

Poster Session
Thursday 4:30 – 7:00 pm
Geology/Biology Atrium

P-1

Improving student readiness: Aligning secondary and university learning outcomes and assessment standards

Dean M. Beaubier, Rolling River School Division; Shannon A. Gadbois, Department of Psychology; Brandon University

P-2

Undergraduate Community-Based Research Project: Attitudes of the Criminal Justice System

Tammy Marche, St. Thomas More College, University of Saskatchewan

P-3

Interdisciplinary and Collaborative First-Year Teaching in the Humanities and Fine Arts

Mark Meyers, History, University of Saskatchewan

P-4

Evaluation of an interprofessional seminar series for psychiatry residents and law students

Mansfield Mela, College of Medicine, University of Saskatchewan; Krista Trinder, Educational Support & Development, College of Medicine, University of Saskatchewan; Glen Luther, College of Law, University of Saskatchewan; Marcel D'Eon, Educational Support & Development, College of Medicine, University of Saskatchewan

P-5

Evaluation of the anatomy laboratory for first year medical students

Greg Malin, Anatomy and Cell Biology, University of Saskatchewan; Krista Trinder, Educational Support & Development, College of Medicine, University of Saskatchewan; Dorian Irwin-Kristmanson, College of Medicine, University of Saskatchewan; Kirsti Ziola, College of Medicine, University of Saskatchewan

P-6

Using Self-Assessment and Reflection to Build Management Skills

Teal McAteer, DeGroot School of Business, McMaster University; Mark Skowronski, DeGroot School of Business, McMaster University

P-7

SoTL Portal - Connecting Researchers

Heather Hurren, Manager, Academic Development, Centre for Teaching and Learning, UBC -Okanagan; Gary Hunt, Centre for Teaching and Learning, Thompson Rivers University; Peter Arthur, Director, Centre for Teaching and Learning, UBC- Okanagan; Janine Hirtz, Centre for Teaching and Learning, UBC- Okanagan; Sylvia Currie, BCCampus

P-8

The Ongoing Evolution of a 2nd Year Undergraduate Chemical Biology Inquiry Course - A Guided Inquiry Approach to Facilitate Self-Directed Learning

Nancy McKenzie and Paul Berti, McMaster University

P-9

New Faculty Perceptions of Mentoring: How Graduate School Experiences Influence Their Own Approaches

Shannon Gadbois, Psychology, Brandon University; Elizabeth Graham, Sociology, Brandon University

P-10

Examining Academic Success in an Accelerated Schedule Format: The Supercourse Experience!

Brent E. Faught, Department of Community Health Sciences, Brock University; Madelyn P. Law, Department of Community Health Sciences, Brock University.

P-11

Indigenous Based Masters of Social Work Program, Faculty of Social Work, University of Manitoba

Indigenous Caucus: M. Hart, Y. Pompana, G. Cook, D. Halonen, G. Gosek, L. Deane, V. Morissette, G. Rowe, University of Manitoba

P-12

Situational Leadership and the Teaching Practicum: A Narrative

David C. Young, Faculty of Education, St. Francis Xavier University

P-13

Efficacy of online learning - comparison between online and on-campus physiology students' experience

N. Kee, S. Matthews and C. Perumalla, University of Toronto

P-14

Giving voice to the experience of rural preceptorship: A photovoice project

Olive Yonge, Faculty of Nursing, University of Alberta; Florence Myrick, Faculty of Nursing, University of Alberta; Linda Ferguson, College of Nursing, University of Saskatchewan; Quinn Grundy, School of Nursing, University of California, San Francisco; James Cockell, Faculty of Nursing, University of Alberta

P-15

Bloom's Affective Domain and the Formation of Professional Identity in Clinical Education Settings

Eric Kristensen, Teaching and Learning Centre, Capilano University

P-16

Convenience and conversation: A comparison of approaches to peer reviews

Lori Goff, Centre for Leadership in Learning, McMaster University; Michael Chong, Arts and Science, McMaster University; Kimberly Dej, Life Sciences, McMaster University

P-17

Teaching the Art of Taking Patients' Perspectives: Interprofessional Health Seminars

Ulrich Teucher, Psychology, University of Saskatchewan; Marcel D'Eon, College of Medicine, University of Saskatchewan

P-18

Peer Evaluation: What do Physical Therapy Students Think?

V. Dal Bello-Haas, School of Physical Therapy, University of Saskatchewan; L. Harrison, School of Physical Therapy, University of Saskatchewan; R. Kanthan, Department of Pathology and Laboratory Medicine, University of Saskatchewan

P-19

To list-serv or not to List-Serv

Douglas Reid, Queen's University; Denise Stockley, Queen's University; Loretta Walz, Queen's University

P-20

Creative Assessment: The Use of Rubrics in a Fine Arts Setting

Jessie Beatty, Department of English Language and Literature, University of Windsor

P-21 VACANT

P-22

Continuing the Conversation in Saskatoon: The Canadian Journal for the Scholarship of Teaching and Learning

Allen Pearson, Faculty of Education, University of Western Ontario; Ken N. Meadows, Teaching and Learning Services, University of Western Ontario; Dianne Bateman, Academic Development Centre, Champlain St-Lambert College; Dieter Schonwetter, Faculty of Dentistry, University of Manitoba; John Thompson, Sociology, University of Saskatchewan

P-23

Discovery, Integration, Communication, and Engagement: Learning through scaffolding in a field based undergraduate course in Renewable Resource Management

Thomas Yates, Department of Soil Science, University of Saskatchewan

P-24

Supporting Instructional Renovation

Sheryl Mills, Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan

P-25

Real People, Deep Learning: Negotiating Necessary Tensions with Colleagues, Learners, and Institutional Policies in Service-Based and Problem-Based Learning

Gail Frost, Physical Education and Kinesiology, Brock University; Maureen Connolly, Physical Education and Kinesiology, Brock University

P-26

Modeling Teaching for Inclusivity and Diversity through an Open Door Program

Maureen Reed, Psychology, Learning and Teaching Office, Ryerson University; Dalia Hanna, Learning and Teaching Office, Ryerson University; John Paul Foxe, Learning and Teaching Office, Ryerson University

P-27

Abroad to Study, Home to Study Again: An Exploratory Study of LL.B Degree Programs in England, Scotland and Australia

Andrij Kowalsky, Osgoode Hall Law School, York University, Davies Bagambiire & Associates

P-28 VACANT

P-29

Approaches, process and timeline to an Learning Management System (LMS) transition

Asim Aziz, Centre for Teaching and Learning, University of Alberta; Christopher Goetz, Centre for Teaching and Learning, University of Alberta; Dave Sun, Centre for Teaching and Learning, University of Alberta; David Laurie, Centre for Teaching and Learning, University of Alberta; Trevor Jones, Centre for Teaching and Learning, University of Alberta

P-30

Engaging Students with Clickers in a Distributed Environment: Lessons Learned

Kalyani Premkumar, College of Medicine, University of Saskatchewan; Cyril Coupal Information Technology, University of Saskatchewan; Krista M. Trinder, College of Medicine, University of Saskatchewan; Shiva Shayani-Majd, College of Medicine, University of Saskatchewan

P-31

Online courses = higher marks?

Cyril Coupal, Information Technology, University of Saskatchewan; Kalyani Premkumar, College of Medicine, University of Saskatchewan; Krista M. Trinder, College of Medicine, University of Saskatchewan; Luke Coupal, University of Saskatchewan

Improving student readiness: Aligning secondary and university learning outcomes and assessment standards

**Dean M. Beaubier, Rolling River School Division; Shannon A. Gadbois ,
Department of Psychology , Brandon University**

Organizational Change Track

Abstract:

Student readiness continues to be an issue among the professoriate (Greenberg, 2010; Cramer, 2010; Kelley, 2010). Enrolment growth trends in Canadian universities suggest this concern may remain prevalent for some time. At the secondary level, government bodies have developed and implemented policies and standardized assessment instruments with the expressed means of improving accountability and student academic proficiency. Despite these efforts, there does not appear to be a perceived change in the readiness of students attending tertiary institutions. The purposes of this study were to: (1) determine the current state of alignment between high school and university learning outcomes and assessment standards; and (2) if needed, outline policies/factors that would establish or strengthen this alignment.

This presentation defines the concept of “student readiness” with respect to higher education. It examines connections between secondary education curriculum outcomes (content standards) and the evaluation of knowledge and skills (performance standards) pertaining to them. The relationship between these standards and those delineated by a post-secondary institution are then determined. Using qualitative research methods, we examined the specific subject area of English language arts to determine the current alignment between secondary and university standards in the province of Manitoba. This involved analysis of provincial curriculum/evaluation documents and course outlines. Subsequent interviews with subject area secondary from a sample of teachers and university professors then took place.

A major finding from the research is that problems related to readiness may stem from differing objectives between the two levels of education. This disjuncture is highlighted by the fact secondary education historically has involved a student body whose range of academic abilities varies greatly in comparison to the sub-set typical of student participants in higher education. Given this population variance, secondary education traditionally has focused on creating suitable content standards. Thus, the subsequent performance standards also may be intended more

for determining minimum competencies addressing the vocational pluralism of our society.

Based on this conclusion, a number of policy recommendations resulted from the study. To begin with, the provincial government should consider a committee to determine the means and degree to which alignment may be established. Secondly, the content and evaluation criteria of all first year university courses should be examined in relation to their comparative high school subjects. Finally, teacher education pre-service and in-service programs should be developed so that curriculum and teaching methods ensure professionals can prepare students to meet new standards.

Theme: Program Level Outcomes and Quality

Audience: Educational Developers

Keywords: student readiness, learning outcomes, assessment standards, alignment

P -2

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

Undergraduate Community-Based Research Project: Attitudes of the Criminal Justice System

Tammy Marche, St. Thomas More College, University of Saskatchewan

Research Track

Abstract:

The research literature points to the pedagogical value of an engaged and community service-learning approach to developing understanding of course content (Astin, Vogelgesang, Ikeda, & Yee, 2000). To help students achieve a better understanding of how the discipline of psychology contributes to the discipline of law, students in Psy 231: Psychology and Law participate in a community-based research project in which we partner with the Elizabeth Fry Society and the John Howard Society. Students gain hands-on experience of the Canadian justice system.

The goal of the research project is to examine attitudinal differences of the criminal justice system between individuals who have been in conflict with the law and individuals who have not. Determining where differences in attitudes exist will help identify ways to increase satisfaction and confidence in the justice system. Past research indicates that public support is necessary for the criminal justice system to

work effectively (e.g., Indermaur & Hough, 2002; Roberts, 2004; Tyler & Huo, 2002). The objective of the current study was to determine whether there are differences in satisfaction and confidence in the criminal justice system between individuals who have and have not been in conflict with the law.

Over the past two offerings of Psy 231, 15 undergraduate students have worked with the Elizabeth Fry Society and interviewed women who have been in conflict with the law regarding their attitudes toward the criminal justice system. They then compared their responses to those of undergraduate students. More specifically, 81 participants (10 females who had been in conflict with the law; 11 male and 60 female undergraduates) responded to several questions which determined their satisfaction, attitudes, opinions and confidence in the criminal justice system. Results showed that women who had been in conflict with the law reported less confidence in the criminal justice system than the undergraduate students. This suggests that measures need to be taken to improve confidence, and to some degree, satisfaction, to ensure the effectiveness of the criminal justice system.

In addition to the positive feedback received from the community organization, the students participating in the project have reported that they found it to be an extremely positive, enriching and rewarding experience, which has influenced career aspirations for some students. For example, one of the students, because of her experience with the project, subsequently secured summer employment with the Elizabeth Fry Society and is currently working on a justice-related honours thesis. During the final two lectures of the course, I report the results of the community-based research project to the class in a lecture discussing the relationship (linkages and tensions) between criminal justice and social justice. The participating students informally report their experiences and reflections to the class and we discuss ways in which the justice system can become more responsive to local communities and national agencies with which it interacts.

Learning Objectives: To demonstrate how instructors can facilitate students' understanding of the course material by partnering with community-based organizations on research projects that benefit both students and community organizations.

Theme: Experiential Learning

Audience: General

Keywords: community-based research project, experiential learning, forensic psychology, criminal justice system

P -3

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

Interdisciplinary and Collaborative First-Year Teaching in the Humanities and Fine Arts

Mark Meyers, Department of History, University of Saskatchewan

Innovative Practice Track

Abstract:

This poster session introduces viewers to an innovative and collaboratively taught first-year course at the University of Saskatchewan, INTS101.12 "Examining the Western Humanities and Fine Arts in a Global Context." Offered in 2010-2011 as a pilot project, this intensive 12-credit course provides an interdisciplinary introduction to the history of various Western cultures, while also situating Western developments in a global context. Throughout the course, students critically analyze how religion, philosophy, literature, science, art, drama, and music have allowed human beings to make sense of themselves and their place in the universe. Lectures, small group seminars with full-time faculty, writing assignments, active learning exercises, and the study of primary sources allow students to hone their communication and critical thinking skills.

INTS 101.12 has an innovative structure in that students attend three (3) one-hour lectures and three (3) one-hour small-group seminars per week over the entire year. The course is collaboratively taught in that faculty from across the disciplines deliver course lectures corresponding to their areas of expertise, while a small group of regular "core faculty" plans the course, leads the seminars to ensure course continuity and cohesiveness, and coordinates course and student assessment. Students remain in their seminar groups for the entire year to build a sense of community. The course provides opportunities for students to interact with faculty from across the institution in lecture and small-seminar settings and offers them a chance to sample a variety of topics and disciplinary approaches.

After perusing the poster, observers will be able to: describe our model for delivering interdisciplinary and collaborative teaching at the first-year level; identify challenges we faced in developing and delivering the program; and explain how the curriculum and course structure aligns with George Kuh's outline of "High Impact Educational Practices." A sampling of comments from administrators, instructors, lecturers, and students will allow viewers to see how stakeholders have responded to the course in the focus groups, interviews, and surveys that we have conducted as part of a qualitative study of the course.

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: General

Keywords: interdisciplinary, collaborative, humanities, fine arts, first-year, humanities, course design, innovative practice

P -4

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

Evaluation of an interprofessional seminar series for psychiatry residents and law students

Mansfield Mela, College of Medicine, University of Saskatchewan; Krista Trinder, College of Medicine, University of Saskatchewan; Glen Luther, College of Law, University of Saskatchewan; Marcel D'Eon, College of Medicine, University of Saskatchewan

Innovative Practice Track

Abstract:

The importance of interprofessional education is widely recognized in the area of health care. Such has been the impetus for the creation of the Academy of Psychiatry and the Law in America and Canada. As well, the formation of the Not criminally responsible on account of mental disorder (NCRMD) Review board, comprised of lawyers and psychiatrists that determine the disposition of accused persons, is premised on the recognition of the interprofessional relationship and collaboration of Law and Psychiatry. At the University of Saskatchewan, the Law and Psychiatry Seminar Series, was reintroduced to law students and psychiatry residents in 2004. This is an innovative teaching method that has received very positive course evaluations in the past. To date there have been no known evaluations of the teaching and learning that prepares psychiatry residents and law students to form positive working relationships.

An in-depth evaluation is being conducted to examine: 1) satisfaction with the course, 2) whether students have more knowledge of interprofessional relationships and communication between the two professions after completing the course, 3) whether perceptions of other professions improve favourably, and 4) whether held positions about the conflicts between autonomy and beneficence change after completing the course. In 2010, pilot data was collected from 15 law students attending the seminar series and 12 students attending a human rights seminar serving as a control group. Students completed the following measures at the start and end of the course: 1) perceptions of psychiatrists (scale developed by

the authors), 2) Interprofessional Education Perceptions Scale (Modified), 3) a case scenario developed by the authors. At the end of the course, students in the seminar series completed a survey measuring their satisfaction with specific components of the course.

Preliminary analyses indicate that students attending the seminar series had significantly more positive attitudes toward psychiatrists ($t(14) = -3.75, p = .002, d = .61$) and believed that there was greater cooperation between lawyers and psychiatrists ($t(14) = -2.32, p = .036, d = .59$) after completing the course. These changes were not found for the control group. Due to the small sample size, nonparametric Wilcoxon signed ranks tests were conducted, which confirmed the statistically significant changes. Students indicated that they were highly satisfied with the course and that they felt that they were provided with information that was useful for their career. Students also reported that being taught by a psychiatrist was valuable.

Data are being collected from law students and psychiatry residents currently attending the seminar series and from a control group. In addition, focus groups will be conducted to explore students' experiences with this course. More robust results and conclusions will be available as this information is compiled.

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: General

Keywords: interprofessional education, evaluation, innovative practice

P -5

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

Evaluation of the anatomy laboratory for first year medical students

Greg Malin, College of Medicine, University of Saskatchewan; Krista Trinder, College of Medicine, University of Saskatchewan; Dorian Irwin-Kristmanson, College of Medicine, University of Saskatchewan; Kirsti Ziola, College of Medicine, University of Saskatchewan

Research Track

Abstract:

Intended outcomes: Attendees will learn about what the lab involves and the evaluation methods used. The authors invite those attending this session to discuss

the course and evaluation, learning from our research and providing insight into other evaluation possibilities.

Traditionally, medical students have performed and observed cadaver dissections to learn about human anatomy. This is true for students at the University of Saskatchewan. There has been significant debate over the effectiveness of this experience with strong advocates both for and against its use. Some argue that the high cost and resources involved in maintaining an anatomy lab are prohibitive. Some believe that dissection may be more appropriate for those who wish to pursue surgery. Also, the negative emotions experienced by some students required to perform dissections has caused some to re-think cadaveric dissection. Advocates for dissection, believe that the hands on experience of dissection is invaluable for students' learning of the material. Students also recognize that there is variation from one person to the next. Other more "hidden" benefits include, professionalism and respect for "vulnerable" patients, and early development of basic technical skills.

It is important for those making decisions about pedagogical approaches to understand how performing dissections impacts students. The majority of research to date has focused on student satisfaction, the first level of Kirkpatrick's model for educational outcomes (Freeth et al., 2003). It is important that researchers strive to measure other levels of the model, including learning, behavior and results.

The purpose of this evaluation is to help understand the extent to which performing dissections helps medical students learn about anatomy and to understand students' experiences. This will reflect the second level of Kirkpatrick's model, learning. Students are required to dissect several areas of a cadaver throughout the year. Students working in groups take turns with other groups performing and observing dissections on different body parts. Those who do not dissect one area either have independent study time or structured small group sessions. They then return to the lab for a briefing by the group that performed the dissection.

Data collection is currently underway. Grades of students who completed dissections of specific areas are being compared with those who did not. Students are completing surveys pertaining to each section, measuring the extent to which they participated in the dissection. After each examination, students complete a survey measuring the extent to which tasks performed during designated lab time and tasks outside of lab time helped them prepare for the module examination. Seven students will be interviewed to explore their dissection experiences, factors that influence their experiences, and any changes in dissection experiences over the course of the academic year. Survey and examination data will be analyzed using t-tests and multivariate analyses, comparing the students who were present for dissection sections with those who were not. As well, analyses will be conducted to identify potential relationships between perceived usefulness of different components and grades. Interviews will be transcribed and themes will be identified. Both quantitative and qualitative results will be presented.

Theme: Scholarly Teaching and the Scholarship of Teaching and Learning

Audience: General

Keywords: program evaluation, experiential learning, student outcomes

P -6

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

Using Self-Assessment and Reflection to Build Management Skills

Teal McAteer, DeGroote School of Business, McMaster University; Mark Skowronski, DeGroote School of Business, McMaster University

Research Track

Abstract:

Management skills training has become a core component of business education. The goal of such training is not only to improve graduates' ability to manage others in organizations, but also to build students' awareness of themselves and their personal relationships (Whetten & Cameron, 2001). This poster describes the use of a structured self-assessment project in an undergraduate management skills course. Students individually completed twenty assessments of their personal, interpersonal, and organizational skills and selected two "skill areas" to improve over a 13-week semester. These assessments included publically downloadable measures of personality traits, career orientations, time and stress management, and emotional and cultural intelligence. In addition, students were provided with eleven instruments published by McGraw-Hill/Irwin to measure specific management skill sets. The most frequent skills targeted by students for improvement were time management, stress management, interpersonal communication, and behavioural flexibility. In groups, students created specific action plans, developed metrics to monitor progress, and reinforced members' skill building efforts.

At the end of the semester, students completed a survey of their reactions to the self-assessment project. Students also completed a multi-dimensional measure of emotional intelligence. These data were analysed descriptively by comparing means across twelve survey dimensions. Results indicate that students believed that the self-assessment project increased their self-awareness, improved their time management skills, and improved their ability to work with others and in teams. As a whole, students found the project to be a valuable learning tool. Student comments included words such "revealing" and "an experience necessary before I try to

manage others”. There was little evidence, however, that group members helped each other achieve self-improvement goals. Although evaluations of the self-assessment project did not correlate with emotional intelligence dimensions, students with higher EI-social awareness scores were more likely to focus on “self-control” and less likely to focus on “flexibility” as skill areas to improve.

Theme: Experiential Learning

Audience: General

Keywords: experiential learning, management skills, self-awareness, emotional intelligence

P -7

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

SoTL Portal - Connecting Researchers

Heather Hurren, Centre for Teaching and Learning, UBC-Okanagan; Gary Hunt, Centre for Teaching and Learning, Thompson Rivers University; Peter Arthur, Centre for Teaching and Learning, UBC-Okanagan; Janine Hirtz, Centre for Teaching and Learning, UBC-Okanagan; Sylvia Currie, BCCampus

Research Track

Abstract:

The quality of scholarly research on teaching can be enhanced when SoTL practitioners can easily connect with one another to exchange ideas and have open communication. Providing convenient opportunities for public sharing of research ideas is an important element in the SoTL movement.

The presenters have been awarded a grant through the Educational Developers Caucus to design and implement an internet portal that will allow visitors to search a project database for research ideas, projects in progress or completed, and seek potential research collaborators. We believe that opportunities for SoTL research can be enhanced by providing a central website with unrestricted access that will lower the barriers to communication of time, distance, and cost.

The goal of this poster discussion is to discuss how this website can be designed and promoted to most effectively serve the needs of SoTL researchers and educational developers. How can we best encourage contributions to the site? How should the site be organized for easy navigating and location of resources? What categories of

projects would be best; early ideas, projects in progress, completed research? Could the site also be used for dissemination of results? What other needs could the portal meet that would further the cause of SoTL? Participants will be able to navigate the pilot site as well as view the background and objectives of the portal. Presenters will be looking for feedback on the developing website.

Learning Objectives for the session:

- Participants will learn of a new resource available to them for SoTL research.
- Participants will be able to contribute to the development and design of a tool that can be accessed by them in the near future to assist in SoTL research.

Theme: Scholarly Teaching and the Scholarship of Teaching and Learning

Audience: Educational Developers; General

Keywords: scholarship of teaching and learning, research, database

P -8

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

The Ongoing Evolution of a 2nd Year Undergraduate Chemical Biology Inquiry Course - A Guided Inquiry Approach to Facilitate Self-Directed Learning

Nancy McKenzie and Paul Berti, Department of Chemistry and Chemical Biology, McMaster University

Innovative Practice Track

Abstract:

A new undergraduate program at McMaster University in chemical biology was launched in 2008 to provide a unique learning experience for those students interested in this interdisciplinary science. Entry into the program occurs in level 2 following the completion of one year in either a life sciences or physical sciences program. Students coming out of level 1 have begun to learn the basics of their chosen discipline, but their ability to access and analyze the scientific literature is essentially zero, and their opportunities to work on transferable skills like group work, oral presentations and writing are very limited in traditional science courses. To address these issues we have developed a term 1 inquiry course as an effective means to not only introduce the students to the field of chemical biology, but also to teach them how to become self-directed learners. Through a series of projects and workshops the students 'learn how to learn' while learning about the fundamental aspects of chemical biology. We use a guided inquiry approach for two-thirds of the

course to ensure that the students develop the skills necessary to access and analyze scientific literature, to ask good questions, to collaborate on group projects, and to present their findings in both oral and written form. A transition to self-directed learning occurs in the last third of the course, where the students work independently on a final project of their choosing. Instructors and peer tutors assist the students throughout the learning process. The peer tutors are upper level chemical biology undergraduate students that have already taken the inquiry course. They receive credit for the peer tutoring course, which ensures a high level of commitment and involvement. We have found several advantages to using peer tutors as opposed to teaching assistants in the course. Not only does the new cohort of students have the opportunity to meet upper level students, but more importantly they have positive role models to follow. Students have to obtain permission from the instructors to register for the peer tutoring course, which allows us to choose upper level students we deem most suited for the role. The work presented in this poster will discuss the details of the course and how it has evolved over the past three years and how it will continue to evolve as each year passes.

Theme: Transformational Curricular Design

Audience: General; Educational Developers

Keywords: guided inquiry; self-directed learning; chemical biology; peer tutors; active learning; transferable skills

P -9

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

New Faculty Perceptions of Mentoring: How Graduate School Experiences Influence Their Own Approaches

Shannon Gadbois, Psychology, Brandon University; Elizabeth Graham, Sociology, Brandon University

Research Track

Abstract:

Weidman and Stein (2003) argued that knowing about the mores of the profession in which you will be employed will lead to greater success. In the academic profession, mentoring relationships are particularly emphasized. In fact, research (e.g., Schor, 2003; Schrodt, Cawyer, & Sanders, 2003; Sorcinelli & Jung Yun, 2007) has shown that for early career academics, having a mentor who is proactive and supportive is vital to success in the academic context. Furthermore, both individuals and their institutions benefit from effective mentoring. Yet research has also shown

that graduate programs are not effective in preparing graduates for their roles, nor are all supervisors also mentors although students expect they will be (e.g., Adams, 2002; Austin, 2002; Gadbois & Graham, 2009; Graham & Gadbois, 2010; Manathunga, 2007).

Because they have just completed their time as students, new academics' can offer some useful insights regarding supervision and mentorship. A unique data source can be found in their ideas and experiences of supervising and/or mentoring their own students, particularly as related to how they, themselves were supervised and mentored. This study examined the reflections of early career Canadian academics regarding their own perceptions and approaches to student supervision and mentoring as related to their own experiences as students.

Participants were 27 Canadian early career (within the first five years of their position) academics employed in universities in 5 provinces and in a range of disciplines in both primarily undergraduate and comprehensive universities. All participants volunteered to complete an interview after completing an online survey regarding experiences in graduate training and in the beginning stage of their careers.

As a group, these new faculty members perceived that ideally a supervisor would also be a mentor. They perceived that a mentor shares professional and personal experiences, functions as a 'sounding board', provides guidance and advice, and is proactive and helps prepare you for what you are currently doing and what you will do in the future. A majority of these new faculty members reported that their graduate supervisors were not their only mentor or did not function as a mentor. Furthermore, although some participants indicated that they supervised their students in the same way that they were supervised, a majority reported that they consciously made an effort to include mentorship as part of their supervisory role. These outcomes indicate that graduate students' own experiences of being supervised and/or mentored inform their approaches with their own students. In addition, these individuals knowingly followed or did not follow the approaches they were exposed to as students when they interacted with their own students.

These outcomes are discussed recognizing the key limitations that we are examining only these individuals' perceptions of their experiences with their supervisors and mentors and that we did not obtain an index of the effectiveness of mentorship for these individuals.

Theme: Program Level Outcomes and Quality

Audience: Educational Developers; General

Keywords: new faculty, mentorship, supervision

P -10

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

Examining Academic Success in an Accelerated Schedule Format: The Supercourse Experience!

**Brent E. Faught, Department of Community Health Sciences, Brock University;
Madelyn P. Law, Department of Community Health Sciences, Brock University**

Research Track

Abstract:

Introduction: Accelerated university courses and degree programs are increasingly popular by traditional and age mature students. These courses or programs often attract students with enhanced student qualities including superior motivation, excellent study and work habits, and experienced time management skills (Schrum and Hong, 2002; Waschull, 2005). Universities and colleges are increasingly providing such accelerated options in attracting new students and maintaining interests in their existing student body. The Faculty of Applied Health Sciences at Brock University offered their first accelerated undergraduate class called "Supercourse".

Purpose: The objective of this study was to evaluate the generic outcomes from an accelerated undergraduate course encompassing classroom and online instruction and evaluation.

Methods: This epidemiologic investigation incorporated a cross-sectional design in evaluating academic merit and associate factors following an accelerated undergraduate course conducted over two weeks. Supercourse was conducted daily over two weeks (10 instructional days; May 3-17) in an accelerated format compared to the traditional format which is taught once per week, over 8 months. Course content was at the level of Year-1 on health-related content to 89 undergraduate students. Data collection was completed by 74 students (M=28; F=46) with an online survey.

Results: Over half the students enrolled were between 18 and 22 years old, while 88% were full time students. Three percent of students were from other institutions and became aware of Supercourse through Facebook and television mediums. Students represented several disciplines including majors from the faculties of Applied Health Sciences (32%), Math/Sciences (19%), Social Sciences (15%),

Humanities (15%) and Business (8%). The main reason (60%) for enrolling in an accelerated format was to “complete a course quickly in order to then focus on summer employment opportunities”. Self-reported anxiety level prior to course enrollment ranged, but predominated from minimal to moderate (61%). Majority (82.5%) of students reported “above average to extreme” motivation for enrolling in the Supercourse. Class average was 76.58% (SD=8.5; range=51-90%) at the completion of the Supercourse. Multiple linear regression using a technique of progressive adjustment identified “student’s anticipation of doing well in Supercourse” as the strongest predictor of final grade ($R^2=0.158$; $B=4.165$; $p<0.01$) after controlling for age and gender. Current academic average was not a significant predictor of final grade ($R^2=0.183$; $B=1.726$; $p<0.13$).

Discussion: An accelerated format course attracts students from multiple disciplines with a high degree of motivation. Academic success is largely predicted by anticipation by students as to their self-established expectations and goals. Further investigation should examine the merit of accelerated format courses at the post-secondary level with respect to achieving both curricular and co-curricular success compared to traditional format learning.

Theme: Creative Practices: Teaching, Assessment, and Evaluation

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

Keywords: academic success, accelerated schedule format

P -11

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

Indigenous Based Masters of Social Work Program, Faculty of Social Work, University of Manitoba

Indigenous Caucus: M. Hart, Y. Pompana, G. Cook, D. Halonen, G. Gosek, L. Deane, V. Morissette, G. Rowe, Faculty of Social Work, University of Manitoba

Innovative Practice Track

Abstract:

There is an important need for Indigenous social workers to explore Indigenous forms of caring that are applicable to the unique circumstances of Indigenous clients and communities. Indigenous caring is rooted in traditional values, social structures and healing practices of First Peoples. The recovery of these values, practices and structures is a process of healing and decolonization for individuals, families, and

communities. In response to comments from a range of sources identifying this need, the concept of a Masters of Social work based in Indigenous Knowledge has been developed, approved in principle, and is moving forward through the post-secondary system.

The poster presentation will outline the vision of this program, the themes the program is based upon and the proposed journey required for completing this degree.

Theme: Innovation with Technology

Audience: General

Keywords: aboriginal peoples, indigenous, social work, blended learning, experiential learning

P -12
Room: Biology/Geology Atrium

Thursday, 4:30 - 7:00 pm

Situational Leadership and the Teaching Practicum: A Narrative

David C. Young, Faculty of Education, St. Francis Xavier University

Innovative Practice Track

Abstract:

In Bachelor of Education degree programs the student teaching practicum, in which preservice students are paired with a cooperating teacher (CT) in a school setting, is viewed as an extremely important component of teacher training. Not only does the practicum fulfill degree as well as teacher certification requirements, but it also provides preservice teachers an opportunity to apply what they have learned through their coursework in a classroom, often under the watchful eye of an experienced CT. Although teacher education programs attempt to provide cooperating teachers with a bank of foundational knowledge regarding how to supervise student teachers, in most scenarios it often appears that the CT is left to “learn” the art of supervision in isolation, with little or no induction. Thus, the approach adopted by cooperating teachers is often haphazard and unstructured. For instance, some cooperating teachers prematurely delegate responsibility to the intern, while others never actually allow the student teacher an opportunity to assume control of the classroom. In both instances, the inevitable and adverse result is the practicum does not afford the intern the opportunity to improve his or her instructional abilities. This is problematic, in that if we hope to offer student teachers a meaningful placement in a school, cooperating teachers should be

equipped with some type of theoretical or practical vehicle to guide their supervision of the practicum. Although there are a myriad of leadership theories, what will ultimately be presented in this poster session is that Paul Hershey and Kenneth Blanchard's situational leadership theory, originally conceived in 1972, is an ideal model for cooperating teachers to employ when supervising a student teaching practicum. According to Hershey and Blanchard's model, leadership style varies depending on the people and the situation. Certainly, the teaching practicum is a fluid process, and thus the style and amount of leadership provided by the CT must vary depending on the maturity level of the student teacher. Thus, at the commencement of the practicum, we might expect to see a great degree of leadership exerted by the CT, while it is hoped that at the conclusion of the placement, the leadership of the CT has waned. As a note, the genesis for this poster session has stemmed from, and in large measure, will be derived from the author's own student teaching internship, in which situational leadership was applied by the cooperating teacher as a means of facilitating growth and competency in this aspiring educator. In borrowing from the work of Clandinin and Connelly, as well as others, the approach will be that of a narrative, in which the poster will "tell the story" of how situational leadership is a most cogent means of facilitating a practicum.

Theme: Institutional Leadership of Teaching and Learning

Audience: General

Keywords: situational leadership; cooperating teacher; student teaching practicum

P -13
Room: Biology/Geology Atrium

Thursday, 4:30 - 7:00 pm

Efficacy of online learning - comparison between online and on-campus physiology students' experience

N. Kee, Department of Physiology, University of Toronto; S. Matthews, Department of Physiology & Departments of Medicine and Obstetrics and Gynaecology, University of Toronto; C. Perumalla, Department of Physiology & Division of Teaching Laboratories, University of Toronto

Research Track

Abstract:

Many traditional colleges and universities now offer online courses. Online courses offer several advantages over traditional courses. Moreover, with the explosion of

user-friendly computer technology and availability of digital media, the time is right for the development and delivery of online courses. The Human Physiology online course offered by the Department of Physiology at the University of Toronto (www.physiology.utoronto.ca) offers a quality online learning experience and promotes flexibility to its students in terms of time and location, allowing self-directed learning within a semi-structured frame-work. The online course population has expanded, including a more heterogeneous group of students.

In addition to the traditional pre or current healthcare professionals (post-secondary students), there are now international students, working adults seeking career advancements, teachers and even those just taking the course for personal interest. The course aims to use web tools to support and increase accessibility for all of these educationally and socially diverse students. Course material for students consists of 51 didactic lectures delivered in a video format (available to students for 24 hours, each day of the week for streaming) and a virtual lab experience. There are several sources of course support for students such as a 24/7 discussion board that is monitored by instructors and teaching assistants (an academic and peer support network), virtual tutorials with a teaching assistant (java applet chat) and instructors are always available to students by email. Frequent online quizzes were another feature that was very effective in both enhancing learning experience and improving student performance.

Analysis of student data, student surveys and course evaluations from the online course suggested it was just as, if not more, effective than the in-class course equivalent. The framework of this course can be easily adapted in creating an online course in any post-secondary discipline.

Theme: Innovation with Technology

Audience: General

Keywords: online human physiology course

P -14
Room: Biology/Geology Atrium

Thursday, 4:30 - 7:00 pm

Giving voice to the experience of rural preceptorship: A photovoice project

Olive Yonge, Faculty of Nursing, University of Alberta; Florence Myrick, Faculty of Nursing, University of Alberta; Linda Ferguson, College of Nursing, University of Saskatchewan; Quinn Grundy, School of Nursing, University of California, San Francisco; James Cockell, Faculty of Nursing, University of Alberta

Research Track

Abstract:

Paradoxically, the challenges that face rural nursing such as isolation, lack of updated resources and a unique community structure may become assets to student learning and provide a rich variety of learning experiences. Because preceptorship is increasingly viewed as a tool for recruitment to underserved areas, clinicians and faculty alike are motivated to ensure quality preceptorship experiences in rural areas. The goal of this research project is to capture the experience of rurality during preceptorship through photography. The design of this research project was photovoice, a participatory research design which gives voice through storytelling and pictures, to the experience of rural. The aim of this project is to examine the nature of the experience of preceptorship in the rural setting through student, faculty, and preceptor narratives and photographs which in turn will give credibility to rural nursing practice. Digital cameras were given to preceptors and fourth year nursing students in five sites in Saskatchewan and Alberta in western Canada. This poster outlines key themes from participants' photographs and narratives that speak to their perceptions of what it means to learn, teach and nurse in rural settings. The themes included: the uniqueness and diversity of the rural landscape; constant engagement with the community both professionally and personally; learning and teaching; and the importance of teamwork to the rural setting. The results have important implications for informing participant action to institute change to support student preceptorship experiences in the rural setting. The engagement of the students and preceptors in this project was intense and dynamic and extremely rewarding for the researchers.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: General

Keywords: preceptorship, rural nursing, teaching and learning, photovoice

P -15

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

Bloom's Affective Domain and the Formation of Professional Identity in Clinical Education Settings

Eric Kristensen, Teaching and Learning Centre, Capilano University

Innovative Practice Track

Abstract:

In 1964, Krathwohl, Bloom and Masia published their book, *Taxonomy of Educational Objectives, the Classification of Educational Goals -- Handbook II: Affective Domain*. Though it followed Bloom's widely-known work on the cognitive domain, the affective domain has received little attention until recently. Their work on the affective domain provides a useful tool to understand how a student learns professional attitudes and values, particularly in clinical education settings. Kolb's principles of adult learning help to understand a student's predisposition for learning; Perry's intellectual and ethical development scheme helps us understand students' epistemologies. The poster will provide a conceptual model for using these tools in concert to help faculty understand their students' progress towards professional identity formation and to help solve problems and issues before they become serious impediments to professional practice.

Theme: Scholarly Teaching and the Scholarship of Teaching and Learning

Audience: Educational Developers

Keywords: clinical education, affective domain, professionalism, professional identity formation

P -16

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

Convenience and conversation: A comparison of approaches to peer reviews

Lori Goff, Centre for Leadership in Learning, McMaster University; Michael Chong, Arts and Science, McMaster University; Kimberly Dej, Life Sciences, McMaster University

Innovative Practice Track

Abstract:

Including peer reviewed writing assignments in large classes can be daunting especially when resources for marking assistance are tight. But with new technologies surfacing, we are at a point of tremendous opportunity to include assignments that aim to improve students writing skills, even in large classes. In this poster, we compare benefits and challenges of two delivery methods for peer reviewed writing assignments: 1) the technology-based double-blind method and 2) the tutorial-based, face-to-face method. We have used peer-reviewed writing assignments in several large science classes comprised of 350 to 500 students. To

simulate the double-blind peer-review process used for journal article submissions, we employed the use of the Calibrated Peer Review (CPR). CPR is an online program that requires students to enter their written work, practice marking three exemplars constructed by the instructor, blindly peer review three random peer-submitted assignments, and finally self-evaluate their own assignment. In other offerings of these courses we have used face-to-face peer exchanges of work in tutorial settings to engage students in providing feedback to their peers.

Through surveys, focus groups, and written reflections, we gathered data from over 300 students and two instructors in two offerings of two different 2nd-year courses. In this poster, we report the perceived challenges and benefits of using each of these methods in large classes. While the face-to-face method ran smoother and encountered fewer technical issues, the majority of students indicated that it was the practice of editing and revising that was most helpful, regardless of the delivery method. Many students requested that more opportunities for peer review be embedded in writing assignments. Thus, instructors may want to consider implementing a series of peer reviews as part of an assignment, perhaps using a face-to-face process in a tutorial setting in tandem with a double-blind online system.

Theme: Innovation with Technology

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

Keywords: writing, peer review, online, face-to-face, large classes

P -17
Room: Biology/Geology Atrium

Thursday, 4:30 - 7:00 pm

Teaching the Art of Taking Patients' Perspectives: Interprofessional Health Seminars

Ulrich Teucher, Psychology, University of Saskatchewan; Marcel D'Eon, College of Medicine, University of Saskatchewan

Innovative Practice Track

Abstract:

By far the most significant motivation that students commonly note when applying for professional training in the field of health is the desire to help people, usually substantiated by volunteer experiences with patients in health care settings. Yet, it seems that after only a few academic terms of inundation with biomedical data and

depersonalized case studies, students' emphasis has shifted to specialized symptom-oriented problem solving, with some even suggesting that personal patient care be delegated to patient support groups.

This disparity has long been noted. From the patients' perspective, we are becoming well-trained professionals in curing patients but we have lost sight of caring (e.g., Stone 1990, Kuhl 2002, Charon 2006, Divinsky 2007). In the last twenty years, concerted efforts have been made to raise medical students' "narrative competence," for example, in "narrative medicine" seminars that promote taking the perspectives of our patients. But the problems of perspective-taking do not only pertain to medical students; they occur in all health professions. Our poster reports on a monthly interprofessional seminar series that has been introducing students from nursing, nutrition, medicine, and pharmacy to patients' perspectives. Typically, these two-hour long seminars begin with written patient narratives, patient art, case studies, or patient presentations/panels and a discussion. This is followed by an invitation to students to give voice and form to their own experiences by writing and/or discussing in small groups. The students have been very engaged and have found the seminars quite worthwhile. The poster will feature teaching pedagogy, details of the seminars, and our evaluation findings.

Theme: Experiential Learning

Audience: General

Keywords: patient perspectives, art, teaching, interprofessional

P -18
Room: Biology/Geology Atrium

Thursday, 4:30 - 7:00 pm

Peer Evaluation: What do Physical Therapy Students Think?

V. Dal Bello-Haas, School of Physical Therapy, University of Saskatchewan; L. Harrision, School of Physical Therapy, University of Saskatchewan; R. Kanthan, Department of Pathology and Laboratory Medicine, University of Saskatchewan

Research Track

Abstract:

Purpose/Rationale: Peer evaluation, an evaluation method in which individuals evaluate each other according to certain criteria, is often used in physiotherapy curricula as a method of evaluation. However, very little is known about the use of peer evaluation in physical therapy programs. The purposes of this study were to:

(1) examine the perceptions of physical therapy students regarding peer evaluation; and, (2) determine whether the format of a peer evaluation grading rubric plays a role in how students evaluate their peers.

Relevance: Peer evaluation has been shown to promote independent, reflective, and critical thinking (Somervell, 1993), to enhance student motivation via participation in assessment (Michaelsen, 1992), and to encourage students to take responsibility (Rafiq & Fullerton, 1996). Through assessing the work of others, students gain insight into their own performance, and develop the ability to make judgments, a necessary skill for academic studies and professional life (Brown, Rust and Gibbs, 1994).

Materials and Methods: First year students enrolled in a Master of Physical Therapy (MPT) program completed a questionnaire consisting of demographics, open-ended questions and rating scales (VAS, 0% to 100%) regarding their perceptions about peer evaluation. The questionnaire was examined for face and content validity. After being oriented into the concept of peer evaluation in general and to the use of grading rubrics specifically, students were randomly assigned to use one of two grading rubrics (descriptor only versus grade only rubric) in two courses that incorporated peer evaluation.

Analysis: Open-ended questions were analyzed using thematic analysis, descriptive statistics were used to examine the demographic and rating scale data, and a Mann-Whitney U test was used to evaluate whether the type of grading rubric used resulted in differences in grading by student groups. Results: Thirty-one females and 7 males (mean age = 23.5, SD = 1.7) participated. A majority (81.6%) of students had completed peer evaluations previously. Positive aspects of peer evaluation included receiving feedback from a colleague/different perspective (e.g., not just instructor's), having a different type of evaluation utilized in the course (e.g., variety of methods), decreased anxiety related to evaluation, and being evaluated by someone at same level of learning/who understands scope and time involved with the assignment. Being evaluated by someone who is not knowledgeable, not an expert, or doesn't understand the criteria, receiving evaluations that are not honest or reflective of performance (e.g., graded too low because of competition or personal dislike; leniency because of friendship or peer pressure to grade high), lack of seriousness or effort by peers, and subjectiveness/personal comparisons were seen as negative aspects of peer evaluation. There were no significant differences in the overall evaluations given to a peer, regardless of whether students used a descriptor only rubric (n = 21) or a grade only rubric (n = 17). Students tended to use only the top two grading selections for the very large majority of grading criteria, regardless of group assignment and regardless of course.

Conclusions: Type of grading rubric made no difference in how students evaluated their peers in two MPT courses. Peer evaluations from students' perspectives can have many positive and negative aspects. More research is needed to determine what can be done to ensure the peer evaluation process is meaningful to MPT

students completing and receiving peer evaluations.

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: General

Keywords: peer evaluation, physical therapy students, grading rubric

P -19

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

To List-serv or Not to List-Serv

Douglas Reid, Queen's University; Denise Stockley, Queen's University; Loretta Walz, Queen's University

Research Track

Abstract:

There is a growing consensus that online communication is becoming more prevalent and important to student networking, than communicating face-to-face (Heiberger and Harper, 2008). Social networking applications: commonly referred to as Web 2.0 applications: have become influential factors in how students communicate. For instance, The Higher Education Research Institute found that a staggering 94% of first year students spent at least 1-5 hours per week online social networking sites such as Facebook or MySpace (HERI, 2007). In an effort to capitalize on this latest trend, the use of social networking sites like Facebook, Blogger or most recently micro-blogging on Twitter are becoming more widely used in formal learning settings like colleges, universities and work environments. However, including social networking/social media components in higher education/professional settings is still a hotly contested subject amongst academics and employers.

In terms of the listserv, some still defend it as a necessary form of communication in academia. It is less public than social networking sites, an attribute which is sometimes seen as more suitable for academic discussions. In fact, the number of subscribers to list-servs is actually rising. What hasn't been rising however is the number of postings on list-servs: these numbers have steadily declined since 2000. Scholarly email like list-servs have all but lost the debate aspect they were known for in the 90s. Perhaps this is indicative of how list-servs are being used. Where they were once communities for discussion, they are now used primarily for posting information and announcements, such as job ads or upcoming conferences (Young, 2009). The community has moved on: or has it? Young (2009) points out that while

the current listserv is less likely to contain the spirited debates that once thrived there “[a]dministrators at some of the largest academic list-servs say they are beginning to upgrade their services for the Web 2.0 era” (2009). It seems that the listserv is changing, but won’t necessarily disappear. Young further postulates that, “perhaps e-mail lists will occupy a space like radios did in the television age, sticking around but fading to the background. Although people are fond of declaring the death of e-mail in general, it remains a key tool that just about everyone opens every day. As long as that’s true, the trusty e-mail list will be valuable to scholars of all stripes.”

This presentation provides an overview of survey results of 233 users of an online strategy list-serv who provided feedback on their use of the list-serv and interests in communicating online in general. This list-serv provides an avenue for alumni of a strategy course an opportunity to continue to gain professional experience after graduating. The data was surprising in many ways as overall the users did not want to leave the email format for newer technologies. Within this session we will discuss the participant’s responses to the questions, we will have a more general discussion on the use of different communication tools and the importance of listening to the users before changing technological platforms.

Theme: Innovation with Technology

Audience: General

Keywords: list-serv, innovation, communication, web 2.0

P -20
Room: Biology/Geology Atrium

Thursday, 4:30 - 7:00 pm

Creative Assessment: The Use of Rubrics in a Fine Arts Setting

Jessie Beatty, Department of English Language and Literature, University of Windsor

Innovative Practice Track

Abstract:

Learning Objectives:

Participants in this session will:

1. Discover that creative writing courses may need a better system for assessment.
2. Find that the use of rubrics can be an effective tool to assess creative writing pieces.

3. Be presented with the idea that the practices suggested in the session can be applied to other creative/arts departments.
4. Experience how a creative writing course can be aligned with the principles of authentic assessment.
5. Gain hands-on experience with the use of assessment tools with non-traditional assessment material.

As assessment practices move forward and become increasingly demanding, the scope for diversity and creativity in written work seems to shrink. Creative writing students are often given little to no information on how their work is graded for fear that such foreknowledge will pigeon-hole them and therefore staunch their creativity. However, is it fair to then assess student writing when the students have no clear idea of the criteria? Teachers of creative writing courses are challenged with providing opportunities for messy and often indefinable work to their students, and yet they must still be responsible for providing a summative grade that is meaningful; representative of a particular student's achievement. Is it possible to reconcile the institutional demands of summative assessment in undergraduate creative writing courses while maintaining opportunities for complexity and depth in student writing?

In this poster session I will present various forms of creative writing assessment tasks that align with the principles of authentic assessment, demonstrating the flexibility available to assessors of creative work. Alongside those tasks I will offer multiple rubrics that will demonstrate various ways to grade the same work. Convention-goers who choose to participate in my session will play with writing assessment by reading a short creative piece and assigning it a grade based on three different sets of criteria ranging from fairly open to quite specific, including one set that will consist of no criteria at all. Participants will then write short comments on why they chose the grade they did, as a means of contributing to the overall conversation of the session. My overall goal is to offer participants the opportunity to experience the effect of varying methods of assessment on creative work and, ideally, allow them to appreciate the overall benefit of specificity in tools designed to assess creative writing.

Session Description: I intend to have paper handouts and visual aids on a poster board that will lead to direct participation with those attending the session; the results of that participation will be posted immediately and provide opportunities for further discussion and exploration of the topic.

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: College Educators Special Interest Group

Keywords: assessment practices; writing instruction; creative writing; authentic assessment; institutional vs. individual

P -21

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

Social Theory in Action: Using Embodied Learning to Teach Disability Theory in the Post-Secondary Classroom

Elizabeth Quinlan & Desiree Nelson, Department of Sociology, University of Saskatchewan

Research Track

Abstract:

Critical social theory takes disability to be difference not deviance. But, how is it possible to teach students in a post-secondary education classroom about disability so that the relevant critical social theory is not simply a set of discrete, abstract concepts? The personal and political identity of people with disabilities has changed, such that they now define themselves as a distinctive culture. The differently-abled have assumed a 'disability pride' and embrace their disability as a quintessential element of their identity. How is it possible to encourage students to consider disability as a social justice issue and appreciate this recent activism of the differently-abled? This poster reports on the use of embodied learning techniques to teach students about disability in a Social Inequality and Health 3rd year sociology course. Embodied learning activities were undertaken to promote students' empathy and cultivate the moral dimensions of their humanness with the aim of deepening their understanding of the social theory on disability. Students were surveyed after the course. This poster will include a sharing of the survey results and the reflections of students and a professor to critically examine an inventive method for teaching theory through action.

Theme: Experiential Learning

Audience: General

Keywords: embodied learning, social theory, disability

P -22
Room: Biology/Geology Atrium

Thursday, 4:30 - 7:00 pm

Continuing the Conversation in Saskatoon: The Canadian Journal for the Scholarship of Teaching and Learning

Allen Pearson, The Faculty of Education, The University of Western Ontario; Ken N. Meadows, Teaching and Learning Services, The University of Western Ontario; Dianne Bateman, Academic Development Centre, Champlain St. Lambert College; Dieter Schonwetter, Faculty of Dentistry, The University of Manitoba; John Thompson, Sociology, The University of Saskatchewan

Research Track

Abstract:

At the 2009 and 2010 STLHE conferences, a panel of editorial board members of The Canadian Journal for the Scholarship of Teaching and Learning / La revue canadienne sur l'avancement des connaissances en enseignement et en apprentissage convened to discuss the journal. We continue the tradition by continuing the conversation in Saskatoon. Our poster session will showcase the journal and the high quality articles we publish as well as provide an opportunity for you to discuss with our editorial board members any aspect of the submission, review, and/or editorial processes that interest you. Visit our poster and learn more about your journal, ask questions, and/or make suggestions.

Theme: Scholarly Teaching and the Scholarship of Teaching and Learning

Audience: General; Administrators; Educational Developers

Keywords: the Canadian Journal for the Scholarship of Teaching and Learning, scholarship of teaching and learning, publications

P -23
Room: Biology/Geology Atrium

Thursday, 4:30 - 7:00 pm

Discovery, Integration, Communication, and Engagement: Learning through scaffolding in a field-based undergraduate course in Renewable Resource Management

Thomas Yates, Department of Soil Science, University of Saskatchewan

Innovative Practice Track

Abstract:

Renewable Resource Management is an applied science degree program that addresses the growing demand for students trained in sustainable land management. A field-based course, RRM 301 is a program cornerstone that encapsulates the innovative learning nature of the program. Through experiential learning and field-based experiences the course develops critical thinking and technical skills among students. Challenging typical University scheduling, RRM 301 is a nine credit unit course where students spend 20 days in the outdoors. Longer than typical field-based courses, RRM 301 offers a unique opportunity to provide the student with an experience where they can make discoveries, integrate and communicate these discoveries, and engage with the local community. The result is a course with many and varied learning outcomes that require teaching methods that move the student from guided learning, where they are dependent upon the instructor, toward a self directed project where they work with a high degree of independence. This is achieved by staged learning modules of increasing complexity. At each stage a skill is demonstrated by the instructor and used by the student alongside skills acquired in previous stages to complete an exercise. The experience is supported by a course manual that provides instruction and reflection for each stage in the process. At the end of this process the students execute a group mapping project on a 50 hectare land area with minimal supervision.

A review of the literature indicates that this course format is similar to the teaching of higher-level cognitive strategies using scaffolds (Rosenshine and Meister, 1992). The authors define scaffolds as methods used to support a student's learning between what they are currently able to do and the ability they are attempting to acquire. Similar to a scaffold framework, field skills taught in RRM 301 are first modeled and supported by prompts (either written or verbal). In addition, course material is initially simple and introduced in small steps, but gradually becomes more complex. Students working in small groups are asked to demonstrate findings to other students and the instructor. Scaffolds are temporary. The instructor removes the support as students master the skill leading to independent practice. During the last 10 days of RRM 301 support diminishes leaving the students to work in groups to complete the mapping exercise with little reliance on instructors. Evaluation of course content and student experience has currently been limited to Peer Evaluation of Classroom Performance (PECP) and Student Evaluation of Educational Quality (SEEQ). Although these evaluations have been very positive, the author recognizes some weakness in the course around successful achievement of all learning outcomes particularly the post-field experience when students complete their group map and individual reports. A more systematic use of scaffolds may improve the successful achievement of learning outcomes and provide a better frame work for evaluation, both of the student and the course.

Theme: Experiential Learning

Audience: General

Keywords: experiential learning, scaffolds, field-based, discovery, integration, communication, engagement, self-direction, renewable resource management

P -24

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

Supporting Instructional Renovation

Sheryl Mills, Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan

Organizational Change Track

Abstract:

“What personal, contextual, and innovation-related forces act on the integration of active learning (and other high impact practices) into the traditional signature pedagogies of university tenured faculty?” In my own research I discovered that integrating active learning—and developing unique personal signature pedagogies—occurs quietly over time in a benignly neutral environment as troubling and persistent student-learning needs met with timely resonating active learning solutions. Active learning aligned with participants’ personal and professional beliefs about student capabilities, effective instruction, and college signature pedagogies. Rather than “change,” instructional methods were gently “renovated” as participants experimented with solutions to address these needs.

Participants in this study identified supportive faculty development; student enthusiasm and engagement; policy that neither encouraged nor discouraged active learning; and being aware of the benefits of active learning as driving forces. Restraining forces included: unsupportive or negative students and peers; a lack of alignment between stated organizational values and enacted values regarding rewards; and time constraints. Active learning was thought to be effective, but was also perceived to be complex, difficult to try and assess, and too dissimilar from other instructional methods to integrate easily. Interestingly, even though participants were aware of the research supporting active learning, they felt they needed more evidence.

High impact educational practices, evidence-based instructional practices ... We know what supports learning, but how do we get things that work into curriculum programs and ultimately into university classrooms? Findings from my research suggested that the following initiatives may increase the likelihood of instructional renovation:

- Provide instructional coaching;
- Suggest instructional methods which are clearly linked with signature pedagogies, student-learning needs, and instructional problems;
- Showcase small manageable ways in which active learning can be easily and comfortably integrated in undergraduate classes;
- Encourage students to interact positively with faculty as often as possible;
- Prominently profile student stories of engaging instructional activities;
- Clearly align stated organizational values with enacted values and the formal reward structure.

Around this poster we'll focus on how to increase driving forces and decrease restraining forces to increase the potential for organizational change. With a "what works" focus, we'll generate and share ideas that support and sustain instructional renovation.

Theme: Institutional Leadership of Teaching and Learning

Audience: Educational Developers; Administrators

Keywords: evidence-based instructional practices, change

P -25

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

Real People, Deep Learning: Negotiating Necessary Tensions with Colleagues, Learners, and Institutional Policies in Service-Based and Problem-Based Learning

Gail Frost, Physical Education and Kinesiology, Brock University; Maureen Connolly, Physical Education and Kinesiology, Brock University

Innovative Practice Track

Abstract:

Our subject matter and professional standards of practice require practical and applied knowledge and skills involving interaction with, assessment of, programming for and monitoring of humans—real people with real bodies, engaging in real life activity. Our project involves developing learning experiences based in problem-based and/or service-based learning which allow students to work with real people within the context and parameters of the course assignments. Further, we plan to track, analyze, and reflect upon the students' engagements with their "clients" and provide evidence, insight, suggestions and recommendations that will

contribute to the development and refinement of instruction, assessment and curriculum planning. We plan to use our own courses as action research sites for our project, and to that end, we have begun our own processes of re-imagining the content, instructional strategies, technology components, and forms of assessment. We have begun the process of applying for research ethics approval to use student work and student interviews in our analysis, and we have begun to experience more amplified "push back" from colleagues and learners alike. While resistance to change is not an unexpected response to an interruption in habitual and familiar teaching and learning patterns, the particular forms of resistance and the tensions they build have been as intriguing as they are distressing.

The poster will illustrate some of our proposed methods including assessment tools (Kolb Learning Styles Inventory (LSI), Approaches and Study Skills Inventory for Students (ASSIST) and journal writing), and strategies to teach and encourage critical reflection about the interactions between our students and their "clients". We will attempt to describe and present the resistances and tensions, placing them against the research of Freire (1987), and Entwistle (2009), and invite conference participants to discuss similar and / or different experiences in their own practice and context. We hope to generate / identify strategies to anticipate and respond to these (perhaps necessary?) resistances and tensions, such that many forms of teaching and learning can be given room to breathe, move and thrive in contexts of higher education.

Theme: Experiential Learning

Audience: General

Keywords: deep learning, resistance to liberatory curriculum, service -based learning, problem-based learning, necessary tensions, student engagement

P -26
Room: Biology/Geology Atrium

Thursday, 4:30 - 7:00 pm

Modeling Teaching for Inclusivity and Diversity through an Open Door Program

**Maureen Reed, Psychology , Learning and Teaching Office, Ryerson University;
Dalia Hanna, Learning and Teaching Office, Ryerson University; John Paul
Foxe, Learning and Teaching Office, Ryerson University**

Innovative Practice Track

Abstract:

In Ryerson University's Open Door Program, university teachers, early in their career, are invited to attend any lecture, studio, or seminar taught by one of Ryerson's many award-winning teachers. The primary goal of this program is to enhance teaching practice through the observation of recognized excellent teachers. Furthermore, by opening the doors of communication, this program affords new instructors an opportunity to avail themselves of the assistance of some of Ryerson's finest teachers, with teaching techniques designed to meet the needs of our diverse student body. The Open Door program at Ryerson University was modeled upon similar successful programs offered at other Canadian Universities. However, the Open Door program at Ryerson is unique in its partnership between our Teaching Awards Program and our Learning and Teaching Office. To date, Ryerson has offered this program in two terms, with approximately 80 newer faculty members joining and sixteen award winners opening their door. This poster will outline the methods used to create the Ryerson program, the partnership between the Awards Committee and the Learning and Teaching Office, unique aspects of the program, how the program has been able to model inclusivity in teaching and teaching to diversity and award winner guidance of the program. In addition, we will discuss plans for our initial evaluation of program outcomes from the newer teachers.

Learning Objectives:

1. Present an innovative approach to teaching a diverse student body
2. Demonstrate an improvement in various aspects of teaching through the observation of excellent teachers
3. Outline the efficacy of running an "Open Door Program"
4. Create a conversation about linkages between different learning and teaching programs

Theme: Institutional Leadership of Teaching and Learning

Audience: General

Keywords: innovative practice, teaching improvement, teaching practice, mentoring

P -27
Room: Biology/Geology Atrium

Thursday, 4:30 - 7:00 pm

Abroad to Study, Home to Study Again: An Exploratory Study of LL.B Degree Programs in England, Scotland and Australia

Andrij Kowalsky, Osgoode Hall Law School, York University and Davies Bagambiire & Associates

Research Track

Abstract:

In March 2007, Convocation of the Law Society of Upper Canada commissioned a Licensing and Accreditation Task Force to review the licensing of new lawyers in Ontario. In its findings, the Task Force identified an emerging trend capable of destabilizing the bar admission process. Foreign-trained LL.B graduates had begun competing for articling positions in Ontario's overcrowded market. With a yearly 4% spike in candidates chasing articles of clerkship that have not accreted to demand, the gateway to Ontario's legal profession is narrowing. A tragedy of wasted potential is imminent.

The internationalization of common law legal education will influence who becomes a lawyer in Ontario. Diversity and inclusive practice offered by international legal education may engineer a more worldly bar and help circumvent barriers that have excluded certain minorities from law school. An access to justice project that creates more candidates also challenges the viability of articling and the implicit ability of the profession to sustain itself by limiting its ranks.

In line with the STLHE's conference sub-theme of Communities of Practice, Learning Communities: Research Track, this poster will present research findings of an exploratory study of how LL.B programs in England, Scotland and Australia are internationalizing Ontario's legal education. The poster will present findings on the foreign trained accreditation process in Ontario and outline implications for consumers of foreign LL.B degrees. Interactive visual display of data intends to promote viewer engagement.

Theme: Communities of Practice, Learning Communities

Audience: General

Keywords: legal education, articling, legal profession, exploratory study,

P -28

Thursday, 4:30 - 7:00 pm

Room: Biology/Geology Atrium

New Horizons in Teaching and Learning at Simon Fraser University

**Christine Kurbis, Teaching and Learning Centre, Simon Fraser University;
Stephanie Chu, Teaching and Learning Centre, Simon Fraser University**

Organizational Change Track

Abstract:

With a new mandate, leadership, and funding, all signs point to the dawning of a new day for teaching and learning at Simon Fraser University.

Reflecting on the past 20+ years of educational and organizational development at Simon Fraser University, there has been considerable latitude in making longitudinal changes in teaching and learning. The journey has been anything but static; always some new, innovative initiative on the horizon.

This poster session takes a retrospective look at SFU's ever-dynamic, ever-changing teaching and learning landscape. We will explore SFU's many transformations, or "sunsets" and "sunrises" in educational development to demonstrate how the Teaching and Learning Centre continues to re-invent itself and diversify its practice, programs, and policies to better meet the needs of faculty and instructors; and, how it is involving others (i.e., administrators, faculties and departments, teaching support services, and students) now more than ever. We would like to engage our colleagues at other institutions to reflect on and discuss the changing field of educational development.

Theme: Institutional Leadership of Teaching and Learning

Audience: General

Keywords: organizational change, diversification, inclusivity

P -29
Room: Biology/Geology Atrium

Thursday, 4:30 - 7:00 pm

Approaches, process and timeline to an Learning Management System (LMS) transition

**Asim Aziz, Centre for Teaching and Learning, University of Alberta;
Christopher Goetz, Centre for Teaching and Learning, University of Alberta;
Dave Sun, Centre for Teaching and Learning, University of Alberta; David
Laurie, Centre for Teaching and Learning, University of Alberta; Trevor Jones,
Centre for Teaching and Learning, University of Alberta**

Organizational Change Track

Abstract:

The University of Alberta has been using Blackboard Vista (formerly WebCT) as the centrally supported Learning Management System (LMS) since 1998. Due to product change and developments in the LMS market, the university embarked on a review of its LMS offering to the campus. In 2009, an LMS review was conducted by a committee that comprised of representatives from faculties, students, and technical/pedagogical support units. Based on the recommendations of the review and Blackboard's decision to discontinue support for Vista, an LMS evaluation team conducted an evaluation of our top two options (Blackboard Learn 9 and Moodle 2.0). The team recommended the adoption of Moodle 2.0 as the central LMS.

Considering that any LMS transition is going to have significant impact on teaching and learning in a university, robust and flexible support processes need to be put in place. The university is approaching this migration as an opportunity to create positive change. With more than 4000 instructors moving to the new LMS, it is important to offer general and personalized training, content migration, and pedagogical consultation. The transition is instructor driven, allowing for just-in-time pedagogical and technical support provided by the Centre for Teaching and Learning.

A pilot project is being conducted in Winter 2011 to inform the transition process about overall stakeholder reception, the technical requirements, support and training needs. An extended pilot will be conducted in Spring/Summer 2011, which will lead to a university-wide implementation.

Theme: Innovation with Technology

Audience: General

Keywords: learning management systems, transition, moodle

P -30
Room: Biology/Geology Atrium

Thursday, 4:30 - 7:00 pm

**Engaging Students with Clickers in a Distributed Environment:
Lessons Learned**

Kalyani Premkumar, College of Medicine, University of Saskatchewan; Cyril Coupal, Information Technology, University of Saskatchewan; Krista M. Trinder, College of Medicine, University of Saskatchewan; Shiva Shayani-Majd, College of Medicine, University of Saskatchewan

Innovative Practice Track

Abstract:

Background and Purpose: Students of health professions are increasingly being trained in rural areas. While it is easy to relocate students to remote areas, keeping them engaged while participating in synchronous sessions is a challenge. This study explored the feasibility of using clickers in remote locations and its impact on teaching and learning in a simulated setting.

Methodology: Volunteer students (N = 24) synchronously participated in a clicker incorporated seminar either face-to-face, remotely in a group or in remote individual offices. Post-seminar surveys, interviews, and focus groups were conducted to examine student, instructor, and information technology (IT) perspectives of using clickers in a distributed environment.

Results: Students perceived clickers to be easy to use and reported that clickers helped them feel more engaged in the session. Students who did not use clickers reported feeling left out by not being able to contribute through the use of a clicker, but thought that clickers helped the instructor understand when additional explanation was required. The instructor reported that because of her awareness of remote students, perceived delivery and preparation time were increased. IT personnel indicated that using clickers was feasible and estimated that it would take more time initially, but having dedicated personnel would decrease the time involved.

Conclusions and Discussion: Clickers can serve as a tool for engaging students in remote sites. Although clickers are easy to use by students, the effective use of this technology in educational settings is more complex and time-consuming. It is important to remember that technology is only a teaching and learning tool. Learning is enhanced only if pedagogy takes first place and technology second.

Theme: Innovation with Technology

Audience: General

Keywords: active learning, distributed education, student response systems, clickers

Online courses = higher marks?

Cyril Coupal, Information Technology, University of Saskatchewan; Kalyani Premkumar College of Medicine, University of Saskatchewan; Krista M. Trinder College of Medicine, University of Saskatchewan; Luke Coupal University of Saskatchewan

Abstract:

Background and Purpose: Online learning is common amongst all levels of undergraduate education, including the health sciences. The purpose of this study was to investigate whether students and faculty perceive that it is easier to get higher marks in online courses compared to face to face (F2F) courses and if this is supported by differences in grades.

Methodology: Students who had enrolled in at least one online course (N = 533) completed an online survey assessing perceptions of online and F2F courses. Instructors (N = 12) were interviewed regarding their experiences teaching and perceptions of online and F2F courses. As well, final grades from courses that have been offered both online and F2F were compared using an independent samples t-test.

Results: Overall, 45% of students indicated that they did not believe it was easier to get a higher grade in an online course; 27% thought it was; while 28% were not sure. As well, instructors did not perceive that it was easier to get higher grades in online courses. Preliminary analyses comparing online (M = 70.84, SD = 17.36) and F2F (M = 69.51, SD = 15.26) final grades revealed a statistically significant difference, where grades were higher for online courses ($t(11332) = 2.16, p = .03, 95\% \text{ CI} = -2.53, -.12$).

Conclusions and Discussion: Although students and instructors did not perceive that it was easier to get higher grades in online courses, differences in final grades were statistically significant. However, the 1% difference in final grades may not have been of significance to students. Further research is required to investigate whether results are similar for courses in specific departments and at other educational institutes.

Theme: Program Level Outcomes and Quality

Audience: General

Keywords: online learning, undergraduate education, face to face learning