

Concurrent Session Three

Thursday, June 16, 3:30 – 4:20 pm

C3-1a

3:30 - 3:55 pm

Room: Arts 102

Situational Risk in Students' Understandings of Academic Dishonesty

Susan Bens, University of Saskatchewan

C3-1b

3:55 - 4:20 pm

Room: Arts102

Our Students' Perspectives of Plagiarism: Competing and Mixed Messages from High School to University Graduation

Tyler Evans-Tokaryk, Robert Gillespie Academic Skills Centre, University of Toronto- Mississauga

C3-2a

3:30 - 3:55 pm

Room: Arts 208

Introductory Psychology Programs in Canadian Universities: A 2010 Snapshot of (Un)Common Pedagogical Approaches

Russell Day, Psychology Department, Simon Fraser University

C3-2b

3:55 - 4:20 pm

Room: Arts 208

Struggles, Surprises, Strategies: Students Transitioning With Success

Heather Ritenburg, Faculty of Education, Saskatchewan Instructional Development & Research Unit (SIDRU), University of Regina; Patricia Schmidt, University-School Divisions Transitions Committee, University of Regina

C3-3

3:30 - 4:20 pm

Room: Arts 101

Health Determinants: Getting Real!

Peggy Proctor, Clinical Assistant Professor, School of Physical Therapy, University of Saskatchewan; Arlis McQuarrie, Clinical Associate Professor, School of Physical Therapy, University of Saskatchewan

C3-4

3:30 - 4:20 pm

Room: Arts 104

Redefining Community as All our Relations: A Path to a Decolonizing Teaching Practice

Barrett, M.J. , School of Environment & Sustainability, and College of Education

C3-5

3:30 - 4:20 pm

Room: Arts 106

Teaching by template: The tyranny of presentation software

Linda Ferguson, College of Nursing, University of Saskatchewan; Olive Yonge, Faculty of Nursing, University of Alberta; Florence Myrick, Faculty of Nursing, University of Alberta

C3-6

3:30 - 4:20 pm

Room: Arts 108

Towards Effective Assessment and Course Design Through Research Skill Development

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

C3-7

3:30 - 4:20 pm

Room: Arts 214

Lecture Material Guidelines: Setting course delivery standards in a technology era

Kalyani Premkumar, Associate Director, Educational Support & Development Unit, College of Medicine, University of Saskatchewan; Anup Saseendran, College of Medicine, University of Saskatchewan; John Costa, College of Medicine, University of Saskatchewan

C3-8

3:30 - 4:20 pm

Room: Arts 210

A Subject-Driven, Case-Based Approach to Plagiarism Prevention Education

Cara Bradley, Teaching Development Centre; John Archer, Library, University of Regina

C3-9

3:30 - 4:20 pm

Room: STM 260

The Heart of Higher Education: Creating Conversation and Meaning through a Community Art Project

Kim West and Jaymie Koroluk, University of Saskatchewan

C3-10

3:30 - 4:20 pm

Room: Arts 105

Language Centre Electives Program - Supporting Students' Experience of Diversity

Gina DiPaolo, Language Centre, University of Saskatchewan; Kaitlyn Schmieser, Language Centre, University of Saskatchewan

C3-11

3:30 - 4:20 pm

Room: Arts 217

Mind the (Writing) Gap: A model to support academics through the writing process

Kris Knorr, Centre for Leadership in Learning, McMaster University; Nancy Fenton, Centre for Leadership in Learning, McMaster University; Susan Vajoczki, Centre for Leadership in Learning, McMaster University

C3-12

3:30 - 4:20 pm

Room: Arts 212

Connecting With the STLHE Board: What are they up to?

Arshad Ahmad, STLHE President, Concordia University; and all available STLHE Directors

C3-13

3:30 - 4:20 pm

Room: Arts 206

Meeting the challenge of diverse learning needs of postsecondary students through the design of effective course websites

Irene Carter, University of Windsor; Donald Leslie, University of Windsor

C3-14

3:30 - 4:20 pm

Room: Arts 200

The Indigenous Studies Portal: An Innovative Virtual Library and Research Tool

Deborah Lee, Library, University of Saskatchewan

C3-15

3:30 - 4:20 pm

Room: Arts 213

Every Classroom is a Stage: Learning Narrative through Performance

Sarah Powrie, English, St. Thomas More College; Michael Cichon, English, St. Thomas More College

Concurrent Session Three

C3-1a
Room: Arts 102

Thursday, 3:30 - 3:55 pm

Situational Risk in Students' Understandings of Academic Dishonesty

Susan Bens, University of Saskatchewan

Research Track

Abstract:

Selected findings of doctoral research about students' understandings of academic honesty and dishonesty will be presented in this session. Data were the verbatim comments of students' engaged in small researcher-facilitated focus group discussions at two Canadian universities. Students described the ways they think about academic dishonesty using situational considerations interpreted as enticements, deterrents, and likelihoods of unwanted outcomes. These notions were extrapolated to suggest a situational risk framework that may explain diverse students' assessment of occasions of academic dishonesty as well as inform practices in teaching, assessment, and evaluation. The finding that students structure their understandings of academic dishonesty in terms of risk is consistent with an analysis by Woessner (2004) who, in describing a rational choice theory of plagiarism, asserted that when the perceived costs of cheating are insufficient to outweigh the perceived benefits, the result is a belief that cheating is an 'excellent gamble' (p. 313).

To discover students' understandings of academic honesty and dishonesty, a metaphor of the 'student voice' was vital to the study. The metaphor drew upon the emphasis both Gilligan (1993) and Batchelor (2006) placed on personal authenticity and the key role of voice in connecting the inner and outer worlds. Adapting some of their language, the metaphor of the student voice represented the meaning conveyed by students about what they experience as students. This metaphor was intended to acknowledge that students have something to say about their experiences and that it is important for higher education personnel to genuinely seek to understand what students are expressing. Clandinin and Connelly (1998), writing about research methods and applying aptly to a tendency to overlook or reject the student point of view in higher education contexts, warned that "we may deceive ourselves and others into thinking we know more about the participants' ongoing lives than is epistemologically warranted by our relationship to the participants" (p. 163).

This session will include (1) a brief description of the key enticements, deterrents, and likelihoods of unwanted outcomes in students' understandings;

(2) a framework for situational risk analyses; and (3) opportunity to engage in discussion as to whether the findings of this study ring true for participants in their contexts. Those that are concerned about academic dishonesty will find this presentation interesting and engaging, leading them to reflect on their own practices and policies.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: Writing Centre Special Interest Group; General

Keywords: academic dishonesty, academic honesty, academic misconduct, academic integrity

C3-1b
Room: Arts102

Thursday, 3:55 - 4:20 pm

Our Students' Perspectives of Plagiarism: Competing and Mixed Messages from High School to University Graduation

Tyler Evans-Tokaryk, Robert Gillespie Academic Skills Centre, University of Toronto Mississauga

Research Track

Abstract:

Dozens of times each academic year, I introduce an academic integrity workshop by inviting students to use “clickers” to answer a simple “plagiarism identification” question. Whether the class comprises 350 first-year students or 15 fourth-year students, whether the class is History or Economics or English, between 50% and 75% fail to recognize the passage in question as plagiarism. After I display these statistics to the class, a number of students will inevitably argue with me, insisting that the passage is not an example of plagiarism, or that they have been taught differently, or even that they have committed precisely this kind of offense in the past but never been charged with plagiarism for doing so. These workshops serve as an ongoing, practical reminder that while the discourse around plagiarism typically focuses on morality and punishment, it really needs to be about literacy and pedagogy (Howard and Watson, 2010; Howard and Davies, 2009; Howard and Robillard, 2008; Pecorari, 2008; Pecorari, 2003; Abasi and Graves, 2008).

This session will present and analyze three sets of data collected over the last two years of an ongoing research project exploring student perceptions of plagiarism: 1) focus groups conducted in 2010 with undergraduate students at the University of Toronto Mississauga (UTM); 2) focus groups conducted in 2011 with grade 11 and 12 students in U-level English classes at four high

schools in Mississauga; 3) quizzes conducted as part of academic integrity workshops held in a variety of classes across the curriculum at UTM.

Most academic integrity studies published over the past decade have focused on the numbers of students who plagiarize, on different strategies for detecting or preventing plagiarism, or on students' motivations for plagiarizing (Christensen Hughes and McCabe, 2006a; Christensen Hughes and McCabe, 2006b; Heikes and Kucsera, 2008; Zwagerman, 2008; Scanlan, 2006; Park, 2003). This research project is different, in that it is primarily interested in students' perceptions of plagiarism. The data collected through our focus groups not only reveal students' profound misunderstanding of plagiarism, but also suggest a number of unlikely sources for this misinformation. Perhaps most importantly, our research suggests that from high school through to the end of their undergraduate careers, students are getting mixed, conflicting messages from their instructors about what constitutes plagiarism and how to avoid it. Moreover, the data indicate that many of our students are not only confused about plagiarism, but approach the subject with a profound sense of fear, betrayal, and mistrust.

The presentation will conclude by considering how and why the conversation around plagiarism leaves so many students confused, and by suggesting different ways of productively addressing this problem.

Theme: Scholarly Teaching and the Scholarship of Teaching and Learning

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

Keywords: academic integrity, focus groups, plagiarism

C3-2a
Room: Arts 208

Thursday, 3:30 - 3:55 pm

Introductory Psychology Programs in Canadian Universities: A 2010 Snapshot of (Un)Common Pedagogical Approaches

Russell Day, Psychology Department, Simon Fraser University

Research Track

Abstract:

Introductory Psychology is taken by more students at Canadian post-secondary institutions than any other course. Given recent 'resourcing' challenges and massive enrolment increases, I was curious about how Introductory Psychology was taught / supported / managed at other Canadian Universities. After a

fruitless scan of the research literature, I developed an interview protocol designed to examine some of the myths about Intro. Psyc., decided on and a methodology I hoped would give me a good picture of Canadian University Intro. Psyc. Programs and with Ethics Approval in-hand, I set off on a 23,000 km cross-Canada journey to 37 institutions to conduct my interviews (final tally = 44). My findings - some surprising, most not - challenge some of the myths about Intro. Psyc. Programs while, unfortunately, supporting others. For example, a myth challenged - Intro Psyc is most often taught by faculty members, not sessional instructors; but, because of the huge class sizes, the most common assessment in use is the multiple-choice question exam. This exploratory SoTL project gives some insight into the success that many Psychology Departments have in attracting a very wide range of diverse students at the introductory level and encouraging them to become Majors. For Educational Developers, it provides some direction to the type of support needed by instructors in these really large programs. In addition to sharing some of the findings, questions about any aspect of the project will be welcomed!

Theme: Scholarly Teaching and the Scholarship of Teaching and Learning

Audience: General

Keywords: introductory psychology programs exploratory survey research sotl

C3-2b
Room: Arts 208

Thursday, 3:55 - 4:20 pm

Struggles, Surprises, Strategies: Students Transitioning With Success

Heather Ritenburg, Saskatchewan Instructional Development & Research Unit (SIDRU), University of Regina; Patricia Schmidt, University-School Divisions Transitions Committee, University of Regina

Research Track

Abstract:

A mid-sized Saskatchewan university and three area school divisions are working together to facilitate more successful transition of secondary students to the university. In this powerpoint presentation we share the results of interviews we conducted with students from varying contexts who have transitioned successfully - but not without struggles - from high school through to second year university.

This research provides insight into the complexities of student educational lives from the perspectives of rural, urban and Aboriginal experiences. Students speak of their hopes and expectations of university; the surprises and struggles of first

year; and the strategies they employed that lead to the successful completion of first year and continuation onto second year studies. In particular, we share students' experiences of the differences of what it means to teach and to learn between secondary and post-secondary settings. We learn about relationships with professors, high school teachers, family, friends, guidance counsellors, community members, classmates, tutors and more, including the importance of certain relationships to their success.

The research reveals a complexity of supports for students who transition successfully from varying contexts to a mid-sized Saskatchewan post-secondary setting.

Theme: Institutional Leadership of Teaching and Learning

Audience: General

Keywords: transition, success, supports, rural, urban, aboriginal

C3-3
Room: Arts 101

Thursday, 3:30 - 4:20 pm

Health Determinants: Getting Real!

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

Innovative Practice Track

Abstract:

In delivering quality care, future health care providers must understand the impact of socioeconomic inequities on health. A substantial body of research now shows that low income, unemployment, education levels, and poverty represent the greatest challenges to population health among marginalized groups. In our local context, the 2004 Health Status Report of Saskatoon, Saskatchewan, provided compelling data on the magnitude of health disparity by neighborhood income. This report indicated that core neighbourhoods (inner city neighborhoods with many residents of lower socioeconomic status according to census data) had dramatically higher rates of disease, and decreased life expectancy compared to middle or higher income neighborhoods. Prompted by the Health Status Report, and in collaboration with a broad range of community agencies and partners, we designed and implemented a one-day Community Health workshop for Physical Therapy (PT) students, held in a community centre in one of the core neighbourhoods.

The goal of the workshop was to immerse students in the reality of key determinants of health in order to make these determinants real and meaningful. For the past three years, PT students (n=115) have participated in this experiential day that provides ‘hands on’ opportunities for PT students to interact with individuals and agencies of the core neighbourhoods. Our goal is to expose students to both the strengths and challenges of the community, most predominantly the Riversdale neighbourhood of Saskatoon. Students participate in a guided community walk, and work collaboratively on interactive activities throughout the day to consider health determinants at community and policy levels. Learning Objectives of the Community Health Workshop include: 1) Identifying strengths and challenges facing underserved communities; 2) Familiarizing students with unique features, community services and environment of the Riversdale neighbourhood; 3) Describing health disparities which exist between different neighbourhoods in Saskatoon and connecting health disparities to income; 4) Recognizing that poverty impacts on the health of individuals, families and communities and that poverty is an important socioeconomic determinant to consider when planning health-related programs; 5) Appreciating that structural inequities in society contribute to lower socioeconomic status in certain populations; and 6) Understanding that the reality of socioeconomic determinants of health in developing countries is similar to socioeconomic determinants of health in underserved populations and impoverished people living in Canada.

To date, our qualitative data suggest that the workshop is viewed as worthwhile and meaningful by all involved parties. Community members appreciate and value the opportunity to engage with the students in a formative way. PT student participants express appreciation for and enjoyment in learning from “real life experience” of people living in the core neighborhoods, and feel that the learning objectives of the workshop are consistently met. Our results indicate that even a brief program of interactive community-based learning experiences can positively influence students’ attitudes and beliefs about the social determinants of health (Proctor et al., 2010). During the session, we will describe the structure and components of our Community Health Workshop, and will present three years of workshop evaluation data for consideration. Participant involvement and discussion will be encouraged.

Theme: Experiential Learning

Audience: General

Keywords: community-based; experiential learning; health determinants; community health

C3-4
Room: Arts 104

Thursday, 3:30 - 4:20 pm

Redefining Community as All our Relations: A Path to a Decolonizing Teaching Practice

**M.J. Barrett, School of Environment & Sustainability and College of Education,
University of Saskatchewan**

Innovative Practice Track

Abstract:

Session participants will explore how expanding one's understanding of community can be a useful way for non-Aboriginal students and instructors to respectfully engage with Aboriginal worldviews. As non-Aboriginal educators, it is often difficult to know how to integrate Aboriginal content and perspectives into teaching in ways that are respectful. Redefining our understandings of community is one powerful entry point to deepening understandings of how to engage Aboriginal perspectives in teaching and learning experiences. This presentation is based on the lead presenter's experiences teaching three different courses - two undergraduate, and one graduate. Undergraduate courses include a pre-service social studies methods course (regular program, College of Education), a science methods course (Indian Teacher Education Program, College of Education), and a graduate level course focusing on multiple ways of knowing (School of Environment and Sustainability). Co-presenters' perspectives will be based on their participation in a graduate-level course assignment designed to disrupt Eurocentric notions of community. The session provides a series of activities and curriculum planning approaches to support the inclusion of the humans, nature, spirit, and ancestors in discussions of community. It challenges participants to inquire into (1) ways in which these larger understandings of community could permeate their course syllabi and classroom discussions, and (2) the potential impacts of such inclusion. Along with stories of success, issues of positionality, voice, identity, student resistance, and cultural appropriation will be addressed.

Intended learning outcomes include: (1) a broader definition of community, (2) thoughtful discussion about ways in which non-Aboriginal educators can bring Aboriginal perspectives into class syllabi and classroom discussions, and (3) some understandings of the challenges and resistances encountered when engaging this approach.

Cultural context: Rather than putting humans at the top of a food chain, Aboriginal worldviews assume that humans are dependent upon respectful relations with both seen and unseen worlds that make up a community. They understand that not only humans, but other-than-human beings, including animals, plants, rocks, sky, and spirit(s) are, or may be experienced as,

communicating subjects; thus they can be important members of one's community. Yet when teaching about community, these 'beings' are frequently neglected, and discussions quickly and easily become 'all about humans'.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: General

Keywords: experiential learning; human-nature relations; social studies; social studies education; community; aboriginal education; worldview

C3-5
Room: Arts 106

Thursday, 3:30 - 4:20 pm

Teaching by template: The tyranny of presentation software

Linda Ferguson, College of Nursing, University of Saskatchewan; Olive Yonge, Faculty of Nursing, University of Alberta; Florence Myrick, Faculty of Nursing, University of Alberta

Innovative Practice Track

Abstract:

Learner Outcomes

1. To explore current usage of presentation software in terms of benefits and costs
2. To examine the impact of presentation software on active learning
3. To synthesize means of using presentation software to enhance active learning from participant experience and expertise.

Presentation software is an "old" technology that has a very strong presence in today's classrooms in post-secondary education. Presentation software such as PowerPoint© has simplified the process of enhancing learning through visual reinforcement of verbal and visual stimuli within the learning environment. This reinforcement has proven very useful in assisting learners to organize and structure information, thus facilitating their learning. PowerPoint and other types of presentation software provide master slide templates that have been formatted using principles of visual reinforcement of learning. It thus should be relatively easy for faculty to create presentations that provide structure and reinforcement of learning.

Unfortunately, such is not always the case. In many learning situations, faculty create presentations that detail almost all of the information presented in the learning situation. For those students who equate content with learning, the perception is that the class is contained within the slides, and in fact, can

replace the learning experience. Students complain that some faculty prepare such slides and then read these very detailed slides to the assembled learners, a situation that is perceived as boring and “mind-numbing”. Others find well-prepared presentations enhance their learning experiences. Although some students request that prepared presentation slides be posted prior to lectures for advanced preparation or as a guide to note taking, other students assume that a copy of the presentation can replace the learning session and choose not to attend. Regardless of motivation, most students are highly critical of those faculty who don’t post prepared handouts prepared via presentation software, a comment that often appears on student evaluations of their teachers. The question for this session is how to use presentation software in a way that enhances the learning situation. We will examine the limited research available on presentation software and reinforcement of learning. We would also encourage attendees to bring their suggestions for encouragement of active learning incorporating presentation software. We will facilitate a discussion of strategies for active learning using presentation software. We anticipate a lively discussion of the merits of well constructed presentations and pedagogical strategies to incorporate them in the “engaged” classroom.

Theme: Innovation with Technology

Audience: General

Keywords: presentation software, learner engagement, pedagogical strategies

C3-6
Room: Arts 108

Thursday, 3:30 - 4:20 pm

Towards Effective Assessment and Course Design Through Research Skill Development

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

Organizational Change Track

Abstract:

Session Objectives:

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

Session Description: The Research Skill Development framework (RSD; Willison, 2009; Willison & O’Regan, 2007) provides a tool for assessment,

course, and curriculum design that is based on facets of student inquiry (loosely based on Bloom's taxonomy; Anderson & Krathwohl, 2000; Bloom, et al., 1956) development of student autonomy, and the research process. RSD has been used to develop assignments, assessments and rubrics in a number of courses and to lead program and curriculum (re)development across a wide range of disciplines (e.g., Biology, Animal Science, Nursing, Electrical Engineering, Business, Psychology, History and English) .

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

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

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

References

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Addison-Wesley-Longman, Boston. Bloom, B. S., Engelhardt, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). Taxonomy of educational objectives, handbook I: *The cognitive domain*. New York: David McKay Co Inc.

Willison, J. (2009). Multiple contexts, multiple outcomes, one conceptual framework for research skill development in the undergraduate curriculum. *CUR Quarterly* 29, 10-14.

Willison, J. and O'Regan, K. (2007). Commonly known, commonly not known, totally unknown: a framework for students becoming researchers. *Higher Education Research and Development*, 26(4), 393-409.

Theme: Experiential Learning

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

Keywords: integration of teaching and research, curriculum, assessment

C3-7
Room: Arts 214

Thursday, 3:30 - 4:20 pm

Lecture Material Guidelines: Setting course delivery standards in a technology era

Kalyani Premkumar, College of Medicine, University of Saskatchewan; Anup Saseendran, College of Medicine, University of Saskatchewan; John Costa, College of Medicine, University of Saskatchewan

Organizational Change Track

Abstract:

Most faculty publish course materials electronically using a variety of tools to supplement lectures and enhance student experience. Often, the format in which faculty publish does not coincide with how students use or want to use the material to support learning, leading to mutual frustration. Our objective was to identify guidelines for creating, publishing and delivering electronic course materials which meet student requirements and faculty goals while staying within the constraints of technology available to faculty.

Methodology: Volunteer undergraduate medical students participated in surveys and focus group sessions to identify learning and note taking methods, technology use, current lecture material standards and their preferences. Faculty were interviewed to identify their goals for lecture materials, technological aptitude and constraints.

Results: Students identified inconsistency in how lecture materials are formatted, published and delivered with resultant increase in time and resources spent in accessing, printing, organizing and optimizing notes. Attitudes about copyright protection, fears of copyright infringement, varying instruction styles, nature of the content presented and confusion around multiple electronic methods of delivery were reasons identified for the diversity among faculty. The results were used to prepare guidelines which address faculty goals and student needs in an evolving technological environment.

Conclusions and Discussion: The adaptation of the guidelines is an important step to provide a consistent student experience within and between courses.

Such measures are necessary to create and promote a culture of collaboration and academic freedom among faculty while maintaining student satisfaction.

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

- Discuss the importance of setting standards at the program level for publishing supplementary resources for lectures
- Identify factors that have to be taken into account while creating guidelines and during the process of implementation

Theme: Institutional Leadership of Teaching and Learning

Audience: General

Keywords: lectures; guidelines, technology, course delivery, curriculum

C3-8
Room: Arts 210

Thursday, 3:30 - 4:20 pm

A Subject-Driven, Case-Based Approach to Plagiarism Prevention Education

Cara Bradley, Teaching Development Centre, University of Regina; John Archer, Library, University of Regina

Innovative Practice Track

Abstract:

Plagiarism is an important issue facing university instructors around the world, so it is surprising that there has not been more effort made to create engaging plagiarism prevention education programs for students. Current educational approaches tend to be homogenous, without recognition of the diverse issues and questions arising across different academic disciplines. This presentation advocates for the importance of subject-specific plagiarism education that situates integrity discussions in the context of the discipline under study. It also promotes a case-based approach that uses high-profile cases to emphasize the broader implications of plagiarism. When combined with controversial and thought-provoking discussion questions, this subject-specific and case-based approach results in highly relevant and engaging discussion and reflection on complex plagiarism issues in the disciplines. After an introduction to the approach participants will break into groups, reading a short case and working through the discussion questions provided, before reporting their perceptions of the strengths and weaknesses of this approach back to the larger group. Learning outcomes include an increased awareness of the diverse plagiarism issues that arise across disciplines, recognition of the need to situate plagiarism discussions in disciplinary contexts, and appreciation of the value of using real

cases as plagiarism prevention teaching tools. Additionally, participants will gain practical experience using this approach, awareness of its strengths and limitations, and tips and resources for locating cases in other disciplines.

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: Educational Developers; General

Keywords: plagiarism; prevention; education; case-based; discipline-specific

C3-9
Room: STM 260

Thursday, 3:30 - 4:20 pm

The Heart of Higher Education: Creating Conversation and Meaning through a Community Art Project

Kim West and Jaymie Koroluk, University of Saskatchewan

Organizational Change Track

Abstract:

Inspired by Palmer and Zajonc's new book, *The Heart of Higher Education, A Call to Renewal- Transforming the Academy through Collegial Conversations* (2010) and its call to the academic community to "live into the heart of higher education and deepen our understanding and practice of transformative learning," the facilitators of this project invited their academic community at the University of Saskatchewan to contribute to a community art exhibit visualizing the heart of higher education.

This community art project challenged faculty, staff, students, and instructors to creatively and critically examine the heart of education and what it means by capturing their thoughts, ideas, and sentiments visually through artistic means. Collaborators were encouraged to use a variety of artistic mediums, including words, images, music, and mixed media. The arts provide a venue for inquiry in a variety of ways, ranging from reflection to arts-informed research, to art-based research, to enacted living enquiry (Knowles & Cole, 2008). We decided to use a community-based approach for this project that would 1) engage artists and community members in reflection and discussion on a central issue related to higher education, 2) showcase lived experiences on the deeper purpose of higher education, 3) deepen our own understandings of higher education through the process of (a) art making, (r) researching, and (t) teaching (a/r/tography; Springgay, Irwin, and Wilson Kind 2005) and 4) provide a forum for conversation and introspection on deeply held beliefs and attitudes concerning self, education, teaching and learning.

Members of the general university community and all STLHE conference delegates are encouraged and invited to view the public exhibit of the community art project at the St. Thomas More College Art Gallery from June 1-24, 2011 at the University of Saskatchewan. This gallery is located on the second floor of the St. Thomas More College Building (website: <http://www.stmcollege.ca/general-information/art-gallery/index.php>). This conference session is for delegates who would like to engage in further self-exploration and discussion of their thoughts on the heart of higher education while learning more about the arts and the role it can play in teaching, learning, inquiry, and community debate. Rather than provide a guided tour, workshop participants will engage in an inquiry-based gallery walk approach with questions, small group discussions, and self-reflective activities. This will be followed by an opportunity for workshop participants to discover the power of art themselves by engaging in the process of art-making. Finally, the workshop will provide some strategies and resources for people wishing to implement art projects at their own institutions to foster inquiry, transformative learning, and community connections.

Theme: Communities of Practice, Learning Communities

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

Keywords: heart, community, art, integrative education

C3-10
Room: Arts 105

Thursday, 3:30 - 4:20 pm

Language Centre Electives Program - Supporting Students' Experience of Diversity

Gina DiPaolo, Language Centre, University of Saskatchewan; Kaitlyn Schmieser, Language Centre, University of Saskatchewan

Innovative Practice Track

Abstract:

The electives program is an experiential language and cultural learning environment with an emphasis on communication, inclusion, and creating a community of learners integrated with the larger university student community. The structure, communications strategies, and experiential language usage pedagogy employed by the electives program provide a social platform for authentic communication in English as well as provide a ground of common experience that unites learners into a learning community.

“Beyond grammatical and discourse elements in communication, we are probing the nature of social, cultural and pragmatic features of language” (Brown, 1994, p. 77).

This concurrent session will highlight the experiential learning methods employed by electives program as well as the communications and language learning objectives that the program addresses. The structure of the Electives program is intended to allow students to experience the culture of Canadian Higher education, and to expose them to the social situations, language, and technologies that they will encounter once they enter the University. The deliberate organization and structure of the electives program allows us to embrace a diverse student population and create structured and supportive opportunities for inclusive educational experiences. In keeping with experiential learning pedagogy the electives program employs methods whereby “. . . students learn and develop through active participation in thoughtfully organized learning experiences that meet students’ personal interests and that are coordinated in collaboration with the school and community” (Owen, 1996, p. 3).

One of the most obvious challenges that international students face in attending post secondary institutions in Canada is the level of language acquisition required for program entry. In addition international students face the challenge of social integration in the higher education environment with peers who do not share a common educational culture background. Indeed international student success is dependent on an ability to communicate effectively with peers and professors that requires not only a high level of English language proficiency but thorough knowledge of social interaction patterns and cultural communication norms that are best learned through experience. The electives program provides international students an opportunity to explore the educational environment, interact in meaningful ways with their peers and create innovative programs and processes that support integration.

Learning objectives: This session endeavors to raise awareness of integration issues faced by international students and to outline student and learner centered approaches to program development. Many of our best program ideas stem directly from on going and intensive dialogue with students regarding their needs for language practice opportunities and social integration. Electives staff and student leaders will guide participants through a presentation/simulation of an elective program.

Our presentation will bring together experiential learning pedagogy with communicative language teaching pedagogy to demonstrate program structures that are accessible, rich with cultural learning, language practice opportunities, cultural knowledge and experiential methods. Through the presentation of our objectives, methodology, and communications processes we hope to create

awareness of the barriers faced by international students and to help inform the direction of collaborative programming models.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: General

Keywords: diversity, student experience, experiential learning, collaborative programs, international students, integration,

C3-11
Room: Arts 217

Thursday, 3:30 - 4:20 pm

Mind the (Writing) Gap: A model to support academics through the writing process

Kris Knorr, Centre for Leadership in Learning, McMaster University; Nancy Fenton, Centre for Leadership in Learning, McMaster University; Susan Vajoczki, Centre for Leadership in Learning, McMaster University

Innovative Practice Track

Abstract:

Writing is an essential academic skill in every research university strategy, yet for many people who work within the academy, the process of writing can be daunting, intimidating and overwhelming. In this presentation, we will discuss the experience of developing structured writing retreats and communities of practice at McMaster University to support faculty writing. Research has shown that writing retreats have helped develop skills by creating dedicated writing time and building collegiality (Murray & Newton, 2009). Recently, our Centre for Leadership in Learning has made efforts to provide opportunities for faculty, staff and graduate students to develop their writing skills. Through the offering of a day-long 'writing retreat', participants share their struggles and fears of the writing process, they learn some tips and techniques to help them move through the process, and they engage in a peer-critique exercise whereby two individuals are paired together to critique each other's manuscripts. In 2010, there were two writing retreats offered at McMaster, both of which generated tremendous interest. There continues to be a demand for the retreat, and there are plans to offer two or three additional retreats in 2011. Summative evaluations and follow-up interviews with participants have demonstrated that this has been an extremely beneficial endeavour. A community of practice on writing has since evolved, and participants are eager to continue to engage in the peer-critique process, and support one another through their writing in an ongoing, sustainable fashion.

The objective of this presentation is to demonstrate a model of how to implement writing retreat at your home institution. The first 15 minutes of this session will be spent outlining the model which we have generated for the writing retreats, and we will share qualitative and quantitative data collected from past-participants. The remainder of the workshop will be devoted to actively engaging in short exercises that were developed for our retreats. Some of the interactivity will take place as a large group where we will examine some common issues related to fear of writing and the process of writing. Some time will be devoted to pairs of individuals to engage in the peer-critique process that is used at the McMaster writing retreats. Each participant who attends this session is encouraged to bring a short writing sample (for instance, a conference abstract of 300 - 500 words is an ideal length). For those who do not have a writing sample, one will be provided for you.

The session will culminate with a large group conversation on the merits and implications of the proposed model and a discussion surrounding some advantages or disadvantages that such a model can offer. The target audience for this presentation are educational developers, and those involved in professional development programming.

Theme: Communities of Practice, Learning Communities

Audience: TA Developers Special Interest Group; Writing Centre Special Interest Group; Educational Developers

Keywords: writing, faculty, professional development, innovative practice

C3-12
Room: Arts 212

Thursday, 3:30 - 4:20 pm

Connecting With the STLHE Board: What are they up to?

Arshad Ahmad, President, STLHE; and all available STLHE Directors

Innovative Practice Track

Abstract:

Did you know that six new Board members were elected since the last Conference? Or what each of us do to serve your needs? Do you have suggestions how we might improve our business or ideas that can strengthen our Society?

We want to begin a series of conversations with you. We will begin with some of the topline results from our membership survey last year .

We feel it is important to honour our traditions and practices but are equally convinced that we can do more. It comes as no surprise that as our Society grows, so do our obligations to serve generously by advancing scholarship, by vigorously advocating for the status and quality of teaching and learning, by strengthening bilingualism and our partnerships.

A growing Society also implicates our governance, our finances, and our capacity to communicate. What about the role of students, their needs and aspirations? What about broader audiences including parents, governments, and other organizations who are interested in partnering with us? What about giving more voice to different and sometimes opposing points of view?

We are also keen to share the Board's priorities and more importantly, our vision and new directions. We have met recently to reflect on these meta questions which we hope will guide our decisions in the future.

We invite you to come and connect, question, raise issues and provide your input to the Board. We need to hear from as many of you as we can and look forward to your participation.

Theme: Institutional Leadership of Teaching and Learning

Audience: General

Keywords: STLHE, Board of Directors

C3-13
Room: Arts 206

Thursday, 3:30 - 4:20 pm

Meeting the challenge of diverse learning needs of postsecondary students through the design of effective course websites

Irene Carter, University of Windsor; Donald Leslie, University of Windsor

Innovative Practice Track

Abstract:

This presentation will report on a project that produced a set of learner-centred teaching guidelines using Universal Instructional Design (UID) and accessibility standards for application to post secondary course websites. The principles of UID are found in the Universal Design (UD) perspective that views people as individuals with varying abilities and preferences. Based on the perspective of Universal Design, Universal Design in Higher Education (UDHE) identifies physical spaces, information technologies, services, and instruction which allow instructors to adopt inclusive choices. In this presentation, we are concerned

with the instructional aspect of UDHE, Universal Instruction Design, and how the principles of UID are applied to web-based course sites. Instructors who employ UID principles consider the potential needs of all learners, identifying and removing unnecessary barriers to teaching and learning, while preserving academic rigor (Coomber, 2007). Teaching strategies based on the principles of Universal Instructional Design help to fill a gap in teaching by providing insight into developing specific teaching strategies to provide effective instruction for a diverse audience of students.

The presenters partnered with a group of faculty through a university-wide learning community seeking to improve instructional strategies for course websites. The literature review, about accessible course web sites, was produced in consultation with the Centre for Teaching and Learning, Student Disability Services, University of Windsor Accessibility Committee, and the School of Social Work, University of Windsor, Accessibility Planning Committee. The main issues for exploration, developed from the literature review, include clarity of materials, efficacy of organization, timeliness of posting, and other concerns, such as, legible font and size, color contrasts, audio to assist navigation through the web site, links to other websites and self-help tools. Data was acquired from students in four undergraduate courses in social work and disability studies by developing and adding twelve additional questions to the course student evaluations. The results will assist instructors to examine and adjust their course websites to reflect the principles of UID and compliance with consumer accessibility standards.

By targeting varying learning needs, this project will help faculty to adopt instructional practices for course websites that strengthen a learning-centred approach. As a result, faculty will focus on learning obstacles that face students with varying needs rather than viewing student needs through their impairments.

This approach will maximize inclusion for students with disabilities and address the diverse learning needs of all students. This presentation seeks, through audience participation, effective teaching strategies and applications for the instructor's course website. The following objectives will enable the participant:

To review current literature about learning centred approaches and the principles of Universal Instructional Design (UID).

To engage in an interactive group exercise that involves selecting applications for a course in disability studies that reflect good teaching strategies and principles of UID.

To consider how application choices for course websites comply with and foster accessibility.

To reflect on the applicability of a set of guidelines for course websites and to what degree they are consistent with good teaching strategies and principles of UID.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: General

Keywords: universal instructional design, course websites

C3-14
Room: Arts 200

Thursday, 3:30 - 4:20 pm

The Indigenous Studies Portal: An Innovative Virtual Library and Research Tool

Deborah Lee, Library, University of Saskatchewan

Innovative Practice Track

Abstract:

The Indigenous Studies Portal (or iPortal) is a strategic priority of the University of Saskatchewan Library and has had full-time staffing since 2005 in order to support Aboriginal programming, engagement and research. It is also the only virtual library of its kind in Canada, linking users to more than 25,000 full-text resources related to the interdisciplinary field of Indigenous Studies. These resources are diverse in format, including peer-reviewed articles, popular articles, book reviews, theses, e-books, websites, films and archival documents (such as photos, correspondence, maps and field notes). Of particular interest in the iPortal collection are the verbatim round table RCAP hearings, which have been digitized by the U of S Archives and available online through both the iPortal and the Our Legacy Aboriginal archives website. Digitization is an important trend in the current world of libraries and archives as it provides easy online access to unique materials that were previously all but inaccessible (such as out-of-print books and archival materials lacking finding aids) and it helps to preserve important cultural and historical information. In addition, the iPortal links to subscription-based resources paid for by the University Library.

In addition, the iPortal has a very user-friendly search engine that is well-suited to assisting Aboriginal students with their research assignments. This session will inform participants of the various elements of iPortal search functionality that take into account the difficulties many Aboriginal students have with finding suitable and authoritative resources for their academic research assignments and papers. The presenter will use iPortal information literacy and bibliographic instruction techniques to demonstrate how Aboriginal students learn to develop

better search strategies for their academic research and, consequently, how they can succeed in finding and evaluating the academic resources they need for writing their research assignments.

It is also important to note that the iPortal links to resources that reflect a multiplicity of world views, from traditional knowledge to transsystemic knowledge to Western knowledge so as to further the debate on Indigenous Studies issues.

Level of interactivity: This presentation will be moderately interactive in that it will describe and demonstrate some unique features of the iPortal. The presenter will then ask the audience to form groups to discuss benefits provided by the iPortal, particularly for Aboriginal students, and report back to participants. Audience members will also have the opportunity to ask questions about the iPortal throughout the presentation.

Learning Objectives for this presentation

- Learn how to make the best use of the iPortal database for academic research
- Learn about the cultural relevance of the iPortal research tool.
- Understand why the iPortal is a better research tool for Indigenous Studies resources than Google.

Theme: Innovation with Technology

Audience: General

Keywords: aboriginal students; virtual libraries; library technology

C3-15
Room: Arts 213

Thursday, 3:30 - 4:20 pm

Every Classroom is a Stage: Learning Narrative through Performance

Sarah Powrie, English, St. Thomas More College; Michael Cichon, English, St. Thomas More College

Innovative Practice Track

Abstract:

At a time when active learning in higher education is increasingly recognized for its value, simulation-based learning, or role-playing, remains surprisingly neglected, not only in the classroom, but in the scholarship of teaching and learning. A 2005 study of UK university instructors found that the largest barriers

to implementing such methods included a lack of time, resources and information (Lean et al., 2006). This presentation aims to address these barriers by providing instructors with a “tool-kit” of practical approaches and strategies for implementing role-playing and performance assignments in their curricula. While role-playing assignments have a wide range of applicable contexts, this presentation will be most useful for those teaching English, History, Gender Studies, or Cultural Studies, in part because we will provide specific examples pertinent to these disciplines, and in part because we wish to draw attention to the hermeneutics of performance; that is, to the ways in which performance articulates one possible interpretation of dialogue, gender, class or history.

The first presenter will outline the pedagogical framework for a performance assignment that she has used for three years in teaching Medieval Drama. While the presenter’s narrative will follow this course and its assignments, she will also suggest ways in which the same activities might be applied to the disciplines mentioned above. She will speak to the pedagogical benefits and practical challenges of these assignments. The second presenter will discuss assignments using Librivox, a website which contains audio files of audio books in the public domain, as part of a course titled “Courtly Love and Medieval Romance.” He will explain how to make Librivox file and will outline the requirements of the Librivox assignment. Drawing upon student audiofiles and reflection papers, he will relate students’ response to this activity.

Both speakers will comment on the fascinating way that such assignments bridge the pre-modern and postmodern. Courtly poetry was intended for performance rather than private reading, and so the oral format of audio files actually access the original artistic spirit behind the work. Dramatic performances privilege visual media over verbal, by enabling the physical voice and body to displace the written text. YouTube has revived performance culture, so that it is now easier than ever to show multiple performances of a single narrative and thus illustrate that each performance contains a unique interpretative statement. Even though today’s students are visually oriented, they often lack the analytical skills needed to interrogate and decode images. The first presenter will explain the ways in which she encourages her students to analyze gesture and space, thus enabling them to become active spectators, whether they are watching YouTube, watching their peers perform a scene, or imagining their own performance of a play. To involve the audience, the presenter will ask the audience to become active spectators by analyzing student work from Medieval Drama.

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: College Educators Special Interest Group

Keywords: inclusivity, active learning, students disseminating knowledge, creative assignment, trouble-shooting, articulating expectations, performing narrative