 - 3:20 pm

**Indigenous Students' Acquisition of Academic Language: Trends, Research, Theory and Practice**

**Gail Ann MacKay, University of Saskatchewan**

Research Track

Abstract:

This paper describes recent trends and issues of teaching Standard English as an academic language to Aboriginal students and highlights research, theory, and practice that potentiate the efforts of Aboriginal learners, teachers, and institutions of higher education. It suggests these recent trends and developments will give

force to the next wave of inquiry, scholarship, and teaching that honours diversity and promotes Aboriginal learners' retention and academic success.

Teaching English as a second dialect, Indigenous literacy, and cultural rhetorics are recent trends that follow the principles of social justice, liberation pedagogy, and Indigenous peoples' human right to self-determination (Sterzuk, 2007, Edwards, 2010, Powell, 2002, Baca, 2008, Womack, 1997). Two pressing issues are the elevation of Aboriginal Englishes to language status, and attending to the specific ecologies of language acquisition for Aboriginal students (Urstad and Pryce, 2010). The research on Aboriginal Englishes, and theories of second language acquisition as adapted by Creole linguistics offer an orientation to the challenge of affirming the linguistic heritages of Aboriginal students and facilitating their development of an academic written discourse in standard English (Ball, Barnhardt, 2010, Fadden and LaFrance, 2010, Clachar, 2003). Finally the examples of teaching literacy to Indigenous learners in bidialectal programs and multilingual contexts highlight how faculty and programs may work to support the language learning process of Aboriginal students in higher education (Anonson, 2008, Cooper, 2006).

This work is important because it speaks to the explicit language training needed for Aboriginal students and the linguistic training needed for their instructors. Teacher training programs, writing centres, tutor helpers, and access programs can benefit by valuing the ecology of Aboriginal Englishes, and by considering how language and literacy instruction may be tailored to meet the unique needs of Aboriginal students.

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

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

**Keywords: english language learning and aboriginal learners, aboriginal englishes, english as a second dialect**

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C7-2a  
Room: Arts 211

Friday, 2:30 - 2:55 pm

**Transformations: Exploring how a portfolio process mediates the change from chemical engineering student to chemical engineer**

**Penny Kinnear, Applied Science and Engineering - Engineering Communication Program, University of Toronto; Deborah Tihanyi, Applied Science and Engineering - Engineering Communication Program, University of Toronto**

## Research Track

### Abstract:

The Department of Chemical Engineering and Applied Chemistry (CHE) at the University of Toronto uses two portfolios completed during the students' second and third years as one measure of their communication competence as required by the Canadian Engineering Accreditation Board (CEAB). The portfolios facilitate more than the enhancement of communication skills—students begin to develop a sense of their professional selves as engineers. As part of a longitudinal study, we are investigating the way the process of putting together the portfolio, having it evaluated and revising it mediates the transformation of students, from novices to full participants in the professional engineering community (Lave & Wenger, 1991), a transformation shared by other professions.

The student body in CHE reflects a diversity of culture, language, experience, education and gender as do the Engineering Communication instructors, many of whom bring a Humanities background to their work. As students enter the CHE culture—a precursor to the professional community—they both shape and are shaped by this culture. The portfolio process allows students to reflect on their learning inside and outside the university and use that reflection to position themselves within engineering practice. The key in devising the curriculum is a privileging of multiple perspectives, of students' prior experiences and voices and a space where they can synthesize the elements of foundational engineering knowledge.

The notion of foundational engineering knowledge has also changed, with accreditation and licensing bodies acknowledging the importance of both technical and professional (or “soft”) skills, such as team work, communication, ethics and life-long learning (CEAB 2009). This attests to the notion that a community responds to both the context and what individual members bring to that community. The culture of CHE is responsive to these changes and has been at the forefront of the development of programs in communication and leadership.

We will present our preliminary findings of how CHE culture is defined and the activities/experiences that have facilitated or inhibited entry into that culture, notably the role of reflection. Because this is the beginning of a longitudinal study of the portfolio process, we are interested in learning how other professions understand, conceptualize and facilitate this transformation. Thus, a key element of our presentation includes a mapping activity that encourages participants to examine ways in which they facilitate entry into professional communities of practice.

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

**Audience: Educational Developers; General**

**Keywords: portfolio, assessment, reflection, professional identity, community of practice**

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C7-2b  
Room: Arts 211

Friday, 2:55 - 3:20 pm

## **Rethinking the Nature of the "Good Answer" in Case-Based Learning Context**

**Genevieve Gauthier, Educational Psychology, University of Alberta**

Research Track

Abstract:

The use of cases in higher education offers the potential to meet the challenges of today's evolving knowledge systems by showing students how their curriculum-based knowledge can be applied and adapted in practice. Yet, the assessment of case-based approaches poses a critical challenge to current educational assessment practices. (Lundeberg & Yadav, 2006; Sykes & Bird, 1992; Williams, 1992). Teaching students the correct answer is not the goal of case-based learning; instead, one of its core goals is to teach the reasoning and decision-making processes involved in complex problem solving. To better support this objective, this research explores the problem solving processes, thinking and reflection of experts while solving cases. Their performance is compared to develop a better understanding of the important components leading to acceptable answers.

This expertise study examines the nature of competent performance by using a contextual approach to the study of competent problem solvers. The reasoning and decision-making processes of five medical expert teachers were analyzed in details through a cognitive task analysis. The goal was to sample and represent optimal reasoning processes leading to acceptable answers for three clinical cases. Visual representations of the reasoning processes were constructed and used with the experts to validate and evaluate their own reasoning processes. Findings indicate that even if experts do not solve cases in the same way, their evaluative judgments are coherent with each other about what constitute the key elements needed to reach an acceptable answer. Their reflections informed a good proportion of the variability in the process of their case resolution for each case. These key elements can inform process measures and feedback mechanisms to design meaningful assessment that reinforce that how to solve a problem is as important as getting

“the answer”. At the practical level, visual representations combining expert solution processes for specific cases provide meaningful assessment and teaching tools to foster multiple perspectives on how to reach an acceptable answer.

In this session we begin by articulating how case based learning challenges current assessment practices that focus on outcomes. We then present a research project exploring the reasoning processes of experts’ case resolution. After communicating results and implications, we will engage in a discussion with the audience about the challenges and benefits of process measures in case based learning contexts.

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

**Audience: General**

**Keywords: assessment; case-based learning; medical education**

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C7-3  
Room: Arts 101

Friday, 2:30 - 3:20 pm

## **You Can't Go Home Again – insiders, outsiders and tales of re-entry, transition and return**

**Lorne Adams, Physical Education and Kinesiology, Brock University; Maureen Connolly, Physical Education and Kinesiology, Brock University**

Organizational Change Track

Abstract:

People who work in universities and colleges invariably hold a variety of roles, sometimes sequentially, sometimes simultaneously: teacher, learner, researcher, administrator, and so forth. Some of these roles require that a person leave a department for a period of time to take on other responsibilities within the institution, some roles allow persons to take leave from the department or institution for maternity or parental leave, medical leave, sabbatical leave, educational leave or administrative leave, to name but a few.

Then, after these leaves, people come back.

The authors of this proposal are taking up this experience of “coming back”. Each of us is returning to a department after 10 and 5 years of responsibilities in other roles, while continuing to maintain our teaching, albeit in a reduced fashion,

during those years. Our emotional responses since returning have run the gamut of feeling disconnected, irrelevant, and invisible to feeling excited, hopeful and fulfilled. Our challenges include responding to a next generation of learners and their expectations and profiles, negotiating departmental politics with new colleagues who were hired after our leaves began, re-orienting ourselves to reduced access to previously taken for granted consultation and information flow, and re-orienting to different scheduling freedoms and constraints. Our experiences resonate with Brookfield's (1995) explorations of imposter syndrome and cultural suicide and his cogent commentary on the challenges to critical reflective practice, Schon's work on the reflective turn (1987, 1991), and Bain's call for transformation in the postmodern era (1997). Participants at the session will engage in several think-pair share guided activities to familiarize them with the aforementioned theorists, as well as a simulation of a "power circle", and small group responses to scenarios.

Needless to say, we assume we are not alone in our re-entry angst and joy, this state of both necessary and unsettling liminality. Hence, this session addresses diversity and inclusion using a slightly different "take" : a) that issues relating to leaving and returning are emblematic of typically experienced behaviours relating to respectful workplace and learning environments and b) that these have the potential to be needlessly disenfranchising, denying teachers, scholars and learners the opportunity for meaningful transformation and critical reflection. While our experiences with returning have, unfortunately, been disappointing and even disillusioning, we do not believe that this is necessarily the case across the board. We would like to invite participants to join us in discussing issues and tensions relating to taking leaves and coming back and to generating suggestions and recommendations for dignified and meaningful re-engagement.

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

**Audience: General**

**Keywords: transition, liminality, inclusion/exclusion, respectful workplace and learning environment**

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C7-4  
Room: Arts 104

Friday, 2:30 - 3:20 pm

**Making the Scholarship of Teaching and Learning public: Getting your SoTL work published (Part 2)**

**Dianne Bateman, Academic Development Centre, Champlain St. Lambert College;  
Allen Pearson, The Faculty of Education, The University of Western Ontario;**

**Adam Sarty, Department of Astronomy and Physics, Saint Mary's University; K. Lynn Taylor, Center for Learning and Teaching, Dalhousie University; John Thompson, Sociology, The University of Saskatchewan; Ken N. Meadows, Teaching and Learning Services, The University of Western Ontario**

Research Track

Abstract:

One of the defining features of the Scholarship of Teaching and Learning is that it is critically reviewed and made public in order to advance the field of teaching and learning (e.g., Shulman, 2000). With an increasing numbers of academics engaging in this form of scholarship, the competition for journal space has also increased. In this two part interactive session, a panel of SoTL scholars consisting of experienced authors, reviewers, and editors, will facilitate a discussion on getting your SoTL work published in an academic journal. The Canadian Journal for the Scholarship of Teaching and Learning, the official journal for the Society for Teaching and Learning in Higher Education, will serve as the backdrop for the discussion but the discussion will be relevant to any publication that includes SoTL material – research, essays, notes, work in progress. Please bring your ideas, your questions, and the desire to share with and learn from the panel and your fellow participants.

Shulman, L. S. (2000). From Minsk to Pinsk: Why a scholarship of teaching and learning? *Journal of Scholarship of Teaching and Learning*, 1(1), 48-53.

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

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

**Keywords: scholarship of teaching and learning, manuscript preparation, peer review, publication, academic journals**

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C7-5  
Room: Arts 106

Friday, 2:30 - 3:20 pm

**Multiple Identities, Multiple Cultures: How do the social attitudes of educators impact on the holistic student experience?**

**M. Angel Brown, Theory and Policy Studies in Higher Education, OISE/University of Toronto**

Innovative Practice Track

Abstract:

Session Description: New employees and seasoned educators who work in colleges and universities in Canada are invited to join this session. While institutions expect newcomers to learn and adopt required roles, are new individuals shaping their own experiences and also changing the existing normative cultures and structures? Austin and McDaniels (2006, p. 408) suggest that a 'postmodern view of socialization recognizes the unique contributions brought to the academy by each newcomer and seeks to absorb novices into the traditional habits, norms, and behaviours of the academy , while honouring their contributions in ways that enable their presence to change the academy'. Schlossberg, Waters, and Goodman (1995) outlined four factors that influence people's abilities to cope with transition: situation, self, support, and strategies. Connect with other reflective scholars as we engage in a creative exercise and take part in action research about our institutional roles.

Learning Outcomes: Each attendee will leave this session with strategies to use personally and in their institutions. They will also experience a better understanding of concepts to improve administration and practice :

- Multiple Dimensions of Social identity
- Socialization strategies in PSE
- Multicultural attitudes, knowledge, and skills
- Professional Identity Development

Format: Participants will have the opportunity to explore innovative practices through the use of role plays, group work, and individual reflection to address the influence of student's multiple developmental relationships on their professional identity development. Through these exercises, each individual will also gain a better appreciation of the 'other'.

Conclusion: Austin and McDaniels (2006, p. 449) state that 'if universities and colleges are to have the kind of faculty requisite for meeting the needs of a complex society, people who are diverse in gender, [social identity], race, ethnicity, and intellectual interests and abilities, then the socialization process that occurs in the graduate school [experience] must welcome and support a wide array of people'. This requires the commitment of faculty members, department chairs, graduate school leaders, administrative staff, disciplinary communities - educators in post-secondary institutions. The organizational effectiveness of employees working in colleges and universities impacts on the student experience. What am I going to do differently?

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

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

**Keywords: multicultural change; socialization; professional identity**

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C7-6  
Room: Arts 108

Friday, 2:30 - 3:20 pm

## **Emotions, Feelings, Commitment, Creativity: Process Approaches to Teaching and Learning**

**Howard Woodhouse, Process Philosophy Research Unit , University of Saskatchewan; Edward Thompson, Process Philosophy Research Unit, University of Saskatchewan; Mark Flynn, Process Philosophy Research Unit, University of Saskatchewan; Robert Regnier, Process Philosophy Research Unit, University of Saskatchewan**

Innovative Practice Track

Abstract:

Objectives:

1. The main goal of the session is to introduce to the audience an approach to teaching and learning based on the process philosophy of Alfred North Whitehead that flows from our own reflections and experiences.
2. The focus of the session will be on the importance of creativity, rhythm, courage, and value in teaching and learning from the perspective of Whiteheadian process thought.
3. The session will demonstrate how the scholarship of Whiteheadian process philosophy has evolved in the practice of teaching and learning of the presenters, and fostered new understandings in their research and scholarship during twenty years of international publication and presentation (Riffert, 2005).
4. The session will enable the audience to understand how this innovative theoretical approach appreciates students' feelings, emotions, creativity, and commitments as the baseline of their learning, and is consistent with universities' current interest in improving the learning experience of students.
5. Each panelist will present for 8 minutes, and the audience will participate in a 20 minute discussion period.

Process philosophy holds that all of reality is “connected and constantly creative”, and not a dead, disjointed mechanism. In the classroom, integrating process and product enables the best education. Students and faculty can become live creators with actual histories, feelings, and alluring possibilities, which can be tapped to

build rhythm, courage, valuation, and creativity as they engage in novel ways of learning.

Creativity is unpredictable, but it can be fostered with proper attitude and atmosphere, and sensitively chosen exercises and challenges. These can activate the pre-existing, natural propensities and abilities of the engaged student to produce interesting projects which reflect, test, and extend the tools of the subject matter, while enlisting the student as a new practitioner of the discipline.

For Whitehead, the process of learning flows from the rhythmic cycles of freedom and discipline (Whitehead, 1957). The cycles comprise an alternating emphasis on freedom to explore new ideas, self-discipline to understand their structure, and a broader freedom enabling a creative application of ideas to experience. Where the rhythmic cycles are absent, learning becomes a superficial exercise in which ideas are rendered inert having no personal meaning for the learner.

In contrast to teaching values, the function of teaching should facilitate learning as processes of valuing in which learners select what they find most meaningful and worthwhile. A process cosmological framework, which enables the creative self-emergence of learners, will be illustrated through examples from pedagogy and curriculum design.

Moral courage as a commitment to stand up for one's beliefs in the face of adversity is an integral part of teaching and learning. Posing questions wherever they may lead often gives rise to an awareness which challenges conventional wisdom. Process pedagogy invites faculty and students to engage in critical and imaginative inquiry as essential to worthwhile teaching and learning.

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

**Audience: General**

**Keywords: creativity, rhythm, courage, valuation, emotions, feelings**

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C7-7  
Room: Arts 214

Friday, 2:30 - 3:20 pm

**The Great Divide? Teaching vs. Research in the 21st-Century University**

**Elizabeth A. Wells, Music, Mount Allison University; Robert Summerby-Murray, Arts and Sciences, Dalhousie University; Angie Thompson, Human Kinetics, St.**

**Francis Xavier University; Baljit Singh, Veterinary Medicine, University of Saskatchewan; Brent MacLaine, English, University of Prince Edward Island**

Organizational Change Track

Abstract:

Boyer's *Scholarship Reconsidered* (1990) outlined a new way of evaluating and valuing scholarly work in the university, presenting a paradigm that would allow universities to move forward with a broader definition of scholarship that valued teaching and research on teaching as highly as it values disciplinary research. Since the publication of Boyer's book, however, many have felt that universities have not moved as far in this new direction as they had hoped. Indeed, the perceived division between teaching and research continues to be prevalent in our universities as binary opposites and faculty often feel pressured to choose one over another as the focus of their scholarly work, time, and energy. Is the chasm between teaching and research as wide as some experience it? Has integration of research into teaching practice been achieved by a large number of scholars? Is there, in fact, a firm relationship between teaching excellence and research excellence? Can scholars be promoted on the strength of their teaching or scholarship on teaching, or does performance in disciplinary research still remain the only route to recognition, reward, and promotion in the 21st century university? This session brings together 3M Teaching Fellows from the arts, humanities, sciences, and social sciences for a panel discussion and interactive session to discuss the state of the art of the teaching/research divide in today's universities.

Format and Interactivity: Participants will be asked to consider their own allocation of time and focus on teaching, research, and administrative service and to discuss how this balance is, or is not, achieved. They will also be invited to discuss how teaching and research are rewarded or recognized in their own and other institutions, and what this reveals about the current academic atmosphere. Panelists and participants alike will be asked to consider and discuss new paradigms, objectives, or action to bring teaching into the forefront of faculty activities and energies in the university and how teaching and the scholarship of teaching and learning will shape the future of the Canadian university.

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

**Audience: General**

**Keywords: sotl, research, administration, tenure and promotion**

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C7-8  
Room: Arts 210

Friday, 2:30 - 3:20 pm

## **Developing a 'plunge' into a new program and profession**

**Arlis McQuarrie, School of Physical Therapy, University of Saskatchewan; Peggy Proctor, School of Physical Therapy, University of Saskatchewan**

Innovative Practice Track

Abstract:

Students entering a new post-secondary professional program need to understand the nature of the chosen profession sufficiently in order to effectively apply theory specific to the profession. To this end, the School of Physical Therapy, College of Medicine, University of Saskatchewan incorporated an innovative curricular approach in the first three weeks of a new Master of Physical Therapy (MPT) 'entry-to-practice' program in August, 2007. This first three weeks we titled 'the plunge'.

This MPT is an intense program, 24 months and 6 weeks in length. It is divided into 10 modules and is delivered across the 12 month calendar year with only 6 weeks of student time off per annum; 2 weeks at Christmas and 4 weeks from mid-July to mid-August. The first 3 weeks of the MPT were designed to give the students a strong base of understanding about health systems, the physical therapy profession, and the values and generic skills associated with being a health professional. To achieve this we designed the first three weeks of the program, the 'plunge', to incorporate a unique model of early experiential learning. The primary objective was to stimulate student engagement in learning about the profession and health care systems. A graphic model of the MPT program, showing the structure of the first three weeks of the 'plunge', and its relationship to the MPT as a whole, will be presented.

The first three weeks of the MPT consists of only two courses: PTH 861- Professional Practice I (PP I), and PTH 850- Clinical Practice I (CP I). PP I consists of 50 hours of theory and seminar content. PP I includes the theory related to essential frameworks for the practice of physical therapy. CP 1 consists of 37 hours of experiential learning in actual physical therapy clinical settings, and focused, interactive de-briefing related to the clinical experiences. In CP 1 students attend for 4 different clinical visits. The first visit is a half day and the subsequent three visits are all full days. Students are assigned in pairs to a different clinical setting with a different student colleague with each visit. Together CP 1 and PP 1 constitute the 'plunge'. These two courses are fully integrated as the theory being delivered in PP I is immediately applied in CP 1 clinical visits. The content of the

'plunge' and objectives for the two courses involved will be described in detail in the presentation.

Evaluation outcomes for four iterations of the 'plunge' will be presented. The primary objective of the presentation is to encourage exploration of alternative models for early student experiential learning and its integration with a more traditional program curricular delivery. We will engage the participants in interactive discussion of the benefits and challenges of such an experiential learning model and other models for early experiential learning.

**Theme: Transformational Curricular Design**

**Audience: General**

**Keywords: experiential learning, integrated theory and practice**

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C7-9  
Room: Arts 109

Friday, 2:30 - 3:20 pm

## **The Big C x 2 to Untie the Right Brain and Create Innovative Programs that Embrace Diversity in Higher Education**

**A. Helene Robinson, Department of Human Services and Counseling, St. John's University**

Innovative Practice Track

Abstract:

Developing collaborative and cooperative skills is becoming increasingly important in the field of teacher education (Novoa, 2004). Not only must student teachers be prepared to collaborate with their cooperating teacher, but they must develop a posture of cultural reciprocity to be able to effectively work with other professionals, parents, and students who are from diverse cultures (Kalyanpur & Harry, 1999). In addition, professional teacher communities appear to be positively related to student learning, teacher learning, and teacher practice and school culture. Teacher collaboration is a significant element of these communities. In both pre-service and in-service teacher training, collaborative skills should be addressed. One way is to include reflection-oriented, collaborative learning tasks supported with technology. Structured tasks, which require critical reflection on personal experiences and perspectives, trigger task-related communication and a deep level of information exchange. (Lockhorst, Admiraal, & Pilot, 2010).

Shockley, Bond, and Rollins (2008) stress the importance of community building, individualization, and developing a sense of agency in teachers.

This session will provide an example of one innovative solution in program development and teaching methodology to address the diverse needs of teacher educators throughout various geographical locations in Florida through a collaborative multi-university, multi-agency teacher training program titled "Untie the Right Brain" and funded through one collaborative grant. Innovation is driven out of need, and Dr. Robinson will share how she identified the needs at her university and then utilized creativity and collaboration to begin the collaborative effort to obtain the grant and then to facilitate, design, and teach in a new M.Ed. program in Arts and Academic Interdisciplinary Education. Program content and delivery were both planned around the diverse student population within the multi-university collaboration, with each university designing diverse programs to address the specific needs of their population but with the same concept of arts integration. Collaboration also occurred within each university between the College of Arts and Science and the College of Education. In addition, teachers were required to collaborate as coaches in their schools to train and support others in increasing arts integration in their schools. Dr. Robinson will share how she devised one degree program to meet the diversity in teacher demographics, teacher certifications, and grade level differences. She will also share how her teaching pedagogy methods changed to include more collaborative, arts integrated, and inquiry based learning methods. Participants will then apply collaboration and creativity to address diversity challenges at their institution of higher education.

The learning outcomes of this session are that the participants will be able to explain and apply the creativity and various levels of collaboration that are required in order to successfully meet the needs of diverse learners in higher education with limited resources. One example of a creative and collaborative program along with a brief summary of research on effective professional development for teachers will be shared. Participants will brainstorm in groups to identify challenges faced at the university, department, program, teacher, and student level with the rise in diverse populations at their institutions of higher education. Participants will then create solutions to these challenges by identifying purposeful collaborations both internally and externally at all levels to create stronger collaborative partnerships, interdisciplinary programs, and differentiated instruction to be able to meet the diverse needs of all learners. Attendees will be participating actively throughout the session through the presenter's use of active student response techniques and group work.

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

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

**Keywords: collaboration, curriculum development, interdisciplinary, multi-university collaboration, program design, teaching methods, multi-agency collaboration, diverse demographics, diverse community resources, arts integration, inquiry based learning**

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C7-10

Friday, 2:30 - 3:20 pm

Room: Arts 105

## **Broadening Horizons: Examining Creative Approaches in Framing Graduate Student Teacher's Philosophy Statements**

**Tereigh Ewert-Bauer, Kim West, Kim Ennis, Cheryl Hoftyzer, Carly S. Priebe, Mayya Sharipova, University of Saskatchewan**

Innovative Practice Track

Abstract:

A teaching philosophy statement has many elements of a story: it showcases a teacher's beliefs, values, history and development, showcases transformative moments, and provides a perspective on what a teacher believes about how students best learn. However, it can be challenging for new faculty members or graduate student teachers with limited teaching experience to begin to articulate their beliefs and values and provide evidence of their teaching effectiveness. Using divergent reflective thinking strategies is one way to help new teachers define their parameters of their story, organize and focus their main points, and decide which medium is best used to frame their story.

This session will explore the various divergent reflective thinking approaches introduced in the course GSR 989: Introduction to University Teaching at the University of Saskatchewan and the resulting creative approaches used by graduate student teachers to write their first teaching philosophy or "story." Participants will be asked to actively engage in this session by creating rough storyboards or sketches of their own teaching philosophies: identifying a headline (central theme, word, or image that addresses the heart of their philosophy), one or two visuals that capture important themes or emotions (poems, metaphors, photographs, text), and links (sequences, maps) that illustrate the connections between the various elements of their stories.

Storyboarding is a technique that has been used widely by teachers to help identify main and supporting details in pre-written narratives, or to frame and organize thoughts, beliefs, and content when writing stories. A discussion of storyboards

amongst peers in this session will help to clarify basic ideas, highlight reoccurring themes, and focus on connections between main and sub-ideas. As a group, we will discuss the steps that might be involved in generating more detailed storyboards or sketches, and the importance of returning back to these storyboards or sketches after a period of reflection or “incubation” to organize main points and draw upon new ideas and connections.

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

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

**Keywords: teaching philosophy, graduate student teachers, creative approaches**

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C7-11  
Room: Arts 217

Friday, 2:30 - 3:20 pm

## **Growing Change with a Learning Charter: A Guide for Stewardship of Teaching and Learning**

**Donna Goodridge, College of Nursing, University of Saskatchewan; Richard Long, Edwards School of Business, University of Saskatchewan; Dirk Morrison, College of Education, University of Saskatchewan**

Organizational Change Track

Abstract:

How can we optimize the mental transformation we call learning? What elements promote high quality university education? How do we define the aspirations about the learning environment that the university aims to provide? What are the roles of key stakeholders in realizing these aspirations?

These were some of the important questions that motivated the development of an innovative new policy document called the “The University of Saskatchewan Learning Charter.” In this interactive session, we will engage participants in a discussion of issues related to our Learning Charter. The Learning Charter consists of: a) our vision for learning; b) the core learning goals to which we aspire for our graduates; and c) the role which students, instructors and the institution need to play in achieving our learning vision and goals. In 2008, the University of Saskatchewan adopted a foundational document (University of Saskatchewan, 2008) that stressed teaching and learning as central elements of our mission. Building on this institutional commitment, our goal was to transform the broad ideas and principles contained in the foundational document into an engaging,

practical, relevant and accessible format. Given the increasing societal focus on quality, we chose the format of a project charter. Applied to higher education, a learning charter has the potential to provide direction for diverse activities relevant to learning, including student, instructor, and institutional responsibilities.

We believe that the University of Saskatchewan may be the first institution of higher learning to apply the charter concept. We have not been able to discover any similar “learning charter” at any other university in Canada or elsewhere. Moreover, our review of the literature has revealed a paucity of research or even documentation regarding the concept of a university learning charter, despite a plethora of publications focused on the need to create an engaged university (Barr & Tagg, 1995; Kellogg Commission, 1990; Knapper, 2005; Kuh, Kinzie, Schuh & Whitt, 2005; Wright & O’Neil, 1994).

We believe that the Learning Charter has the potential to help move towards an environment that optimizes learning. But will this potential actually be realized? What will it take for this to happen? In addition to interactive discussion of these questions during and following the team presentation, participants will be divided into small groups, and asked to develop a particular aspect of a learning charter. These groups will share the results of their discussions with the larger group to further develop insights of the value of a learning charter within higher education.

Regarding expected learning outcomes, participants will: i) Develop insights into how a learning charter might enhance the learner/learning experience offered by a university. ii) Develop an understanding of the processes involved in developing a learning charter in the context of Canadian Universities. iii) Understand some of the barriers and impediments to adoption and effective implementation. iv) Explore ways of assessing whether a Learning Charter has “made a difference” in fostering institutional change and enhancing the learning experience.

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

**Audience: General**

**Keywords: learning environment; institutional change; vision and goals**

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C7-12  
Room: Arts 212

Friday, 2:30 - 3:20 pm

## **Mentorship: A panacea for workplace learning?**

**Linda Ferguson, College of Nursing, University of Saskatchewan; Noelle Rohatinsky, College of Nursing, University of Saskatchewan; Anna Mae Sewell, College of Nursing, University of Saskatchewan; Tracie Risling, College of Nursing, University of Saskatchewan**

Innovative Practice Track

Abstract:

Learning Outcomes:

1. Exploration of the concept of mentorship for learners in experiential learning situations.
2. Identification of common issues in mentorship for learners in practice settings.
3. Synthesis of teaching strategies to enhance the relationships between learners and their mentoring colleagues in the workplace.

Many students are currently involved in workplace learning, either through planned experiences in the workplace as part of their educational programs, or through community service learning or cooperative learning experiences. In these experiences, they learn from the practitioners in the setting. Mentorship is a workplace learning strategy that is currently promoted as a panacea to the many challenges that students and new practitioners experience in transitioning into professional practice. In fact, mentorship is so highly valued in these settings that mentorship has become a buzzword. Nonetheless, in many situations, students are dependent on these mentoring relationships to benefit from the experiential learning.

Although we certainly support the value of mentorship, whether formal or informal, for the support of workplace learning and the sharing of the tacit knowledge of the workplace, mentorship is not a panacea. There are issues associated with students finding effective mentors in their assigned workplaces.

From a current study examining the process of mentoring, we find however that there are a number of issues encountered, including the nature of the workplace culture, the reluctance of some experienced practitioners to mentor, misunderstanding of the mentoring role, and challenges in initiating mentoring relationships, from both the mentor's and the protege's perspective. The issues of creating a mentoring environment, and the challenges of facilitating learner openness to mentorship are major issues. Through discussion with participants,

cross disciplinary perspectives on mentoring, and the challenges surrounding its initiation and support, will be explored. The role of the teacher in supporting and enhancing workplace learning through mentorship will also be examined. Ultimately, we hope to synthesize teaching strategies that enhance mentorship opportunities for students and graduates in their workplace learning.

**Theme: Experiential Learning**

**Audience: General**

**Keywords: mentorship, experiential learning, workplace learning, tacit knowledge**

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C7-13

Friday, 2:30 - 3:20 pm

Room: Arts 206

## **Modularisation reform and curriculum design: Education Strategy at University College Dublin**

**John Dunnion, School of Computer Science and Informatics; Hilda Loughran, School of Applied Social Science; P.J. Purcell, School of Architecture, Landscape & Civil Engineering, University College Dublin**

Organizational Change Track

Abstract:

The Bologna Declaration of 1999 set in motion a process to develop a European Higher Education Area by 2010. One of the aims was to facilitate student mobility across European institutions of higher education by creating a transparent and agreed recognition of equivalencies which would support a credit transfer system. University College Dublin (UCD) engaged with the Bologna process and embarked on a strategic plan to implement a modularised and semesterised curriculum, this was completed in 2007. Its main aim was to drive curricular reform at programme and module level.

This new modularised structure at UCD formed the basis of the newly designed Horizons undergraduate curriculum. This provides students with the opportunity to design at least some aspects of their own curriculum through facilitating provision of elective modules. Horizons was a marketing success and saw an increase in student applications for UCD. Laurillard (2002) was critical that similar changes in higher education had been taken with little evidential support and little evaluation of the consequences. With this in mind, UCD launched a research initiative

focusing on teaching and learning (Fellowships in Teaching and Academic Development)

This paper will present the findings of preliminary research into the choices students have been making about elective modules and the challenge to the university in meeting the demand for elective modules. The research was conducted by the authors in their capacity as Fellows. It draws on international experiences of curriculum reform, quantitative and qualitative data gathered from key academics in UCD as well as student registration data. It will take account of some of the central pedagogical questions about curriculum design such as student-focused /content-focused curriculum, core versus elective modules in curriculum, identity formation, and graduate attributes. Data gathered demonstrates a pattern which suggests that the elective system has created a flow of students from the sciences and related schools into the arts and humanities. Electives are viewed as opportunities to broaden the more technical and scientific programmes while students in arts and humanities are not taking opportunities to expand their experiences into the general sciences or technical fields.

The pattern of uptake of electives has also lead to administrative and resource allocation problems across the university which will be identified and discussed. It has also raised questions about the place of academic guidance and advice for students.

**Learning Objectives:** This session will set out the context for curriculum reform in UCD taking account of both the Irish and European contexts. It will identify ongoing pedagogical issues related to these reforms. The presenters will pose questions designed to elicit discussion of the International perspective on best practice in curriculum design in third-level education and seek to draw on participants experiences to develop a more comprehensive analysis of the pedagogical and practical questions that have arisen from this research at UCD. The research findings in conjunction with contributions from this international forum will be employed to inform future developments in education strategies in UCD.

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

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

**Keywords: curriculum design, elective modules, bologna, education strategy**

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C7-14  
Room: Arts 200

Friday, 2:30 - 3:20 pm

## **From there to here and here to there: Is SoTL impact everywhere?**

**Nicola Simmons, Centre for Teaching Excellence, University of Waterloo**

Organizational Change Track

Abstract:

Researchers and practitioners in the Scholarship of Teaching and Learning (SoTL) (Poole, 2009; Simmons, 2008; Weston, Berthiaume, Matsushita, Tovar, & Timmermans, 2009) have found the framework of micro-meso-macro-mega helpful in mapping the impact landscape of SoTL work. The model provides a lens for thinking about SoTL's horizons of influence, where micro refers to individual impact, meso to impact at the departmental level, macro to institutional level impact, and mega to the national or international context. SoTL initiatives, publications, and presentations can be mapped onto this framework, as can challenges and supports to SoTL progress.

One of the key challenges in SoTL is that while there is much good work on how students learn and how to enhance that learning, that knowledge may not always inform improvements to teaching and learning practice. One factor is that educators do not always draw on the existing knowledge, but a second and equally relevant factor is that researchers may not always make their knowledge public in ways that will inform educational practice.

In this session, I focus on the ways in which SoTL researchers at the University of Waterloo are addressing this issue. Using the micro-meso-macro-mega framework, you will gain insight into where SoTL authors are making their work public, and perhaps more interestingly, where they have not been. Small and large group discussions will focus on the implications of these findings as they relate to the overall goal for the scholarship of teaching and learning: to improve student learning. We end with a meta-conversation around how this study is influencing a change in the institutional culture of making SoTL work public.

References

Poole, G. (2009). The pursuit of the scholarship of teaching and learning in Canada: Good, but not good enough. Keynote presentation at the *Canadian Society for Studies in Higher Education annual conference*, Ottawa, Ontario, May 25-27.

Simmons, N. (2008). Navigating Institutional SoTL Cultures: Faculty Developers as Conversation Catalysts. Presentation at the *International Society for the Scholarship of Teaching and Learning (ISSoTL) annual conference*, Edmonton, October.

Weston, C., Berthiaume, D., Matsushita, K., Tovar, M., & Timmermans, J. (2008). A faculty development framework to capture the impact of our work. Presentation at the *International Society for the Scholarship of Teaching and Learning*. Edmonton, Alberta, October 16-19.

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

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

**Keywords: institutional sotl culture, making sotl public, impact on learning**

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C7-15  
Room: Arts 213

Friday, 2:30 - 3:20 pm

## **Social Networking, Teacher Education and the Academy**

**Diane P. Janes, School of Graduate and Professional, Studies Cape Breton University**

Organizational Change Track

Abstract:

“The wave of the future. Educators must learn to infuse these technologies into lesson planning and curriculum development”. (Principal, A Survey of K-12 Educators on Social Networking and Content-Sharing Tools, Fall 2010)

Cape Breton University is the home to a new Teacher Education program that is charged with training pre-service teachers in acknowledged labor market shortage (LMS) areas identified by the Government of Nova Scotia. One of these LMS areas is educational technology. Specifically I am interested in exploring the social networking habits of pre-service teachers and how these habits might inform their future use of technology in the classroom. The goal of this presentation is to ask and begin to find an answer to the following: Is there a connection between personal use of these tools and a consideration by these future teachers to use these tools creatively in their classrooms? If yes, how and if no, why not. Do these personal skills translate into technology integration and use in their classrooms regardless of the teachable subject? How do teacher education programs prepare

their pre-service teachers for this 'wave of the future' which is already here! How do the lessons from teacher education translate to the Academy classroom?

This session will be of interest to educators grappling with incorporating educational technology and social networking tools into their own disciplines and working with 'digital natives' in their classroom. The purpose of this session/discussion will be to open the conversation on the impact of social networking on our teaching and learning.

**Theme: Innovation with Technology**

**Audience: General**

**Keywords: social networking, teacher education, faculty development, educational innovation**