

# Preconference Sessions

## Wednesday, June 15th

PC1- Arts 217

9:00 - 12:00 noon

### **Exhilarated Learning: Preventing collisions at the intersections of teaching and learning theory and practice**

Billy Strean, Faculty of Physical Education & Recreation, University of Alberta

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PC2- Arts 214

9:00 - 12:00 noon

### **Navigating Uncharted Terrain: Professional Skill Programs for Graduate Students**

Mark Dale, Provost and VP Academic, University of Northern BC; Christopher Knapper, Queen's University; Richard Cassidy, Chemistry, University of Saskatchewan; John Thompson, St. Thomas More College, University of Saskatchewan

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PC3 2- Arts 210

9:00 - 12:00 noon

### **Creating an Inclusive Educational Environment for Aboriginal Students**

Gary Hunt, Centre for Teaching and Learning, Thompson Rivers University

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PC4- Arts 105

9:00 - 12:00 noon

### **How to create effective curricular and co-curricular community service-learning experiences**

Geri Briggs, Canadian Alliance for Community Service-Learning; Phaedra Hitchings and Robin Bendig, University of Saskatchewan; Lorie Hadley and Jane Trakalo, Algonquin College

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PC5- Arts 108

9:00 am - 4:00 pm

### **Just in Time Course Design**

Heather Hurren, Manager, Academic Development, Centre for Teaching & Learning, UBC Okanagan

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PC6- Arts 214

1:30 - 4:30 pm

**Reconstructing Constructivist Pedagogy in Higher Education: Getting the Epistemology Right**

Michael K. Potter and Pierre Boulos, Centre for Teaching and Learning, University of Windsor

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PC7- Arts 210

1:30 - 4:30 pm

**Learning By Being: An Introduction to Mindfulness Practice**

Patricia Dowling, Veterinary Biomedical Sciences, Western College of Veterinary Medicine, University of Saskatchewan

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PC8- Arts 105

1:30 - 4:30 pm

**Using the Art of Scenario Thinking to Explore How Trust Can Help Us Prepare For the Future**

Kim West and Candace Bloomquist, University of Saskatchewan

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PC9- Arts 217

1:30 - 4:30 pm

**Institutional Change: Painting a New Academic Landscape for the 21st Century**

Deborah Kiceniuk, Centre for Learning and Teaching, Dalhousie University

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PC -1  
Room: Arts 217

Wednesday, 9:00 - 12:00 noon

## **Exhilarated Learning: Preventing collisions at the intersections of teaching and learning theory and practice**

**Billy Strean, Faculty of Physical Education & Recreation, University of Alberta**

Innovative Practice Track

Abstract:

What happens at the intersections of teaching and learning theory and practice? Does theory enhance practice? Does practice enhance theory? Is the Scholarship of Teaching and Learning (SoTL) used to legitimize teaching practice? Can theory and practice merge to enhance learning? What painful collisions are likely within our current pedagogical traffic patterns?

This workshop will follow the aboriginal notion of engaging the heart and the hands before the head to explore (and perhaps answer) these questions.

In an experiential format, participants will traverse and reflect upon an authentic first meeting of a learning community. Through a variety of activities, learners will get to know the instructor and each other. We will see and feel what fears and concerns typically enter or emerge when a group of learners comes together. We will examine how these factors can be addressed or ignored, mitigated or expanded.

What theory might we build from our experiences? How does teaching and learning theory inform our journey?

We will ground a dialogue about the intersections of teaching and learning theory and practice in the specifics of our shared experiences in this workshop.

The session intends for participants to gain both practical and theoretical knowledge about the foundational importance of human connection, experiential learning, the role and value of attending to moods and emotions, and how attending to the whole person creates deep and lasting learning.

To address diversity and inclusive practice in higher education further, the characteristics of today's learners and how they may differ from today's teachers will be included within the context of the discussion. One of the most fundamental principles in effective teaching is increasing teacher-student contact and connection (Chickering & Gamson, 1987; Lowman, 1995). Although the pedagogical relationship is foundational, it is often not cultivated at the expense of engagement and learning. This session will examine theoretical and practical approaches to

creating human connection between teacher and student and among learners. One factor in building relationships is understanding core dispositions of today's students, who are "digital natives" whereas most professors are "digital immigrants." Research indicates current students (1) learn by inductive discovery, (2) are intuitive visual communicators, (3) crave social face-to-face interaction, (4) are emotionally open, (5) respond quickly and expect rapid responses in return, and (6) shift attention rapidly from one task to another. They function at "twitch" speed, thanks to their video game experiences, mastering complex tasks and making decisions rapidly (Berk, 2008). Connecting with students begins with fostering interaction and getting to know them. Although Shakespeare asked what's in a name, learning students' names is one starting point. Other strategies to be shared in the session include using ground rules and creating a mood of trust; nurturing relationships among students; and using assessments to strengthen (rather than damage) relationships.

The session will model creative practices and experiential learning. As a learning community, we will reflect on how scholarly teaching and the scholarship of teaching and learning intersect, collide, or otherwise take the road less traveled.

**Theme: Experiential Learning**

**Audience: General**

**Keywords: video on demand, undergraduate education, asynchronous learning, constructivist learning, cognitive load theory**

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PC -2  
Room: Arts 214

Wednesday, 9:00 - 12:00 noon

## **Navigating Uncharted Terrain: Professional Skill Programs for Graduate Students**

**Mark Dale, Provost and VP Academic, University of Northern BC; Christopher Knapper, Queen's University; Richard Cassidy, Chemistry, University of Saskatchewan; John Thompson, St. Thomas More College, University of Saskatchewan**

Innovative Practice Track

Abstract:

Both the Tri-Council and the Canadian Association of Graduate Studies have recently drawn attention to the need for Canadian postsecondary educational institutions to expose graduate students to a wide range of professional skills to prepare them for

life-long learning and effective application of their disciplinary excellence to workplace settings in their future careers. Goals of professional skills programs propel educators beyond usual boundaries of disciplinary excellence into uncharted terrain where all the possible routes present uncertainty, risks, hidden obstacles and pedagogical challenges. Too often it is not clear how desired pedagogical goals can be achieved within institutions and programs whose very success has been achieved by structures and pedagogy that concentrates on academic excellence within disciplinary specialization.

#### Workshop Focus and Topics:

In this workshop Dr. Chris Knapper and Dr. Mark Dale, known for their research, expertise and leadership in these areas will serve as 'navigators' for interdisciplinary discussions on key pedagogical, organizational, and administrative challenges related to professional skill programs. These discussions will take up appropriate pedagogical approaches to learning professional skills, in the context of life-long deep learning. Other topics will include potential obstacles, considerations necessary for implementation of programs, and future directions for professional skills programs in Canada. This workshop is intended for educators and administrators interested in developing viable graduate programs that enable our graduate students face the challenges presented by our complex society. To provide a foundation for the discussions, the workshop will begin with presentations by faculty involved in current Canadian Programs and an overview of some statistics on graduate students necessary to understand the outcomes required for our graduate students. Prior to the workshop all participants will be provided with:

- Summary of a recent survey of current practices in Canadian universities
- Summary documents on professional skills from the Tri-Council and CAGS
- Summary of Nov 2010 CAGS workshop on professional skills.

#### Intended Outcomes:

1. to establish a Community of Practice network of academic leaders and community stakeholders engaged in offering or interested in developing professional skills programs for our graduates students.
2. to provide media for increasing awareness of and access to research, pedagogical and personnel resources available across Canada related to professional skills.
3. to initiate a conversation about some key components required for the development of sustainable professional skills programs, such as funding administrative support, commitment by faculty, support of colleges of Graduate Studies, the Tri Council, and the community, and developing pedagogical foundations for learning professional skills.
4. to begin work, in cooperation with CAGS, toward a national plan to continue to develop professional skill programs and life-long learning for Canadian graduate students.

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

**Audience: General**

**Keywords: professional skills programs, pedagogy for life-long learning, communities of practice**

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PC -3  
Room: Arts 210

Wednesday, 9:00 - 12:00 noon

## **Creating an Inclusive Educational Environment for Aboriginal Students**

**Gary Hunt, Centre for Teaching and Learning, Thompson Rivers University**

Innovative Practice Track

Abstract:

Much work remains to be done in order to improve the retention and achievement rates of Aboriginal students in post-secondary education. At Thompson Rivers University, improving the educational outcomes for Aboriginal students is a key strategic priority. This workshop will introduce participants to *A Handbook for Educators of Aboriginal Students*, a publication resulting from an initiative designed to support faculty in their quest to increase the success and retention rates among Aboriginal adults transitioning into post-secondary education institutions.

Using the handbook as a guide and through small group discussions in an interactive format, we will explore a holistic approach to Aboriginal education. This perspective takes into account not only effective classroom teaching practices, but also the important aspects of history and traditions, cultural identity, and institutional support services. We will explore how each of these elements impacts on the success of Aboriginal students. Participants will share their ideas and experiences in teaching Aboriginal students and consider specific strategies and learning outcomes for incorporating new educational goals and objectives into the curriculum of their programs and courses.

Learning Outcomes:

Upon completion of the workshop, participants will be able to:

- Describe the four key aspects of education from the Aboriginal perspective:
  - History and Traditions
  - Effective and Innovative Educational Practices
  - Student Profile
  - Institutional Supports

- Identify and share how each aspect of Aboriginal education can be integrated into the context of their institutions.
- Formulate goals and learning outcomes that may improve the success of Aboriginal students in their programs and classes.

Workshop format:

We will distribute the handbooks to each person and provide an overview of one section of the handbook in turn. For each section, we will have participants discuss in small groups how that section applies and may be useful in the context of their institutions, departments, and programs. We will ask the groups to identify and record the elements and practices within each handbook section that may apply generically to all institutions. This will result in a shared list of recommendations that all institutions should consider using.

The final activity will focus on classroom teaching practices and we will ask participants to formulate and write a learning goal or specific learning objective that could be incorporated into one of their classes or programs that could enhance the success of Aboriginal students. These will be shared and recorded with the full group.

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

**Audience: General**

**Keywords: Aboriginal education, inclusiveness, retention**

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PC -4  
Room: Arts 212

Wednesday, 9:00 - 12:00 noon

## **How to create effective curricular and co-curricular community service-learning experiences**

**Geri Briggs, Canadian Alliance for Community Service-Learning; Phaedra Hitchings and Robin Bendig, University of Saskatchewan; Lorie Hadley and Jane Trakalo, Algonquin College**

Innovative Practice Track

Abstract:

When you're looking to create a new Community Service-Learning (CSL) experience, be it curricular or co-curricular, the options available may seem daunting, and you may not know where to begin. This CSL workshop brings together experienced CSL practitioners from across the country—practitioners that are here for you to learn, re-learn, or enhance your knowledge and skills in building a CSL course or project.

Our workshop begins with a very brief introduction to CSL in Canada and an outline of the most recent debates regarding the efficacy of CSL (see, for example, Butin 2010), then addresses the basic pedagogical considerations common to most CSL programming: service components, building relationships with community, integration with learning goals, assessment and evaluation, and sustainability.

Next, we will provide examples of CSL models from across Canada, focusing on how each of these puts CSL theory into practice: co-curricular programming that spans an institution; upper-year courses that draw on content knowledge from a specific discipline; and interdisciplinary courses built directly around the CSL experience. We will also consider high school programming, and how CSL-experienced student participants may stabilize or shift the structure of a postsecondary CSL program.

Based on this introduction to a range of related but differing models, workshop participants will divide into subgroups for hands-on development of a prototype of the approach to CSL that most interests them. Our diverse group of facilitators will work together with each interest group – e.g. those that wish to work with co-curricular programming, or those that want to build into an existing course – to build a CSL learning experience from a basic template provided by the facilitators. We will explore the planning needed, the decisions you will face, as well as potential challenges and outcomes of success, with reference to current literature in these areas.

To close, each group will present, to facilitators and other participants, their CSL project and the pedagogical questions they faced in building it. Discussion of the projects will focus on common problems and creative solutions, to demonstrate and learn from the interconnected knowledge of the various styles of CSL.

**Theme: Experiential Learning**

**Audience: General**

**Keywords: community service-learning, curricular, co-curricular, curriculum design, experiential learning**

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PC -5  
Room: Arts 210

Wednesday, 9:00 am - 4:00 pm

**Just in Time Course Design**

**Heather Hurren, Academic Development, Centre for Teaching & Learning, UBC Okanagan**

## Innovative Practice Track

### Abstract:

This workshop will mimic the one-day course design program that we offer for faculty. We have done the 4 day version of course (re)design on our campus for a couple years but found that more faculty were interested but could not commit to the entire 4 day format so we have now designed and offered this one day version a couple of times and can see the benefit of exposing more faculty to the process.

### Learning Objectives: Participants will....

- Experience the basic elements of course design.
- Learn about and apply a set of conceptual and practical course design tools.
- Engage in scholarly and reflective teaching/learning practice.

### Session Description:

Participants will be fully immersed in the course design process. Attendees will be contacted prior to the workshop so that they will come prepared with a particular course in mind to use as their project for the day. They will actively take part in the 4 stage process of course design, looking at content choices, learning outcomes, assessment and learning strategies within the framework of constructive alignment. There will be individual work, pair-share and short presentations by the participants throughout the course of the day. The facilitator(s) will guide the attendees through the various stages of the course design process. Educational developers will experience the seminar and adapt it for their own use and faculty members will be able to come away from the workshop with a work-in-progress.

### Relevance to Conference Theme and Conference Attendees:

I believe this session has relevance to the conference theme of innovative practice as we have adapted a process to meet the needs of faculty. It is relevant to educational developers who wish to implement a version of course design on their campus. It is very useful for attending faculty who could work on an existing project for the day with valuable collegial feedback. Another aspect of this design is that it can easily be given a particular focus for curriculum development like sustainability or student engagement. This will be explored further in the seminar.

### **Theme: Transformational Curricular Design**

### **Audience: General**

**Keywords: course design, educational developers, constructive alignment, faculty**

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PC -6  
Room: Arts 214

Wednesday, 1:30 - 4:30 pm

## **Reconstructing Constructivist Pedagogy in Higher Education: Getting the Epistemology Right**

**Michael K. Potter and Pierre Boulos, Centre for Teaching and Learning,  
University of Windsor**

Innovative Practice Track

Abstract:

This workshop is a guided journey into unknown territory.

Teaching and learning in higher education has been dominated for many years by a constructivist paradigm. Most of us assume that the best approach to teaching and learning is constructivist pedagogy, which grew out of constructivist epistemology. Certain kinds of teaching practices are also assumed to follow from, or at least be consistent with constructivism -- and sometimes on that basis (rather than on evidence of efficacy), we recommend such practices to others.

Should we be doing this? Is constructivism, whether pedagogical or epistemological, really an appropriate philosophical basis for our work? Have we thought through, carefully, rationally, the implications of this commitment, the consequences involved, the inevitable contradictions hidden within?

In this pre-conference workshop, we will explore, through a variety of discussion-based methods and questioning strategies, various forms of constructivism, compare them to alternatives, and tease out hidden implications, assumptions, and contradictions. In a broad sense, our intended destination as a group will be clear: Greater clarity and thus a firmer foundation for the benefit of our own teaching and learning practices. Nevertheless, the details of where we end, the conclusions that we reach as a group, are entirely open.

Intended learning outcomes (By the end of this workshop the successful participant should be able to):

- 1) Differentiate between constructivism and the particular teaching and learning activities associated with it.
- 2) Articulate defensible reasons for accepting or rejecting constructivist epistemology in our practice as teachers and learners.

3) Articulate defensible reasons for accepting or rejecting constructivist pedagogy in our practice as teachers and learners.

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

**Audience: General**

**Keywords: pedagogy, constructivism, theory and practice nexus, epistemology, philosophy of education**

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PC -7  
Room: Arts 206

Wednesday, 1:30 - 4:30 pm

**Learning By Being: An Introduction to Mindfulness Practice**

**Patricia Dowling, Veterinary Biomedical Sciences, Western College of Veterinary Medicine, University of Saskatchewan**

Innovative Practice Track

Abstract:

Learning Objectives:

Develop an understanding and appreciation of the theoretical, philosophical, pedagogical, and scientific basis of mindfulness meditation practices and programs. Experience a variety of mindfulness practices that you may consider incorporating in your life and teaching.

Session Description:

Education that encourages connections, meaning and contemplation provides relevance, inspiration, enthusiasm and opportunities for students and faculty to create new possibilities. For over 30 years, Mindfulness Based Stress Reduction (MBSR) courses have been taught with documented benefits on academic performance, psychological well-being, and interpersonal experience for students in settings ranging from elementary and high school, to higher education, including medical and nursing schools. A traditional MBSR-based course is delivered over 8 weeks and teaches a variety of techniques with the goal of participants developing their own lifelong practice. This workshop will guide you through a the core mindfulness practices; introducing you to the theoretical, philosophical, pedagogical, and scientific basis of each practice while allowing you to experience each practice. The practices include (1) the raisin exercise: an exploration of mindful eating; (2) the body scan: systematically noticing bodily sensations and the cognitive and emotional reactions to the sensations without attempting to change the sensations themselves, (3) sitting meditation: bringing nonjudgmental

awareness to the thoughts, feelings, and sensations experienced, (4) walking meditation: slow, deliberate, and attentive walking while bringing awareness to the experience, and (5) mindful movement: simple hatha yoga exercises to slowly and methodically explore the sensory, emotional, and cognitive aspects of the experience.

**Theme: Experiential Learning**

**Audience: General**

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

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PC -8  
Room: Arts 213

Wednesday, 1:30 - 4:30 pm

## **Using the Art of Scenario Thinking to Explore How Trust Can Help Us Prepare For the Future**

**Kim West and Candace Bloomquist, University of Saskatchewan**

Innovative Practice Track

Abstract:

In this symposium we explore the role trust plays in fostering a positive learning environment within institutions of higher education. Trust is a characteristic that deeply affects the quality and character of our relationships with others and shapes our perceptions of people, place, and things. The simple act of exploring and discussing trust amongst students, teachers, and administrators is an important task that will help us better prepare for the increasing diversity of challenges and relationships that will be faced by institutions of higher education as they challenge the status quo.

During this symposium a scenario thinking approach (Global Business Network [GBN], 2004) will be used to explore the practical, yet deeply personal and emotional aspects of trust. Scenario thinking is a tool for motivating people to challenge the status quo, or at least get better at doing so, by asking “what if” questions. Scenarios are stories about how the future might unfold and are a medium through which positive change can be envisioned and actualized (GBN, 2004). Using this approach will allow participants to rehearse the many possibilities in store for the institutions of higher education of tomorrow and to engage in meaningful community and dialogue about trust and its role in higher education. During this symposium participants will develop and explore their own “what if” questions related to trust and respond to two questions that will be posed by the

facilitators: 1) “What if our institutions of higher education adopted the policy of getting smaller (smaller class sizes, smaller programs, and fewer administrators) instead of getting larger?” more specifically, “What if we re-conceptualized institutional growth, as a focus on intellectual growth and growth in influence rather than growth in size?” and 2) What if students were trusted to be authentic participants in an inclusive, scholarly community?

Outcomes:

Participants will have the opportunity to share their perspectives and have an honest dialogue about the relationship between trust and our current conceptualization of growth. This symposium will provide a foundation for all of us to critically reflect on our willingness to take risks that will help institutions of higher education grow in healthy ways and how to build the trust that is needed to support and encourage such risks (Palmer, 1998). We will also discuss how engaging in the scenario thinking approach supports inclusivity and the acceptance of diverse perspectives that test our capacity to understand and manage the uncertainties that exists when thinking about the future.

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

**Audience: General**

**Keywords: trust, scenario thinking, growth, change, risks, diverse perspectives**

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PC -9  
Room: Arts 217

Wednesday, 1:30 - 4:30 pm

**Institutional Change: Painting a New Academic Landscape for the 21st Century**

**Deborah Kiceniuk, Centre for Learning and Teaching, Dalhousie University**

Innovative Practice Track

Abstract:

Over the last number of decades, Canadian universities have been faced with changing societal demands which challenge the manner in which they operate on administrative and academic levels. As a result, administrators and faculty members have questioned the underpinning nature and function of the university. Change by definition is threatening as it impacts the way in which teaching and learning is experienced and the fundamental nature in which we view the university as an

educational institution. There are generally two types of curriculum/ institutional change: 1. Incremental – a small change usually within a department or course that that appears to ‘fix’ perceived deficiencies; and, 2. Fundamental – which has a broad impact by which the institution functions and is usually reflected in a change in the philosophy, mission, or objectives by which it operates (Cuban, 1992). In addition, change can happen as a result of happenstance, individual will, or can be mandated by licensing authorities. Whatever the reason for change, the results can generate a ripple effect that can strain faculty or university-wide resources. In this workshop participants will: 1. have the opportunity to discuss change in their institutions- what are the social, political and economic issues for change to occur; 2. through group-work develop a plan that they can implement for an incremental or fundamental change process within their departments or faculties; 3. be provided with a “change workbook” with which they will, through a facilitated discussion, be able to develop a step-wise process to help them document the path for a specific change in their own institutions.

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

**Audience: General**

**Keywords: curriculum and organizational change, models of change, societal demands, function of the university**

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