Let's Talk About Teaching

Conversations, workshops, and networking for all faculty, instructors, and lecturers at UVic

WEDNESDAY, September 2, 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Sessions</th>
</tr>
</thead>
</table>
| 8:30 am - 9:00 am | On-site Registration - Harry Hickman Foyer  
Coffee and pastries provided  
Pre-registration at: |
| 9:00 am - 9:40 am | HHB 105  
Welcome to event  
Teresa Dawson, Director, Learning and Teaching Centre  
Opening Remarks  
Valerie Kuehne, Vice-President Academic and Provost  
3M National Award Winner’s Presentation  
Jin-Sun Yoon (3M National Teaching Fellow) and Navarana Smith (3M National Student Fellowship) |
| 9:45 am - 11:00 am | SESSION A1  
HHB 110  
Leveraging social media at UVic: Using the Online Academic Community for teaching and learning  
Facilitator: Jillianne Code, Curriculum and Instruction, Hajime Kataoka and Kyle McLellan, Technology Integrated Learning |
|              | SESSION A2  
HHB 116  
Learning to bounce: Teaching resilience in the university classroom  
Facilitator: Rebecca Gagan, English |
|              | SESSION A3  
HHB 120  
Embracing diversity in the digital age: The “new normal” of our times (Back by popular demand!)  
Facilitator: Jin-Sun Yoon, Child and Youth Care |
|              | SESSION A4  
HHB 128  
Moving the Learning Outcomes Project forward in your department: Sharing strategies, documenting positive benefits and exploring assessment  
Facilitators: Teresa Dawson, Learning and Teaching Centre, Neil Burford, Chemistry, and Susan Lewis, Fine Arts |
| 11:05 am - 11:20 am | Coffee and networking (provided) |
| 11:25 am - 12:30 pm | SESSION B1  
HHB 110  
The leaking pipeline: Can empathy help to reduce attrition in STEM?  
Facilitators: Anthony Estey and Yvonne Coady, Computer |
|              | SESSION B2  
HHB 116  
How I fell into the best teaching gig in the world: An assistant teaching professor shares what he has learned about teaching  
Facilitator: Kurt McBurney, Island |
|              | SESSION B3  
HHB 120  
Creativity: Fostering it, recognizing it, and assessing it  
Facilitators: Mary Kerr, Theater and Sue Whitesides, |
|              | SESSION B4  
HHB 128  
Aboriginal Canadian entrepreneurs program: How can UVic business school faculty best teach entrepreneurship in aboriginal communities by balancing the 3 Cs of community, culture and cash?  
Facilitator: Brent |
<table>
<thead>
<tr>
<th>Time</th>
<th>Venue</th>
<th>Session Title</th>
<th>Facilitators</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30 pm – 1:45 pm</td>
<td>HBB 105</td>
<td>Informal Lunch Discussion hosted by President Jamie Cassels, QC (lunch provided)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:45 pm – 3:15 pm</td>
<td>HHB 110</td>
<td>SESSION C1 The purposeful reading report: Ensuring that students read and are prepared for class</td>
<td>Facilitator: Geri van Gyn, Exercise Science, Physical, and Health Education</td>
<td></td>
</tr>
<tr>
<td>1:45 pm – 3:15 pm</td>
<td>HHB 116</td>
<td>SESSION C2 Productive provocations: Teaching about complex and contentious matters with critical depth, creativity, and sensitivity</td>
<td>Facilitator: Janni Aragon, Technology Integrated Learning, and Political Science; Annalee Lepp, Women's Studies; Andrew Wender, Political Science, History, and Religious Studies Program</td>
<td></td>
</tr>
<tr>
<td>1:45 pm – 3:15 pm</td>
<td>HHB 120</td>
<td>SESSION C3 Using problem-based learning to teach first-year law: Some reflections on &quot;The Problem of Prostitution&quot; and constitutional law</td>
<td>Facilitator: Gillian Calder, Law</td>
<td></td>
</tr>
<tr>
<td>1:45 pm – 3:15 pm</td>
<td>HHB 128</td>
<td>SESSION C4 Using Bloom's Taxonomy to improve student learning outcomes and assessment</td>
<td>Facilitator: Joe Parsons, Learning and Teaching Centre and Lisa Surridge, English</td>
<td></td>
</tr>
<tr>
<td>3:15 pm – 3:30 pm</td>
<td>HBB 110</td>
<td>SESSION D1 Distraction or learning? Laptops and mobile devices in the classroom</td>
<td>Facilitator: Mariel Miller, Madeline Walker, Hayley Hewson, Technology Integrated Learning</td>
<td></td>
</tr>
<tr>
<td>3:15 pm – 3:30 pm</td>
<td>HHB 116</td>
<td>SESSION D2 Hands-on teaching in the UVic archives</td>
<td>Facilitators: Lisa Surridge, English Marcus Millwright, Art History and Visual Studies Janni Aragon, Political Science Rishi Gupta, Engineering, Heather Dean, Special Collections Librarian</td>
<td></td>
</tr>
<tr>
<td>3:15 pm – 3:30 pm</td>
<td>HHB 120</td>
<td>SESSION D3 Mindfulness in the Classroom</td>
<td>Facilitators: Henri Lock, Multifaith Services and Frederick Grouzet, Psychology</td>
<td></td>
</tr>
<tr>
<td>3:15 pm – 3:30 pm</td>
<td>HHB 128</td>
<td>SESSION D4 Module-level learning outcomes: A tool for course design and student learning</td>
<td>Facilitator: Joe Parsons, Learning and Teaching Centre</td>
<td></td>
</tr>
<tr>
<td>3:35 pm – 4:45 pm</td>
<td>HBB 110</td>
<td>SESSION D1 Distraction or learning? Laptops and mobile devices in the classroom</td>
<td>Facilitator: Mariel Miller, Madeline Walker, Hayley Hewson, Technology Integrated Learning</td>
<td></td>
</tr>
<tr>
<td>3:35 pm – 4:45 pm</td>
<td>HHB 116</td>
<td>SESSION D2 Hands-on teaching in the UVic archives</td>
<td>Facilitators: Lisa Surridge, English Marcus Millwright, Art History and Visual Studies Janni Aragon, Political Science Rishi Gupta, Engineering, Heather Dean, Special Collections Librarian</td>
<td></td>
</tr>
<tr>
<td>3:35 pm – 4:45 pm</td>
<td>HHB 120</td>
<td>SESSION D3 Mindfulness in the Classroom</td>
<td>Facilitators: Henri Lock, Multifaith Services and Frederick Grouzet, Psychology</td>
<td></td>
</tr>
<tr>
<td>3:35 pm – 4:45 pm</td>
<td>HHB 128</td>
<td>SESSION D4 Module-level learning outcomes: A tool for course design and student learning</td>
<td>Facilitator: Joe Parsons, Learning and Teaching Centre</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 8:30 am - 9:00 am   | On-site Registration - Harry Hickman Foyer  
Coffee and pastries provided  
Pre-registration at: |
| 9:00 am - 10:20 am  | SESSION E1  
HHB 110  
Working with TAs: Faculty share best practices  
*Moderator:* Cynthia Korpan, Learning and Teaching Centre  
*Panel:* Janni Aragon, Political Science, Janelle Jenstad, English, Teresa Dawson, Geography, Bruce Ravelli, Sociology, Dave Berry, Chemistry  
SESSION E2  
HHB 116  
From global to local: The call to quality in higher education teaching and learning  
*Facilitator:* Lesley Scott, Learning and Teaching Centre and Tatiana Gounko, Educational Psychology and Leadership Studies  
SESSION E3  
HHB 128  
Grants for instructors  
*Facilitator:* Marty Wall and Joe Parsons, Learning and Teaching Centre |
| 10:20 am - 10:35 am | Coffee and networking *(provided)* |
| 10:40 am - 12:00 pm | SESSION F1  
HHB 110  
LATHE Showcase  
*Moderator:* Cynthia Korpan, Learning and Teaching Centre  
*Panel:* Brittany Halverson-Duncan, Mathematics and Statistics, Betsy Hagestedt, Anthropology, Elliott Lee and Frederick Grouzet, Psychology  
SESSION F2  
HHB 116  
Keep Calm and SoTL On: Practical Tips for SoTL Research for Instructors  
*Facilitator:* Li-Shih Huang, Linguistics and LTC Scholar-in-Residence  
SESSION F3  
HHB128  
The uses and mis-uses of PowerPoint in teaching  
*Facilitator:* Marty Wall, Learning and Teaching Centre |
| 12:00 pm - 1:30 pm  | Lunch Time Poster Session *(Refreshments provided)*  
Harry Hickman Building  
Participant Acknowledgements by  
Sarah Blackstone, Advisor to the Provost, Special Projects  
See below for listing and descriptions  
Celebrating the Scholarship of Teaching and Learning and Innovative Curriculum Development at UVic |
SESSION DESCRIPTIONS

Wednesday, September 2
9:45 am - 11:00 am

SESSION A1: Leveraging social media at UVic: Using the Online Academic Community for teaching and learning
HHB110
Facilitators: Jillianne Code, Curriculum & Instruction, Hajime Kataoka and Kyle McLellan, Technology Integrated Learning
Student use of social media is integrally related to how they engage in the world. Recent research provides evidence that the integration of social media into courses supports improved learning outcomes if structured with educational relevance and is pedagogically driven. A collaborative initiative between faculty members, university systems, and the administration has developed an integrated social media platform with the idea of providing a centralized social media service for students, faculty and staff. This workshop provides both conceptual and practical strategies, along with hands-on practice, on how faculty can integrate UVic’s social media platform – the Online Academic Community – into their teaching.

SESSION A2: Learning to bounce: Teaching resilience in the university classroom
HHB116
Facilitator: Rebecca Gagan, English
This session will begin by introducing Stanford’s “Resilience Project” and the idea of what I call “resilience training” for undergraduates. I will briefly discuss my own “Bounce Project” and the work that I’ve been doing at UVic to create a project similar to Stanford’s. Next, I will ask small groups of participants to work together to share their understandings of what it means to be resilient and to behave resiliently. We will then come back together to share our ideas and to develop a working discussion of resilience (and, more specifically, one that is tailored to an academic environment). I will then ask groups to share with each other examples of resilient behavior that they see in their students or in themselves. What kinds of resilient behavior do they as teachers model in the classroom? What kinds of resilient behaviors do they see in their students? We may not have time to share all of these examples with the entire group and so I will ask that each group member write their example down. We will then share these examples with each other in an effort to find ways to teach resilience to our students and to help students to “learn to bounce.”

SESSION A3: Embracing diversity in the digital age: The “new normal” of our times (Back by popular demand!)
HHB 120
Facilitator: Jin-Sun Yoon, Child and Youth Care
Once upon a time, the university was a place of higher learning where only an elite group of people could attend to acquire information and specialized knowledge. Fast forward to today when information is easily available through the internet, international boundaries are imperceptible, global mobility is unremarkable, and employment paradigms are not yet imagined. What skills do university teachers need to be effective and relevant educators? We have never experienced the diversity of students in our online, on campus, or blended classes as we do now. In this session, we will explore this “new norm” and how we must become “knowledge translators,” “sense makers,” and/or “discovery facilitators”
instead of mere “content experts.” Shifting paradigms of teaching is crucial to meet the diversity of student expectations, skills, and learning styles to support their success.

SESSION A4: Moving the Learning Outcomes Project forward in your department: Sharing strategies, documenting positive benefits and exploring assessment
HHB 128
Facilitators: Susan Lewis, Acting Dean, Fine Arts, Neil Burford, Chair of Chemistry, Teresa Dawson, Director, Learning and Teaching Centre

As a dean and a chair who have introduced learning outcomes to our academic units with positive benefits, and as a curriculum specialist who has supported them during this process, we would like to share our best tips, advice and ideas as to how to actively engage colleagues in our academic units in the LO process in such a way as to achieve meaningful and positive program enhancement. We will speak not only to the concrete results we have achieved but to the several positive unintended consequences that we have discovered along the way.

Once programs have established learning outcomes that are communicated to students via websites, etc., and integrated into course syllabi (outlines), the next important step is to consider how we might assess whether the goals we have articulated are actually achieved. Given limited resources, which assessment approaches might be feasible and effective, positively impacting program enhancement? We would like to close the session by facilitating a brainstorming segment about the diverse and creative kinds of measures we could use to demonstrate program excellence at UVic. The collective results might form the basis of a series of best practices upon which we can all draw as a community. This session will be very interactive with lots of room for questions, discussion and the sharing of ideas.

SESSION A4: Moving the Learning Outcomes Project forward in your department: Sharing strategies, documenting positive benefits and exploring assessment
HHB 128
Facilitators: Susan Lewis, Acting Dean, Fine Arts, Neil Burford, Chair of Chemistry, Teresa Dawson, Director, Learning and Teaching Centre

As a dean and a chair who have introduced learning outcomes to our academic units with positive benefits, and as a curriculum specialist who has supported them during this process, we would like to share our best tips, advice and ideas as to how to actively engage colleagues in our academic units in the LO process in such a way as to achieve meaningful and positive program enhancement. We will speak not only to the concrete results we have achieved but to the several positive unintended consequences that we have discovered along the way.

Once programs have established learning outcomes that are communicated to students via websites, etc., and integrated into course syllabi (outlines), the next important step is to consider how we might assess whether the goals we have articulated are actually achieved. Given limited resources, which assessment approaches might be feasible and effective, positively impacting program enhancement? We would like to close the session by facilitating a brainstorming segment about the diverse and creative kinds of measures we could use to demonstrate program excellence at UVic. The collective results might form the basis of a series of best practices upon which we can all draw as a community. This session will be very interactive with lots of room for questions, discussion and the sharing of ideas.

SESSION B1: The leaking pipeline: Can empathy help to reduce attrition in STEM?
HBB110
Facilitators: Anthony Estey and Yvonne Coady, Computer Science

Seymour (1997) discusses how numerous studies have found that the apathetic environment found in STEM classrooms is the most frequently cited reason students leave. This chilly environment is typified by a feeling that faculty don’t care about students and that students are not ‘gifted’ enough to be successful in these fields. Student confidence and motivation are critical issues that need to be addressed, and we believe we can make a difference. Tinto (2006) states that faculty engagement, especially in first year courses, is critical to enhancing student retention. We report on a web-based learning tool that allows students to work through a number of problem-based active learning activities that coincide with each week’s content. In our course, topics build upon each other, and it is important to identify and support students that fall behind early. To support student confidence, the tool provides a pressure-free environment to investigate the material, step-by-step hints, and support for further questions. Veletsianos (2014) reminds us that simply replacing the medium in which material is presented, without changing the underlying practices of instruction, will have little impact on learning. Our tool collects usage data, allowing us to revisit problems, and to answer all of the student’s questions areas before progressing onto new material. This helps to show we do care about their success. Through a preliminary qualitative assessment, we report on the impact our approach has had with respect to student confidence, metacognition, and the ability for an individual to envision success in computer science.

SESSION B2: How I fell into the best teaching gig in the world: An assistant teaching professor shares ‘some things’ about teaching
HBB116
Facilitator: Kurt McBurney, Island Medical Program
So how does a straight C+ high school student become an elementary school teacher and eventually an Assistant Teaching Professor (ATP) teaching anatomy to medical students in the Island Medical Program? I’m still not sure I know or believe it. Through the loose story of how I became an ATP at the Island Medical Program and Division of Medical Sciences I will explore the following: some things I have learned about teaching; some of these things I have learned (and stolen) from my greatest teachers; some things I have avoided from those that were not so great; some of the things I have learned from flat out failing; some I have observed and absorbed over my teaching career; and some things that upon reflection I realized I knew. Participants will learn about me, but my main goal is that my story helps them learn a few things about themselves as well.

SESSION B3: Creativity: Fostering it, recognizing it, and assessing it
HHB120
Facilitators: Mary Kerr, Theater and Sue Whitesides, Computer Science
Together with colleagues from around the university, we will take a look at what creativity means in a variety of fields of endeavor, from fine arts to engineering. Are there hallmarks of creativity that can be articulated, recognized, assessed that are independent of our fields study? What are the well springs of creativity? Where do the ideas and motivations come from? How do we, as educators and researchers, develop the creative abilities of our students? Come join us for a lively discussion. Let’s share ideas and methods.

SESSION B4: Aboriginal Canadian entrepreneurs program: How can UVic business school faculty best teach entrepreneurship in aboriginal communities by balancing the 3 Cs of community, culture and cash?
HHB128
Most universities providing education for Aboriginal people ask students to leave their community to come to urban-based campuses. Many Aboriginal communities are rural and remote. The heart of the support system in many Aboriginal communities is the family; so pulling a person out of their community is not always the best recipe for success. What we do is take the university to the community. Two key challenges to community-based delivery are: (1) becoming keenly aware of cultural paradigms, (2) structure education activities that work to decolonize.

Mainstream entrepreneurship is focused upon the commercialization of innovation within an individualism paradigm (ie. “I will increase my personal wealth”). A prime motive for Indigenous Peoples’ desire for self-determination is preservation of heritage within a collectivism paradigm (ie. "Increasing the wealth of our community and the richness of our culture"). A challenge is to understand the dynamic potential inherent in heritage and a collectivism paradigm, not simply regard it as a roadblock to future-oriented commercial development.

This presentation reports on an innovative learning exercise within the Northwest Aboriginal Canadian Entrepreneurs Program (NW-ACE) (see: www.nwace.ca), a shared initiative of UVic’s Gustavson School of Business and the Aboriginal-owned Tribal Resources Investment Corporation (TRICORP), which offers financial services to First Nations entrepreneurs. The program began in May 2013 with entirely in-community delivery in both Prince Rupert and Haida Gwaii. Five cohorts of 16 students each have graduated to date with a 6th cohort that launched June 1, 2015.

The focus of the presentation will be on reporting the results the "3C Challenge". The challenge is simple but the decisions and the implications are complex. Sixteen Aboriginal students are placed into 4 teams of 4 and loaned $1,000/team to create as much value as possible in 21 days. Each team decides which of the 3C's will be the focus of their value creation; (1) Community, (2) Culture or (3) Cash. The results help inform business educators on how to best reconcile individualism (the primary paradigm of
non-Aboriginal entrepreneurs) with collectivism (often the primary paradigm in Aboriginal communities) to best design and teach entrepreneurship in Canadian Aboriginal Communities.

1:45 pm - 3:15 pm

SESSION C1: The purposeful reading report: Ensuring that students read and are prepared for class
HHB110
Facilitator: Geri van Gyn, Exercise Science, Physical, and Health Education
Are you concerned by students’ lack of preparation for class? Across disciplines and levels, students underestimate the significance of completing required readings for class and, consequently, limit opportunities for you to engage them in critical analysis and/or application of course content. We will examine the Purposeful Reading Report (PPR) as one effective pre-class reading strategy and discuss how to use this activity to fully engage students with course content. We will also discuss how to modify the PPR to fit your discipline and approach to teaching. Participants will receive PPR template, grading rubric, and other published material to support its use.

SESSION C2: Productive provocations: Teaching about complex and contentious matters with critical depth, creativity, and sensitivity
HHB116
Facilitators: Janni Aragon, Technology Integrated Learning, and Political Science; Annalee Lepp, Women’s Studies; Andrew Wender, Political Science, History, and Religious Studies Program
Three 10-15 minute presentations will illuminate our pedagogical perspectives on teaching about provocative issues, followed by an interactive discussion with the audience. Emphases include: using “trigger warnings” to promote a challenging, yet supportive, learning environment with respect to sensitive or volatile topics focusing on gender, races, class, sexuality, and violence; employing intersectionality, and self-reflective practices, while “facilitating difference” within classrooms concerned with intersections between gender and various categories of difference, amidst networks of power; and deconstructing contending narratives depicting such contemporary Middle East scenarios as the Israel/Palestine conflict, and supposed, Sunni-Shi’i rivalry, in countering caricatures of key actors and interests.

SESSION C3: Using problem-based learning to teach first-year law: Some reflections on "The Problem of Prostitution" and Constitutional Law
HHB120
Facilitator: Gillian Calder, Law
... a client’s situation and needs do not come neatly categorized in compartments of contract, tort, common law, statutory law and so on. Real life problems require imagination, creativity and intellectual flexibility. (Macfarlane and Manwaring 1998 at 277)
This past year, Gillian substantially revised the methodology, materials and delivery of her core first year course. Designed around the principles of “problem-based learning” and embodiment, she used the “problem of prostitution” to introduce the legal tools that constitutional law offers, as well as its limits. This session will offer an engaged encounter with strategies for revisioning our teaching to meet the shifting learning needs of our students.

SESSION C4: Using Bloom’s Taxonomy to improve student learning outcomes and assessment
HHB 128
Facilitators: Joe Parsons, Learning and Teaching Centre and Lisa Surridge, English
This workshop will introduce Bloom’s Taxonomy of Learning and provide participants with an opportunity to use Bloom’s taxonomy to analyze and conceptualize the learning of students in their courses. Please come to the workshop with a particular course in mind, and be prepared to work (and
have fun) within a small group using Bloom’s Taxonomy to refine course learning outcomes and assessments.

3:35 p.m - 5:00 p.m

SESSION D1: Distraction or learning? Laptops and mobile devices in the classroom
HHB110
Facilitators: Mariel Miller, Madeline Walker, Hayley Hewson, Technology Integrated Learning
Today’s students often bring laptops and mobile devices to class. Unfortunately these devices can distract students, interfere with learning, and bring friction into the classroom environment. Dealing with this issue is difficult for instructors. Educators are currently debating whether classrooms should be device free zones. This interactive session grapples with the pros and cons of this solution and strategies for moving beyond the ban: turning technology from an unwelcome distraction to a powerful tool for learning.

SESSION D2: Hands-on teaching in the UVic archives
HHB116
Facilitators and Panel: Lisa Surridge, English; Marcus Millwright, Art History and Visual Studies; Janni Aragon, Political Science; Rishi Gupta, Engineering; Heather Dean, Special Collections Librarian
What might your students learn from hands-on contact with archival materials? Panel members from English, Political Science, Engineering, and Art History will inspire you to imagine the UVic library as your classroom! Our session will consist of three parts:
1. Each panel member will very briefly (in 3-4 minutes) outline their experience of hands-on teaching in special collections;
2. Special Collections Librarian Heather Dean will provide a glimpse of possible teaching materials in the library;
3. Participants will brainstorm how they might try teaching in the library archival collections.

SESSION D3: Mindfulness in the Classroom
HHB120
Facilitators: Henri Lock, Multifaith Services and Frederick Grouzet, Psychology
We will look at research that suggests the positive effects of integrating mindfulness practice for enhancing learning, retention and stress management in the classroom; model a simple 5-minute mindfulness practice; and explore the challenge and promise of introducing mindfulness in a classroom setting.

SESSION D4: Module-level learning outcomes: A tool for course design and student learning
HHB128
Facilitator: Joe Parsons, Learning and Teaching Centre
Learning Outcomes (LOs) range from general descriptions of broad goals at the University level through LOs that are more content specific at the Program level and even more content-constrained LOs at the Course level. Near to the end of this continuum are statements of LOs that describe student learning objectives for a “module” of a course. Module-level LOs, because of their specificity, are a very useful tool for instructors since they readily prompt the design of instructional strategies, assignments, class activities, and assessment methods. Module-level LOs also provide your student with information that can facilitate their studying and learning. In this workshop you will learn about the three components to module-level learning outcomes, and, working with a partner, you will have an opportunity to compose several LOs for a module of one of your courses.

Thursday, September 3
SESSION E1: Working with TAs: Faculty share best practices
HHB110
Moderator: Cynthia Korpan, Learning and Teaching Centre
Panel: Janni Aragon, Technology Integrated Learning and Political Science; Bruce Ravelli, Sociology; Teresa Dawson, Learning and Teaching Centre and Geography; Janelle Jenstad, English; Dave Berry, Chemistry

Based on course specifics and individual faculty preference, each department requires TAs to perform a variety of duties. Moreover, each TA arrives with differing levels of skills and experience. How can you, as the instructor, work within these constraints to create opportunities that benefit everyone involved - yourself, the TA, and your students? This session will have faculty share their top three best practices when working with TAs.

SESSION E2: From global to local: The call to quality in higher education teaching and learning
HHB110
Facilitators: Lesley Scott, Learning and Teaching Centre and Tatiana Gounko, Educational Psychology and Leadership Studies

The quality movement in higher education has swept the globe. Degree qualifications frameworks and quality assurance agencies proliferate and terms like enhancement, benchmarking, Tuning, SoTL and competences arise alongside frequent and much-publicised concerns about what and whether students are learning in the university. Governments specifically are concerned. Amongst the many quality assurance agencies established since the late 1990s are ENQA in Europe, TEQSA in Australia, the QAA in the UK, the CAQC in Alberta and the DQAB in B.C. In 1991 the International Network for Quality Assurance Agencies in Higher Education had 8 members; today it lists over 250 organisations across the world. Are government agencies however, best placed or even primarily responsible for delivering pedagogic quality?

The impetus to improve teaching and learning (as well as research) has been announced primarily via landmark higher education reports (Plant, Dearing, Spellings, Bradley, Browne.....) as governments and universities internationally, have sought to address globalised economics, social equity and increasingly mobile, connected, transforming and resultantly expensive, student populations. For faculty, student massification, internationalisation and technological change are the familiar and challenging results but directly alongside, there is the real impact on pedagogic quality. As governments respond with accountability instruments and measurement, all at the chalk face must also contribute to a resulting debate. What, who & how are now key questions on quality.

This session therefore will foreground the quality agenda in teaching and learning and ask you to consider it from your own point of view. This is primarily an opportunity to debate what quality in teaching and learning means to you, who is responsible for it and how ultimately you think, it can best be achieved.

SESSION E3: Grants for instructors
HHB128
Facilitators: Marty Wall and Joe Parsons, Learning and Teaching Centre

Would you like to improve the learning of your students? We can provide you with money that you can use, for example, to pay a graduate student to help you to try something out to improve student performance in your course and to share your findings with others. Come find out how you can apply to us for a grant to do this in what is a very straightforward process that many UVic faculty have already successfully used.
SESSION F1: Learning and Teaching in Higher Education (LATHE) Showcase
HHB110
Moderator: Cynthia Korpan, Learning and Teaching Centre
Panel: Brittany Halverson-Duncan, Mathematics and Statistics, Betsy Hagestedt, Anthropology, Elliott Lee and Frederick Grouzet, Psychology
LATHE is a certificate program that combines knowledge and practice about teaching and learning across the disciplines in order to create a future professoriate fluent in the foundational principles of post-secondary instruction. This graduate certificate is offered jointly by the Learning and Teaching Centre, Educational Psychology and Leadership Studies (EPLS) and the Faculty of Graduate Studies (FGS). The session will feature recent graduates from the LATHE program along with their supervisors to address the goals of LATHE.
The program creates effective post-secondary educators and leaders who are:
- confident, self-reflecting teachers and colleagues who will thrive in academic contexts focused on student learning and the needs of diverse students
- competent to design, develop, deliver and assess high-quality courses based on knowledge of the foundational principles and practices of teaching and learning
- able to articulate clearly how theory and practice are related and how teaching and learning scholarship can transform practice
- well-informed and actively engaged in local and global contemporary issues in higher education

If you mentor and advise graduate students in a supervisory or other role, consider attending this session to further your understanding about the LATHE program.

SESSION F2: Keep calm and SoTL on: Practical tips for SoTL research
HHB116
Facilitator: Li-Shih Huang, Linguistics and Learning and Teaching Centre
This interactive, hands-on session is designed to dispel trepidation among instructors who have contemplated incorporating SoTL research into their own teaching as well as SoTL practitioners interested in collaborating with colleagues across disciplines. After a brief review of the why's and what's of SoTL research drawing on the most recent literature, attendees will be guided through tackling SoTL research and solving common challenges. Bring your curiosity and SoTL research questions and ideas with you and meet with like-minded attendees. This session is guaranteed to get you thinking about your own SoTL research project.

SESSION F3: The uses and mis-uses of PowerPoint in teaching
HHB128
Facilitator: Marty Wall, Learning and Teaching Centre
PowerPoint can be an effective teaching tool but is instead often a distracting impediment to learning. We will focus on the differences between presenting and teaching in PowerPoint, the PowerPoint teaching strategy of “less-is-more,” the do’s and don’ts of teaching with PowerPoint, and guidelines for animating PowerPoint slides to enhance teacher-student communication.

12:00 am - 1:30 am
Poster Session

POSTER 1. Teaching students that creativity is a decision
Michelle Wiebe, Curriculum & Instruction
The ability to use creative approaches to solve both work and study tasks has the capacity to increase achievement. The challenge is that many students believe creativity is innate. Research clearly demonstrates, however, that creativity is a decision. Thus, becoming creative begins with a change of mindset. Students can learn that not only is creativity a decision but internalizing a series of manageable steps and practicing them as an approach to problems leads to creativity enhancement. This, in turn, has a positive impact on student success.

POSTER 2. Youth as knowledge keepers: Teaching and learning youth engagement in research
Anne Marshall and Tricia Roche, Centre for Youth and Society
What knowledge and skills do UVic students need in order to conduct effective and ethical research with youth? Researchers must go where youth live and connect; this is clearly in both the online and offline worlds of physical space and cyberspace. New communication technologies and platforms open up new methods for recruitment, data gathering, analysis and km. At issue in this project, was how to best teach and learn research methods with youth that allow space for youth to co-construct knowledge. Findings will be shared from qualitative interviews conducted with researchers engaged in, and teaching, research engagement with youth. Implications for teaching and learning youth engagement in research are discussed.

POSTER 3: Can student learning contracts help create a positive classroom environment?
Louise Chim, Martin Smith, Emmanuela Yeung, and Marilyn Thorpe, Psychology
Creating an environment conducive to student learning can be a challenge in large classes. Inappropriate classroom behaviours (e.g., device use for non-class activities, chatter) can lower student morale and decrease learning. We hypothesized that presenting students with a “learning contract” that outlines appropriate and inappropriate behaviours would reduce disruptive behaviours. We presented three sections of introductory psychology with one of following conditions: an instructor generated learning contract, a student generated learning contract, or no contract. Students also reported on the frequency they observed and how often they engaged in various classroom behaviours. The effectiveness of the intervention will be discussed.

POSTER 4: Teaching international students in a politically sensitive course
Karen Tang, Pacific & Asian Studies
PAAS 410 - Chinese Films and Documentaries is a course for native-speakers of Chinese. All but one of the films chosen were made in China and feature the life of Chinese people under the rule of Mao (1949-1976). With the demographic changes on campus in recent years, almost the entire class comes from the People's Republic of China. To these students, this course deals with many social and political issues that are interesting but perplexing and highly sensitive politically. Consequently, the instructor faces constant challenges to create a non-threatening community both in class and online to encourage learning.

POSTER 5: Observing TAs’ teaching: Improving practice
Jane Butterfield, Math; David Barrett, Geography; Buddy Boren, Philosophy; Elizabeth Clarke, Music; Anita Girvan, Environmental Studies; Elizabeth Hageduest, Anthropology; Emma Nicholls-Allison, Chemistry
The practice of graduate students carrying out peer teaching observations has not been widely adopted. This poster demonstrates how observations conducted by peer mentors observing new TAs is an effective way to provide formative feedback, build confidence, and promote professional development. Contributors highlight key aspects of teaching observations: introducing new TAs to observations as academic best practice; that observing may occur outside the classroom; how changes – technical, pedagogical, and critical – were required, prevalent, or surprising; and how the initial observation led to new TAs refining aspects of their teaching practice. Suggestions are also made for preparing TAs for teaching observations.
**POSTER 6: What kinds of students are inattentive and distracting in large university classes?**
Martin Smith, Louise Chim, Emmanuela Yeung, and Marilyn Thorpe, Psychology
Students who talk too much in class, or engage in other distracting or disruptive behaviours can be a significant problem in large university classes. We surveyed students in three sections of a first year university psychology course and asked them to self-report regarding inappropriate or distracting classroom behaviours. We asked them to report how much they engaged in such behaviours, how much they viewed such behaviours as being inappropriate, and how much they observed their classmates engaging in such behaviours. The relationship between aspects of the students’ personalities, such as extroversion and conscientiousness, and their self-reported patterns of inattentive and distracting behaviour will be discussed.

**Poster 7: Faculty and TA development in China: What we achieved and learned**
Jane Gair, Island Medical Program and Cynthia Korpan, Learning and Teaching Centre
The field of faculty development in higher education in China is rapidly changing and growing (Huang, Li, & Kuang, 2012). Despite this growth, there is scant literature (in English) about delivering faculty professional development programs in China (for examples, see Huang, Li, & Kuang, 2012; Wong & Fang, 2012), and nothing specifically about teaching assistants (TAs).

In April 2015, an invited team of educational specialists traveled to one university in central China to research and deliver faculty and TA development programs. Delivering material developed in one country to another highlighted the challenges faced regarding culture, language, and many aspects of the different educational systems, but also highlighted similarities (Thanh, 2014). A common issue identified is how to evaluate the efficacy of the professional development programs (Huang, Li, & Kuang, 2012; Wong & Fang, 2012) especially due to the non-transferability of Western-based pedagogies to Confucian heritage cultures (Thanh, 2014).

The approach and process to delivering instruction to faculty and TAs will be shared, including preliminary results from the study undertaken that looked at different aspects of the programming, including its effectiveness and transferability. Participants will be encouraged to ask questions and discuss how these challenges and successes resonate with internationalization and globalization of higher education.

**POSTER 8: Shifting from learning outputs to outcomes: Insights from UVic’s undergraduate research journal**
Laurie Waye, Learning and Teaching Centre and Allie Simpson, Centre for Academic Communication
As more universities, faculties and departments establish their own undergraduate journals, the importance of ensuring a positive, educational experience for student authors is paramount. Despite its importance, the impact of the publishing process on undergraduate authors as well as the impact on the state of knowledge has remained largely unstudied. In order to investigate the influence of the publishing process, an online survey was distributed to 43 student authors who have published in the University of Victoria’s undergraduate journal the Arbutus Review over the past five years. The survey, which contained both quantitative and qualitative questions, indicated that 100% of the authors, who responded, believed that publishing in the Arbutus Review was a good experience with 78% indicating that it had a positive impact on their future endeavours. This poster outlines the study and its findings and offers recommendations to help ensure a positive learning experience for undergraduate authors by focusing on outcomes as well as outputs.

**POSTER 9: English for academic purposes programming: Changing supports for undergraduate and graduate students at the University of Victoria**
Nancy Ami, Gillian Saunders, and Kaveh Tagharobi, Centre for Academic Communication
What academic communication supports are available to international students at the University of Victoria? In mid-July of this year (2014), the Writing Centre at the University of Victoria evolved into the Centre for Academic Communication and two EAL Specialists were hired to help meet the needs of UVic’s growing population of international EAL students. Since the beginning of September, the CAC has been developing qualitative and quantitative methods of measuring student needs and success, and assessing the effectiveness of its programming. Workshops and other support for the January to April semester reflect data collected through surveys and other forms of student feedback. Currently, the CAC is getting ready to conduct focus group research on its past program offerings, with a view toward how we might better support international EAL students in the development of their academic communication skills in future semesters. This research will be presented at a later date.

Participants in this poster presentation can learn

- What programming was available in the Fall 2014 semester
- What programming was available in the Spring 2015 semester
- Rationale for making changes to programming thus far
- What forms future programming might take

**POSTER 10: Language(s) in the cloud: Learning to learn languages with digital media**
Main researcher: Catherine Caws (French)
Co-researcher: Catherine Léger (French)
Research assistants: Bernadette Perry (French/Computer Sciences), Arthur de Oliveira (MITACS Globalink Intern, Universidade de Sao Paulo), Scott Stewart (French), Dylan Trerice (French)

With the ubiquity of technology-mediated tools, learners can access a plethora of online tools (i.e. that exist “in the cloud”). The question is whether learners have developed the right strategies to take full advantage of these online resources, and/or to recognize the limitations of such resources. In order to better understand users’ interactions with these tools, the present case study focuses on the way(s) in which French learners exploit an interactive editing tool during peer-editing sessions. Audio recordings and video-screen captures of peer-editing sessions serve as a basis for our analysis of strategies deployed by these learners. Several research questions are addressed by this study: (1) What kind of interactions with the tool and between learners occur during a focused session within a lab session environment? (2) How do the activity designed in class compare to the activity designed in the lab in regards to the level of engagement and the quality of the interaction(s)? Vygotskian and Activity-Theory perspectives are used to interpret and discuss our results.

**POSTER 11: Does the availability of recorded lectures improve student success rate?**
Stephanie Willerth, Mechanical Engineering and Medical Sciences

Introduction: Research has shown that students prefer to have recorded lectures available and utilize these resources accordingly. We wanted to determine if having such recorded lectures available would improve the student success rate in the course. We chose to study the effect in Mech390: Energy conversion – a third year level course taken by both Mechanical Engineers and Biomedical Engineers, which has typical failure rate of 12%. The course instructor was highly skilled having taught in the subject for over a decade and having written the course text.

Materials and Methods: Participants were recruited in class with 63 out 97 students agreeing to participate. Pre and post course survies were conducted using Fluidsurveys to determine the student’s attitudes towards the project and course. Videos were recorded by a graduate student and posted to the Coursespaces website for this course. This site could only be accessed by students registered in the class and its infrastructure enabled to us to track the rate of usage by the students. Every time a student watched a recorded lecture – this data was recorded in the system. At the end of the semester, this data was analyzed to see if there was a correlation between the number of times a student viewed the videos and the overall mark for the course. This study was performed with approval our Human Research Ethics Council at the University of Victoria.
Results and Discussion: The pre-course indicated that the majority of respondents (~53%, n = 36) thought that the availability of recorded lectures was desirable and that they planned to attend >90% of the lectures (~72%). It was also interesting to note that few students had ever taken a massive open online course (6%). Interestingly with the post-course survey, the percentage of students indicating the availability of recorded lectures was desirable increased to 88% (n = 26). In terms of how many videos they watched, the most common response was between 1-5 (50% of respondents) and the main reason for using the videos was due to missing class (38%). The students also provided feedback on the quality of taped lectures with most of the students assessing the quality of the videos as "very good" (the middle of three options). As seen in the figure, no clear correlation was observed between the number of video lectures watched and the final course marks received by a student. The failure rate for the course was 15.6%. Student who failed are allowed to take a supplemental exam in August to enable them to stay on schedule to graduate and it is possible that these students will use these videos to review course materials.

Conclusions: Overall, students found the recording of lectures to be a desirable feature for a course. However, the availability of these lectures did not lead to an increase in the success rate for students taking this course.

POSTER 12: Improving first-year computer science education in a Lively way
Yvonne Coady and Anthony Estey, Computer Science
Computer science courses need to feel relevant and exciting to students, which is one of the reasons our institution now offers a project-based, introductory course on web application development. In previous offerings, inexperienced programmers had difficulties learning enough JavaScript to build an application they were excited about. In our experimental offering, we tried leveraging an online development environment where students work exclusively in JavaScript, and use a point-and-click GUI to set up all other web application components. We hoped that this change would provide an experience that would motivate student learning, improve development workflow, and result in the creation of higher quality code artifacts. In comparison to previous semesters, the online system, called Lively, better facilitated project prototypes and systematically agile processes for inexperienced programmers. A qualitative analysis highlights some of the strengths of using a system such as Lively, but also reveals some unmet expectations due to what was perceived as a lack of attention to directly employable skills, such as HTML, CSS and mobile development.

POSTER 13: Teaching the teachers: Who learns?
Carmen Rodríguez de France, Indigenous Education
When courses require students to become emotionally engaged and involved, and examine and re-assess their worldview, learning takes time, and teaching becomes a challenge. This poster presentation offers insights about working with pre-service teachers enrolled in a required course on Indigenous education. The 3 R’s of Education are presented as Resistance, Responsiveness, and Respect, which is the ultimate goal. How can we use Resistance as a force and not as a detriment to learning? How can Resistance be transformed into Respect?