

## **Concurrent Session Ten**

### **Saturday, June 18, 9:30 – 10:20 am**

#### **C10-1a**

9:30 - 9:55 am

Room: Arts 102

#### **Peer Tutors and the Mirror of Narcissus: How student motivations affect learning environments**

Maura Matesic, York University

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#### **C10-1b**

9:55 - 10:20 am

Room: Arts102

#### **Creating Learning Communities in Online Learning Environments**

Richard Schwier, Educational Technology and Design, University of Saskatchewan;  
Jaymie Koroluk, Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan

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#### **C10-2a**

9:30 - 9:55 am

Room: Arts 208

#### **Mindfulness Training: Improved Attention and Reduced Rumination in Veterinary Students**

Patricia M. Dowling, Western College of Veterinary Medicine, University of Saskatchewan; Cathy Dick, Lomnes Veterinary Clinic; Amishi P. Jha, Department of Psychology, University of Miami

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#### **C10-2b**

9:55 - 10:20 am

Room: Arts 208

#### **Student perspectives on the importance of 'safe space': insights from a three phase study of student engagement in a culturally diverse community college.**

Alison Thomas, Department of Sociology and Anthropology, Douglas College; Susan Smythe, Department of Geography, Douglas College; Lin Langley, Centre for Academic and Faculty Development, Douglas College

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**C10-3**

9:30 - 10:20 am

Room: Arts 211

**Conducting Ethical Research**

Denise Stockley, Centre for Teaching and Learning, Queen's University; Laura-Lee Balkwill, Policy Analyst, Interagency Secretariat on Research Ethics (Tri-Council); Denis Bédard, Department of Pedagogy, University of Sherbrooke ;Albert Clark, Chair of the Research Ethics Board, Queen's University; Rylan Egan, Instructional Development Office, Memorial University of Newfoundland; Taralee Hammond, School of Access, Nova Scotia Community College; Penina Lam, Centre for Teaching and Learning, Queen's University; Joan Stevenson, Chair of the General Research Ethics Board, Queen's University; Lynn Taylor, Centre for Learning and Teaching, Dalhousie University; Margaret Wilson, Centre for Innovation and Development, NorQuest College

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**C10-4**

9:30 - 10:20 am

Room: Arts 101

**Experiential Learning Internship Course: a case study**

Grant Wood, College of Agriculture and Bioresources, University of Saskatchewan

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**C10-5**

9:30 - 10:20 am

Room: Arts 104

**Creating Teaching/Learning Environments that Promote an Appreciation for Diversity**

Lee Murray, College of Nursing, University of Saskatchewan

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**C10-6**

9:30 - 10:20 am

Room: Arts 108

**Including Emotionally Distressed Students in Writing Instruction**

Kristi Girdharry, University of Massachusetts Boston; Meghan Hancock, University of Massachusetts-Boston; Rebecca Katz, Boston University/University of Massachusetts - Boston; Jesse Priest, University of Massachusetts-Boston

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**C10-7**

9:30 - 10:20 am

Room: Arts 214

**Creating an Inclusive, Scholarly, Knowledge-Building Academic Community through Undergraduate Research**

Brad Wuetherick, Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan

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**C10-8**

9:30 - 10:20 am

Room: Arts 210

**Addressing Silos of Difference through Interdisciplinary Community Service-Learning**

Phaedra Hitchings, University Learning Centre, University of Saskatchewan; Nancy Van Styvendale, Department of English, University of Saskatchewan

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**C10-9**

9:30 - 10:20 am

Room: Arts 109

**Welcoming Educational Technology: Promoting Sustainable Teaching & Learning**

Geraldine (Jody) Macdonald Faculty of Nursing, University of Toronto; Susan J. Wagner, Centre for Interprofessional Education & Faculty of Medicine, University of Toronto

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**C10-10**

9:30 - 10:20 am

Room: Arts 105

**Facing the learning exchange with technology**

Katherine Hewlett, AchieveAbility Network: Social enterprise organisation linked to HE

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**C10-11**

9:30 - 10:20 am

Room: Arts 217

**Promoting the professional development of the reflective University Teacher: The place of Critical Friends**

Mervin E. Chisholm, Instructional Development Unit, University of the West Indies

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**C10-12**

9:30 - 10:20 am

Room: Arts 212

**Leveraging the Potential of Communities of Practices: Challenges, Successes and Lessons Learned**

Jeanette McDonald, Teaching Support Services, Wilfrid Laurier University; Sally Heath, Teaching Support Services, Wilfrid Laurier University

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**C10-13**

9:30 - 10:20 am

Room: Arts 206

**Optimizing learning potentials in the university classroom: A Habermasian perspective**

Phillip Lee, Sociology, St. Thomas More College

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## Concurrent Session Ten

C10-1a  
Room: Arts 102

Saturday, 9:30 - 9:55 am

### **Peer Tutors and the Mirror of Narcissus: How student motivations affect learning environments**

**Maura Matesic, York University**

Research Track

Abstract:

Are students today more narcissistic than ever before? A recent longitudinal study involving thousands of college students in the United States suggest they are. Scores of students who completed the Narcissistic Personality Inventory, the most widely used instrument to measure narcissism, have risen steadily for decades. In fact, by 2006 two-thirds of students received above-average scores—up 30% since the test was first administered in 1982 (Twenge, 2009). What are the implications of this trend on classroom pedagogy and, more specifically, on models of peer tutoring calculated to foster inclusiveness and the safe expression of diverse viewpoints?

This study set out to explore what motivates students to volunteer to become peer tutors. The experiment took place in a first year business course comprised of four hundred undergraduates. The course was divided into sixteen tutorials of twenty-five students each. Students in each tutorial were divided into groups of five and charged with preparing and presenting a business plan. The best plan from each tutorial was then entered in a course-wide competition. Peer tutors were recruited at the beginning of the year from among undergraduates who had already completed the course and whose business plans had advanced to the course-wide competition. When peer tutors visited the tutorials they offered to answer student questions and share their own experiences in the business plan competition.

This study required peer tutors to fill out detailed surveys in which they described what had motivated them to assume the role of peer tutor and what benefits they expected to receive in return. Although some students cited altruistic reasons for becoming involved, an initial analysis of the data also reveals that narcissistic tendencies (components identified by Raskin and Terry, 1988) played a significant role in motivating peer tutors. Specifically, peer tutors noted the emotional reward they received as a result of being perceived as experts and authority figures. While

studies often refer to narcissism as a motivator among instructors and faculty members (Hess, 2003; Hill and Yousey, 1998; Friedman, 2006), few researchers have asked how this psychological trait can affect the way in which peer tutors perform their role and the impact it can have on the teaching and learning environment. Although the use of peer tutors has often been seen as a way to invite the expression of diverse viewpoints in the classroom, narcissistic tendencies rooted in a desire for expert status have the potential to undermine this larger goal. This paper will offer a careful analysis of the data collected in order to show that instructors who choose to use peer tutors to foster inclusivity must also take steps to guard against narcissistic tendencies among peer tutors that can quietly but seriously frustrate an open learning environment.

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

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

**Keywords: peer tutoring, narcissism, motivation, diversity**

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C10-1b  
Room: Arts102

Saturday, 9:55 - 10:20 am

## **Creating Learning Communities in Online Learning Environments**

**Richard Schwier, Educational Technology and Design, University of Saskatchewan;  
Jaymie Koroluk, Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan**

Research Track

Abstract:

Objective:

In this session, participants will define and compare formal and informal learning environments and consider approaches to developing online learning communities that include formal and informal features.

The session will begin by inviting participants to imagine community and express what they envision. Building on their ideas, we will challenge them to identify community in their own classrooms, and how this may manifest in online learning environments. Our challenge as facilitators will be to link their ideas to the findings of our research program.

In recent years, we have witnessed deep challenges to how we think about learning, learning design, and learning environments. One of the most significant challenges we face is how to understand and employ non-formal and informal learning opportunities for students. Distance learning, built initially and intentionally on formal, institutional structures, are augmented or replaced by non-formal and informal learning opportunities that users shape into personal learning environments. This paper argues that as educational technology professionals and as instructional designers, we need to embrace the constructs of non-formal and informal learning and make them our own. We may have a need to support formal learning, and in fact, we may even make most of our livings from it; but we should not give our hearts over to formal learning. There is excitement, potential and possibly the future of learning on the non-formal/informal side of the ledger. Perhaps even more importantly, it is where we believe part of the fun is hiding in our profession.

In order to understand the characteristics of community in formal online learning environments, we developed a conceptual model of VLCs from existing literature and later refined it (Schwier, 2007); it included three interacting categories of characteristics: catalysts, emphases and elements, and it is this model that serves as the starting point for understanding learning communities in non-formal and informal environments. We believe it is time for research in higher education to make a serious and sustained effort to understand informal learning in technology-based environments—to find out how learning happens in online social environments and where it does not. We need to understand how we can support a new kind of engagement by learners so they can invent new ways to identify and address their own problems. In other words, we need to pay considerable attention to the natural and effervescent processes of learning we see being invented. The data are lying in front of us, inviting exploration. Our challenge is sorting out the questions worth asking, and inventing ways to conduct serious, penetrating research into those questions. But first, we need to be curious.

Schwier, R.A, (2007). A typology of catalysts, emphases and elements of virtual learning communities. In R. Luppigini (Ed.), *Trends in distance education: A focus on communities of learning* (pp. 17-40). Greenwich, CT: Information Age Publishing.

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

**Audience: Educational Developers**

**Keywords: learning communities, online learning, informal learning, innovation**

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## **Mindfulness Training: Improved Attention and Reduced Rumination in Veterinary Students**

**Patricia M. Dowling, Western College of Veterinary Medicine, University of Saskatchewan; Cathy Dick, Lomnes Veterinary Clinic; Amishi P. Jha, Department of Psychology, University of Miami**

Research Track

Abstract:

Learning Objectives:

- Understand how mindfulness training employs experiential learning to teach stress-reduction techniques that students can utilize for their own self-care and professional practice.
- Examine an innovative web-based method of assessing the effects of mindfulness practice.
- Examine the evidence that mindfulness training enhanced specific aspects of attentional functioning and self-reported mood and trait-level mindfulness in veterinary students.

Mindfulness-based training (MT) is known to improve attention, reduce stress, and improve well-being both in medical and nursing students and in medical professionals (Shapiro et al, 1998; Hassed et al, 2008; Krasner et al, 2009). In this study, we investigated the putative benefits of MT on third year veterinary medical students. These students are similar to medical students in vulnerability to stress-related attentional lapses and burnout (Hafen et al, 2006; Hafen et al, 2008; Kogan et al, 2005).

We examined the hypothesis that mindfulness training alters or enhances specific aspects of their attentional functioning, self-reported mood and trait-level mindfulness, using an innovative web-based assessment tool. We examined three functionally and neuroanatomically distinct but overlapping attentional subsystems: alerting, orienting, and conflict monitoring. Functioning of each subsystem was measured by performance on the Attention Network Test (ANT). The MT group (N=17) consisted of individuals naïve to mindfulness techniques who participated in a 7-week Mindful Veterinary Practice (MVP) course that emphasized the development of concentrative meditation skills. Another group of students in the same academic cohort, who received no training served as the control group (N=16). Performance of these groups was compared at two time points, corresponding to before (Time 1) and after (Time 2) completion of the MVP course. At Time 1, the

MVP and Control groups did not differ from each other on any of our measures of interest. At Time 2, participants in the MVP but not the Control group demonstrated significantly improved conflict monitoring on the ANT, self-reported trait mindfulness, and reduced rumination.

These results suggest that mindfulness training for veterinary students may help protect against attentional-lapses in their medical practice and protect against emotional states that may lead to burnout during their highly stressful professional training.

**Theme: Experiential Learning**

**Audience: General**

**Keywords: mindfulness, attention, rumination, veterinary medicine**

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C10-2b  
Room: Arts 208

Saturday, 9:55 - 10:20 am

**Student perspectives on the importance of ‘safe space’: Insights from a three phase study of student engagement in a culturally diverse community college.**

**Alison Thomas, Department of Sociology and Anthropology, Douglas College; Susan Smythe, Department of Geography, Douglas College; Lin Langley, Centre for Academic and Faculty Development, Douglas College**

Research Track

Abstract:

In the context of contemporary pedagogies which promote the use of ‘active and collaborative learning’ in post-secondary education (Kuh, 2008, NSSE, 2005) it is clearly necessary to consider how such learning is best facilitated. Much has been written about the necessity of first establishing the classroom environment as a ‘safe space’ for student participation (e.g. Fassinger, 1995a,b; Hirschy and Wilson, 2002) and this debate has also generated empirical research on student views of the characteristics of ‘safe’ and ‘unsafe’ classrooms (Holley and Steiner, 2005). A relevant issue in this context is the extent to which the classroom can be a safe place for the exchange of ideas between students from diverse backgrounds (cf. Barrett, 2010; Hyde and Ruth, 2002), and this is something of particular concern for faculty at institutions like our own, where the student population is increasingly diverse. In this presentation we report on findings from our own three-phase, multi-

method study of student engagement at Douglas College, in which both the potential benefits and the perceived hazards of participating with other students in collaborative work of various kinds emerged as major issues. Via interviews, survey responses and focus groups, students told us a lot about the need to feel 'comfortable' with their peers, as well as their instructors, in order for the benefits of collaborative learning to be realised. We examine the ways in which our students characterised the 'risks' involved in both group work and informal classroom discussions and relate our findings to Barrett's recent critique of the concept of the 'safe' classroom (Barrett, 2010). We will conclude by inviting our audience to consider how best to cultivate the necessary environment for collaborative learning to be productive.

Session format: Given the time limitation (25 minutes) we will focus primarily on outlining our research and its findings using Powerpoint, and discussing how our work aligns with the literature on classroom safety. However, in the process we also propose to engage the audience in discussion of the implications and applications of our findings for how faculty organise and support collaborative learning situations.

Learning outcomes: Audience members will have the opportunity to:-

- 1) discover how students in our study constructed the concept of 'safe space', based on their classroom experiences in a multicultural community college setting;
- 2) reflect upon the importance of classroom safety as a factor contributing to student engagement;
- 3) discuss the implications and practical applications of our research findings for classroom practices.

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

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

**Keywords: student engagement; collaborative learning; classroom 'safety'; student diversity**

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## **Conducting Ethical Research**

**Denise Stockley, Centre for Teaching and Learning, Queen's University; Laura-Lee Balkwill, Interagency Secretariat on Research Ethics (Tri-Council); Denis Bédard, Department of Pedagogy, University of Sherbrooke; Albert Clark, Research Ethics Board, Queen's University; Rylan Egan, Instructional Development Office, Memorial University of Newfoundland; Taralee Hammond, School of Access, Nova Scotia Community College; Penina Lam, Centre for Teaching and Learning, Queen's University; Joan Stevenson, General Research Ethics Board, Queen's University; Lynn Taylor, Centre for Learning and Teaching, Dalhousie University; Margaret Wilson, Centre for Innovation and Development, NorQuest College**

Research Track

Abstract:

This session will provide participants with an opportunity to learn more about the ethical process in relation to research based on the Scholarship of Teaching and Learning. Following the new Tri-Council Policy Statement (TCPS-2) published in 2010, it is imperative that researchers become familiar with this policy and the implications for conducting ethical research. This joint session includes members of Interagency Secretariat on Research Ethics (are we expecting people from Ottawa to join us? If not, then remove) and the TCPS-2 Training Program Evaluation Team. The Program Evaluation Team includes members of the Research Ethics Boards, Educational Developers, and Program Evaluators. We will start the session with a short panel where each of the different groups discuss their role in promoting ethical research and the various roles that we each play in raising awareness. We will provide opportunities for individuals to complete cases (not sure what you mean here) based on the new TCPS-2 policy and discuss implications for researchers, educational developers, and Research Ethics Boards.

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

**Audience: General**

**Keywords: ethics, scholarship of teaching and learning, research**

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## **Experiential Learning Internship Course: a case study**

**Grant Wood, College of Agriculture and Bioresources, University of Saskatchewan**

Organizational Change Track

Abstract:

In an increasingly diversified, global and competitive workplace, companies strive to optimize efficiency and effectiveness. Training new staff is resource intensive therefore employers seek students who have sound technical skills, and more importantly proven employability skills, so they can quickly and easily become productive employees. The College of Agriculture and Bioresources at the University of Saskatchewan has therefore introduced an experiential learning internship course- the first of its kind in the College to help students develop their employability / transferable / generic skills important to all professional disciplines.

Employability skills are best identified by both employers and internship students. Employers may identify skills that are deemed important in the workplace, while students may provide information on where skill-development is deficient or lacking. In this study, the skills identified by internship students were consistent with the literature (Saunders and Zuzel 2010, Robinson 2008 and Briggeman 2007). These included communication, leadership, teamwork, organizational, creativity, independence, motivation, and several personal skills. Student and employer evaluations both indicated that the most effective pedagogical strategies for building employability skills included experiential activities. As a result, eight experiential strategies were incorporated into our internship course: a personalized learning agreement, opportunities for students to learn from their supervisor's past experience, a bi-weekly reflective journal, mock interview questions, a final product, a class presentation, employer reflections, and student self-evaluations.

In this session, participants will be involved in brainstorming as a means to further expand their knowledge of and compare the effectiveness of the eight experiential learning strategies that we used to develop and enhance students' employability skills. The presenter will present the case study and through discussion will invite and encourage others who have developed such courses to share their experiences with the session participants. Also, as part of this session we will jointly explore the relationship between industry and university in the development, delivery and evaluation of this and other internship courses. Finally, the session participants will be asked to help plot future follow-up research including a survey of employers to determine student competencies and employability skills and a survey of students to

determine their perspectives on where employability skills are lacking. The information collected will help guide the college in development of future experiential learning opportunities for its students, and help reduce the employability gap.

The intended learning outcomes for the session participants is that they will:

- further expand their knowledge of how an internship course in any professional discipline can be developed
- hear a collective voice regarding the effectiveness of the strategies used in honing the students skills
- collect ideas on how to involve industry in the development / delivery of an internship course
- leave with the collective experience of how to further develop an experiential learning internship course in any professional discipline

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

**Audience: General**

**Keywords: internship course, employability skills, industry/university collaboration**

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C10-5  
Room: Arts 104

Saturday, 9:30 - 10:20 am

## **Creating Teaching/Learning Environments that Promote an Appreciation for Diversity**

**Lee Murray, College of Nursing, University of Saskatchewan**

Innovative Practice Track

Abstract:

A course being offered at the College of Nursing, University of Saskatchewan promotes the benefits of diversity. The course includes a theory class and an interactive lab experience. A component of the Participating with Groups course introduces, discusses and examines the benefits of diversity in group in particular interprofessional groups and provides an opportunity for students to be part of an interactive lab where they each have an opportunity to co-facilitate group, be a member of a group and give constructive critical feedback regarding group process and observed facilitation/leadership skills and areas for improvement. The lab setting provides a safe environment to practice and develop the skills of effective communication, leadership, problem solving, decision- making and conflict

resolution. Diversity of the student population and diversity of views, values and beliefs is recognized in group and the contribution of diversity to group becomes evident as positive relationships are developed and an accepting environment is developed. Students have commented that this increased understanding and acceptance as contributed to creative problem solving, has increased productivity and achievement of the group and has decreased stereotypes. It has also contributed to examination of their own values and beliefs. With the exposure to other perspectives comes an increase in a perspective-taking ability and a growth in cognitive and moral reasoning and development. The course was developed approximately 14 years ago and has been consistently revised each year to meet the needs of students practicing in an ever changing health care system with increased diversity in patient/client populations and also changes regarding interprofessional practice and health care delivery.

The outcome of the session is for participants to understand the relevance and usefulness of this innovative teaching practice, to recognize its possible integration in other settings and to participate in a discussion regarding diversity of student populations and education that prepares students to work with different cultures and also different disciplines and professions.

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

**Audience: General**

**Keywords: group work, diversity in group, group process, interprofessional group,**

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C10-6  
Room: Arts 108

Saturday, 9:30 - 10:20 am

## **Including Emotionally Distressed Students in Writing Instruction**

**Kristi Girdharry, University of Massachusetts - Boston; Meghan Hancock, University of Massachusetts - Boston; Rebecca Katz, Boston University/University of Massachusetts-Boston; Jesse Priest, University of Massachusetts-Boston**

Innovative Practice Track

Abstract:

In this interactive workshop, we will discuss strategies for working with emotionally distressed student writers at the postsecondary level. As tutors and classroom teachers, we are privy to students' school-related emotions, which may be linked to readings, writing assignments, professors, classmates, or our students themselves.

Members of our presentation team have worked with students at all points along the emotional spectrum—from frustrated, defeated individuals who are reluctant to engage in discussions about their writing to angry students who seek to direct instruction unproductively. How might we best include students whose higher education experiences are shaping their writing development in negative ways?

In this workshop, participants will break into small groups to discuss tutoring scenarios involving emotionally distressed students, which are based on our presentation team's experiences. As a large group, we will identify the challenges evident in these cases and collectively brainstorm strategies for coping with these challenges. Participants will leave with an understanding of how distressed students' experiences can be transformed into a foundation for productive writing instruction on a case-by-case basis. Our discussion will include ideas from publications by Gary Troia and Steve Graham about teaching struggling writers. Drawing on articles by Lynda A. Price and Joseph Madaus, we will also discuss when and how to refer students to support services in the larger college or university community.

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

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

**Keywords: emotionally distressed students, inclusion, writing, writing centre, writing center, tutoring, classroom teaching**

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C10-7  
Room: Arts 214

Saturday, 9:30 - 10:20 am

## **Creating an Inclusive, Scholarly, Knowledge-Building Academic Community through Undergraduate Research**

**Brad Wuetherick, Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan**

Organizational Change Track

Abstract:

It has been 20 years since Boyer called on higher education to move beyond the "tired, old research vs teaching debate" (Boyer 1990, ix). Two decades later, have we moved beyond simplistic notions of teaching vs research in higher education? Has higher education moved towards what Brew (2006) has described as an inclusive, scholarly, knowledge-building academic community of practice or are we

still failing to provide opportunities for students to engage meaningfully and authentically with research during their time on campus? Have either faculty or academic developers responded to the challenge that achieving this vision would mean for their practice?

This session will explore the highlights of four separate studies exploring student and faculty perceptions of the role of research in the learning environment, with the explicit purpose of unpacking different ways of conceptualizing the teaching-research nexus as it relates to academic development (Wuetherick and McLaughlin, 2010; Turner et al., 2008). The presenter will also involve the participants actively to explore how administrators, faculty, and academic developers in different universities and colleges might strategically enhance undergraduate research initiatives (and more generally the integration of research and teaching), and to assess/discuss how well we are moving towards a more inclusive, scholarly, knowledge-building academic community in our respective institutions.

**Theme: Experiential Learning**

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

**Keywords: undergraduate research, integration of teaching and research, experiential learning, teaching-research nexus, graduate attributes**

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C10-8  
Room: Arts 210

Saturday, 9:30 - 10:20 am

## **Addressing Silos of Difference through Interdisciplinary Community Service-Learning**

**Phaedra Hitchings, University Learning Centre, University of Saskatchewan; Nancy Van Styvendale, Department of English, University of Saskatchewan**

Innovative Practice Track

Abstract:

“Interdisciplinary” is a word one often hears in current academic circles, as is “Community Service-Learning” (CSL): both connote an approach to teaching and learning that embraces diversity and attempts to deconstruct boundaries—the boundaries between various disciplinary silos; between university and community partners; between theory and practice; and between individuals. Following Lori Varlotta (2000), who calls for understanding service-learning through the language of interdisciplinarity, our work brings together these methodologies, paying special

attention to how both highlight the thorny issue of difference—between disciplines, communities, and/or individuals. “Difference” in this context is understood as both necessary and potentially divisive—that is, something to be recognized and preserved, but something which can prohibit us from seeing how we are or might be interconnected with others. Both in the university environment and in the larger community, people often exist in separate—yet deeply interrelated and interdependent—spheres, which are circumscribed by a variety of factors, including history, education, cultural norms, and institutional structures. To deconstruct these spheres, as do both interdisciplinary and community service-learning work, is not necessarily to dismantle them, although it may be to transgress and disrupt their borders. As Renee Buchanan (1998) observes, “Service-learning has the potential to precipitate a shift in higher education to a less compartmentalized view of the world” (see also Jeavons 1995).

This presentation explores the promises, pitfalls, and potential of interdisciplinary community service-learning through the example of the University of Saskatchewan’s Alternative Reading Week (ARW) program and the associated Interdisciplinary Studies course “Dynamics of Community Involvement,” which extends the ARW experience and gives students the opportunity of service-learning for credit. We share our different yet overlapping involvement, as Community Service-Learning Coordinator and Assistant Professor of English, with interdisciplinary CSL in curricular and co-curricular contexts—yet another “difference” we address in our work. We analyze the original intentions behind the interdisciplinary structure of both program and course, demonstrating how interdisciplinarity in an academic context mirrors (and fails to mirror) the more flexible structure of community-based knowledge/learning, which does not ‘silo’ knowledge. We explore not only the benefits, but also the difficulties of teaching interdisciplinarily—for example, the benefit of students from different disciplinary backgrounds learning to locate expertise in their peers, and the attendant co-creation and decentralization of knowledge/power/instruction; and the difficulty, from the instructor’s perspective, of not necessarily being the “expert” in the classroom. Finally, we imagine future directions for our work, suggesting concrete ways to grow its interdisciplinary aspect, such as the invitation of guest lecturers; the selection of disciplinarily diverse readings and activities; the selection of community partners and themes of focus; the co-instruction of the course by instructors from different disciplines; and the co-facilitation of ARW by community experts. Participants will be invited to share their experiences with interdisciplinary and/or CSL pedagogy and to imagine how these pedagogies might be further related.

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

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

**Keywords: interdisciplinary, community service-learning, diversity and difference**

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C10-9  
Room: Arts 109

Saturday, 9:30 - 10:20 am

## **Welcoming Educational Technology: Promoting Sustainable Teaching & Learning**

**Geraldine (Jody) Macdonald, Faculty of Nursing, University of Toronto; Susan J. Wagner, Centre for Interprofessional Education & Faculty of Medicine, University of Toronto**

Innovative Practice Track

Abstract:

This presentation welcomes participants who are faced with dwindling resources and rising demand for innovative teaching. Participants will be encouraged to dialogue about the contribution of educational technology in supporting innovative and sustainable teaching practice. The presenters will share their experience planning an interprofessional event for 400 undergraduate students for the fall of 2009. In previous years the event had included the use of standardized patients, with small groups of students, and faculty facilitators. However, times had changed and there was no budget for this event. Sound pedagogical and financial reasons were introduced that supported a shift to the use of educational technology to create a sustainable format. Despite tensions, a decision was made to embrace educational technology. A short video was created using two standardized patients, and burned onto multiple DVDs. This provided each small student/faculty facilitator group with the same conflict video to initiate the conflict case study/role playing by students. Student and faculty evaluations will be highlighted. The following year the same DVD was used but in a different format. Participants will view two educational DVDs created by the presenters. Challenges, rewards and the impact of educational technology on sustainable teaching/learning initiatives in the future will be considered. Participants will reflect upon the challenges of developing sustainable educational technology. In conclusion, participants will be encouraged to adopt educational technology in future teaching initiatives.

Learning Objectives: At the completion of the presentation:

- Participants will be able to identify key strengths of integrating educational technology into their teaching/learning practice to promote sustainability.
- Participants will have viewed several educational technology DVDs and will appreciate the time, tensions, and financial challenges involved in adopting sustainable educational technology in their teaching practice.

- Participants will identify one new educational technology to explore following the presentation.

**Theme: Innovation with Technology**

**Audience: General**

**Keywords: educational technology, sustainability,**

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C10-10  
Room: Arts 105

Saturday, 9:30 - 10:20 am

## **Facing the learning exchange with technology**

**Katherine Hewlett, AchieveAbility Network**

Innovative Practice Track

Abstract:

This session will identify use of technology that has shown to be highly effective for this learning exchange to take place. The session paper will reference the 'InCurriculum Project: 2007-2010' where three UK Higher Education Institutions, lead by Norwich University College of the Arts (NUCA), developed innovative opportunities for teaching and learning. The project demonstrated that experiential learning could be enhanced through student centred interactive technology.

Tutors and students have made frequent use of Skype for one to one, group discussions and consistent ongoing feedback. Use of MP3 and Flip Cam is used to evidence knowledge through visual and aural methods. The immediacy of the technology has enabled quick response feedback that feeds into one to one and group discussion. NUCA has now developed 'UTunes' as the ultimate research and communication platform to profile tutor and student practice.

The emphasis was on the student action creating the learning situation in a negotiated dialogue with their tutors. The project sought to recognise a range of learning strategies for students to become more active as independent critical thinkers. The outcome of the project was to realise that face to face student centred discourse was key to a managed approach to learning, however, technology could greatly assist in this approach.

The project also looked at 1) How resources could be provided for optimum student engagement and support in the assessment tasks they had to meet 2) How to find

ways of providing tutorial resources in various formats. MP3 was used extensively with fast response feedback to students. Discursive strategies based upon the art & design 'crit' model focused on the different behaviours to emphasis the diversity of approaches. The outcomes were student lead reflective practice that enabled a process of deep learning to take place. Paramount was to capture the student voice and evidence the connection between learning and activity.

This concurrent session objectives will be to share the findings of the project with participants, discuss the range of learning strategies developed and profile the technology used to activate learning.

The session will be delivered as a forum for discussion with the key points made at the beginning followed by a series of questions about these models of learning engagement; how resources can be available in as many formats as possible? What are the links to be made between learning style and assessment task?

The outcomes will be to gain a greater depth of knowledge about the interactive technology used and share project findings about this approach to the learning exchange.

**Theme: Innovation with Technology**

**Audience: Educational Developers**

**Keywords: learning, experiential, inclusive, technology, strategy, assessment**

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C10-11  
Room: Arts 217

Saturday, 9:30 - 10:20 am

## **Promoting the professional development of the reflective University Teacher: The place of Critical Friends**

**Mervin E. Chisholm Instructional Development Unit University of the West Indies**

Innovative Practice Track

Abstract:

Over the last two decades or so, important new initiatives have been introduced into undergraduate education. These initiatives are indicative of the fact that there is a cadre of higher education professionals who are interested in the transformation of approaches to teaching and learning (Chisholm, 2007; Costa & Kallick, 1993; O'Banion, 1997; Wingspread Group on Higher Education, 1993). Some are also

interested in thoroughgoing transformation of the teaching and learning through faculty development initiatives. Many of these innovative practices hold out great promise for real advances in student learning and even for changing the culture of higher education (Barr & Tagg, 1995; Smith, 2004). Reflective teaching and learning is important in professional development and the use of critical friends can assist the processes of reflecting on teaching and learning from teaching and the overall professional development of the university teacher. Accordingly, this session investigates the use of reflectivity and in particular, the use of critical friends in learning from teaching.

The origins of the critical friends' concept and associated group processing activities can be situated in the critical pedagogy education reforms of the 1970s and it is also linked with the self-appraisal activity. This term 'a critical friend' is a reference to a colleague or mentor providing support and challenge on a one-and-one basis or within a support group network. A critical friend might also be a detached outsider who supports one's professional development by questioning the individual about himself and professional/academic engagements, causing reflection and challenge. The critical friend will also offer alternative perspectives, prompting deeper reflection and reappraisal, in fact at times causing persons to get out of their comfort zone by engaging in a conversation that might be uncomfortable but one that advances the individual. The critical friend is extremely concerned about the learning of the individual that is being engaged and of course with the success of the project. Some important attributes of the critical friendship include trust, provocative questioning, an alternative perspective, constructive critique and advocacy (Costa & Kallick 1993).

Allen (1991) suggests that reflective thinking or practitioner programmes should provide information on teaching, guided practice, teaching experience with guided reflection, peer visitations and consultations, consultations with faculty and supervisor and self reflection. This session will therefore provide space for the investigation of reflectivity in faculty development initiatives in terms of reflection in-teaching and reflection-on-teaching. Reflection is concerned with knowledge of self (including knowledge of self as a university teacher), knowledge of content, knowledge of teaching and learning, knowledge of learners, and knowledge of the context where teaching and learning will take place and of course larger societal and global contexts. Of course knowledge of context is inclusive of the institution of higher education and society. Drawing from a qualitative case study investigating the impact of the reflection-on-teaching and reflection-in-teaching, this session will look at the practice of reflection and the place of critical friends in faculty development. The place of ongoing reflection-in-action and reflection -on- action (Schon, 1987) will also be discussed.

Session Activities:

Drawing from the research study, the following focus questions will guide the interactive session:

1. What experience of reflection-on-teaching with a critical friend did you do as young professor?
2. How did your experience of reflection with a critical friend inform your professional growth and development?

Participants will hear about the experience of the research participants in a Certificate in University teaching programme and how reflection aided their professional growth and development. They will then take the inward journey and reflect on their own experiences of critical friendships. Further they will be encouraged to reflect using autobiographical and narrative writings through minute paper like writing, reporting and discussion.

Anticipated Outcomes:

At the end of the session participants will be able to:

1. Demonstrate how critical friends can assist faculty learning and professional development in higher education
2. Determine the place of critical friendship in their own professional development
3. Evaluate the role of reflection in faculty learning and professional development.

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

**Audience: General; Educational Developers**

**Keywords: reflection, critical friends, professional development**

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C10-12  
Room: Arts 212

Saturday, 9:30 - 10:20 am

**Leveraging the Potential of Communities of Practices: Challenges, Successes and Lessons Learned**

**Jeanette McDonald, Teaching Support Services, Wilfrid Laurier University; Sally Heath, Teaching Support Services, Wilfrid Laurier University**

Organizational Change Track

Abstract:

A Community of Practice (CoP) can be defined as “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their

knowledge and expertise in this area by interacting on an ongoing basis” (Wenger, McDermott, & Snyder, 2002). The last decade has seen an increase in the number of postsecondary institutions using CoPs as part of their faculty programming; journals and publications devoted to its study; and conferences drawing attention to its application and implementation. All of these developments serve to situate and legitimize faculty learning communities as a strategic means for developers to engage faculty about teaching and learning.

Motivated by a desire to build community and foster discussion about teaching and learning amongst its faculty, Teaching Support Services at Wilfrid Laurier University recently initiated theme-based communities of practice. In 2009, the first group, a Writing Circle, centred around the creation, promotion, and implementation of writing across the disciplines, was started in collaboration with the Writing Centre. Motivated by its success, in 2010, three additional cross-disciplinary communities of practice open to all faculty and staff were formed: Teaching Larger Classes, Teaching First Year Students, and Teaching and Technology, each designed to reflect a particular teaching / learning challenge at Laurier. Each group meets tri-weekly through the fall and winter academic terms, with communication and resource sharing encouraged outside of the meetings through the use of CoP wikis. The aim of these CoPs is to encourage reflective practice, dialogue, collaboration, feedback, and resource sharing amongst its participants and across disciplines.

In this concurrent session, we will draw on the work of Etienne Wenger and Milton Cox to provide a brief theoretical overview of the different faculty learning communities and communities of practice models. We will explain how we currently organize and facilitate Laurier’s CoPs, acknowledge some the challenges we have experienced along the way, and profile opportunities and successes. Through sharing of survey and interview data we will further highlight perceived benefits and outcomes that have come out of our CoP initiative. Throughout the session, we will engage in an exchange of best practices and experiences (good and bad) with CoPs at participants’ own campuses, and invite feedback on the Laurier model as we look ahead to and plan for the upcoming academic year.

This session will be of interest to anyone wanting to learn more about faculty learning communities or communities of practice, as well as those who are thinking about implementing, or have already implemented, similar programs at their home institutions. In the spirit of a learning community, we will invite and encourage active participation, feedback and dialogue from and between session participants. Resources will be provided (print/electronic).

#### References

Wenger, E., McDermott, R.A. & Snyder, W. (2002). *Cultivating Communities of Practice*. Boston: Harvard Business School Press.

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

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

**Keywords: faculty programming, community of practice, learning community, teaching circle, faculty discussion group**

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C10-13  
Room: Arts 206

Saturday, 9:30 - 10:20 am

## **Optimizing learning potentials in the university classroom: A Habermasian perspective**

**Phillip Lee, Sociology, St. Thomas More College, University of Saskatchewan**

Innovative Practice Track

Abstract:

One of the most pressing challenges for the university as a teaching/learning institution, and for us as teachers and co-learners, is to create an optimal learning environment within our respective classrooms. Pragmatically, responding to this challenge requires the identification, assessment and integration of our pedagogical beliefs and practice(s). This session explores the relevance of a Habermasian perspective for bridging the ideal (our beliefs) and the real (our practices), for enhancing learning potentials in the university classroom. According to Habermas, the potential for learning, and therefore for individual and social transformation, is contingent upon our democratic discursive practices. Participants in this session will: identify the central features of an ideal learning environment; locate the ideal within the real, within their classroom experience; and collaboratively consider possible limitations and opportunities.

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

**Audience: General**

**Keywords: teaching practice, pedagogical beliefs, learning environment, democratic discourse, habermas, transformation, university classroom**

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