## Let's Talk About Teaching

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

**FRIDAY, August 29, 2014**

### 8:00 am - 8:30 am

**On-site Registration** - Harry Hickman Foyer  
*Coffee and pastries provided*  
**Pre-registration at:** [http://ners.uvcs.uvic.ca/ltc/ners/Workshops/08/2014](http://ners.uvcs.uvic.ca/ltc/ners/Workshops/08/2014)

### 8:30 am - 9:00 am

| HBB 105 | Welcome to event  
| Teresa Dawson, Director, Learning and Teaching Centre  
| Indigenous Welcome, May and Skip Sam  
| Opening Remarks  
| Valerie Kuehne, Acting Vice-President Academic and Provost  
| Story-Weave Performance  
| UVic Students: Clara Bernier, Psychology, Muyang Zhong, Physics, Sukhmani Sandu, Bio-Chemistry, Barth Ikenna, Electrical and Computer Engineering, Ali Esmaeili, Electrical and Computer Engineering, Sonia Manak, Education  
| Directed by Anne Cirillo, International Student Services  
| PLEASE BE ADVISED:  
| This opening session will be webcast as part of the BC teaching and learning week. Please know that if you are present, especially near the stage, it is possible you will be on tape.

### 9:00 am - 10:20 am

**CHOOSE ONE SESSION PER TIME BLOCK**

| SESSION A1 | HHB 110  
| Embracing diversity in the digital age: The “new normal” of our times  
| Facilitator: Jin-Sun Yoon, Child and Youth Care  
|  
| SESSION A2 | HHB 116  
| Entering the Dragon's Den to Teach Entrepreneurship: Using a Taxonomy to Leverage the Learning Value of Reality-Based Television in the Undergraduate Classroom  
| Facilitator: Brent Mainprize, Business  
|  
| SESSION A3 | HHB 120  
| Enhancing Student Learning through Performative Teaching (Drama Pedagogy)  
| Facilitator: Elena Pnevmonidou, Germanic and Slavic Studies  
|  
| SESSION A4 | HHB 128  
| The Uses and Misuses of PowerPoint in Teaching  
| Facilitator: Marty Wall, Learning and Teaching Centre

### 10:20 am - 10:35 am

**Coffee and networking (provided)**

### 10:40 am - 12:00 pm

| SESSION B1 | HHB 110  
| Pedagogical and Publishing Partnerships: When students become contributors  
| Facilitator: Geri  
|  
| SESSION B2 | HHB 116  
| The Purposeful Reading Report: Ensuring that students read and are prepared for class  
| Facilitator: Allyson  
|  
| SESSION B3 | HHB 120  
| Preparing Students for Academic Success  
| Facilitator: Allyson  
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| SESSION B4 | HHB 128  
| Encouraging the Culture of Creativity in the Classroom: 10 Tips  

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**Harry Hickman Building (HHB)**

*Let's Talk About Teaching*
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| 12:00 pm - 12:45 pm | **Informal Lunch (provided) hosted by President Jamie Cassels, QC** | **SESSION C1**  
Confronting the challenges and relishing in the rewards: What I learned in my first year of teaching at UVic  
**Facilitator:** Louise Chim, Psychology | **SESSION C2**  
Gaming the Classroom: Video games and interactive media in the academy  
**Moderator:** David Leach, Writing.  
**Panel:** Kathy Sanford, Tim Hopper, Bernadette Perry, and Ashley Blaquiere | **SESSION C3**  
Academic English is no one’s mother tongue: Students’ academic communication challenges and pedagogical strategies for addressing them  
**Facilitator:** Li-Shih Huang, Linguistics | **SESSION C4**  
Using Bloom’s Taxonomy to Improve Student Learning and Assessment  
**Facilitator:** Joe Parsons, Learning and Teaching Centre |
| 12:45 pm - 2:05 pm | **Coffee and networking (provided)** | **SESSION D1**  
WordPress, Blogging, and E-Porfolios: The Online Academic Community (OAC) at UVic  
**Facilitator:** Janni Aragon, Director Technology Integrated Learning | **SESSION D2**  
The Educational Potential of Field Schools: A Panel Discussion  
**Facilitator:** Helga Thorson, Germanic and Slavic Studies | **SESSION D3**  
Assessing the quality of multiple-choice test items: UVic's New Condensed Test Report  
**Facilitator:** Marty Wall, Learning and Teaching Centre | **SESSION D4**  
Universalizing Student Success  
**Moderator:** Tye Landels, English and 3M National Student Fellowship Award Panel: Liana Robinson, Society for Students with a Disability, Daphne Shaed, transgender activist, Tari Ajadi, 3M National Student Fellow, TBD representative from UVic Women’s Centre |
| 2:05 pm - 2:15 pm | **Coffee and networking (provided)** | **SESSION D1**  
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| 3:40 pm - 5:00 pm | **Inaugural Poster Session (Refreshments provided)**  
**Participant Acknowledgements by**  
Sarah Blackstone, Acting AVP Academic Planning  
See below for listing and descriptions  
Celebrating the Scholarship of Teaching and Learning and Innovative Curriculum Development at UVic HHB116 |
SESSION DESCRIPTIONS

9:00 am - 10:20 pm

SESSION A1  Embracing diversity in the digital age: The “new normal” of our times
HHB 110
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 A2  Entering the Dragon’s Den to Teach Entrepreneurship: Using a Taxonomy to Leverage the Learning Value of Reality-Based Television in the Undergraduate Classroom
HHB 116
Facilitator: Brent Mainprize, Business

This interactive workshop is an opportunity for delegates to learn through an interactive exercise how to transform reality-based television into a high-value undergraduate learning experience through the strategic use of taxonomy. Dragons’ Den is a Canadian television reality show, in which aspiring entrepreneurs pitch business ideas to a panel of venture capitalists in the hopes of securing business financing. The show debuted on October 3, 2006 on CBC Television. Over the past seven years, approximately 300 entrepreneurs have presented their business ideas to over 2 million viewers weekly. Despite the show’s popularity, it has been openly criticized for its lack of educational value.

The primary question to answer in this learning project is: How can the educational value be separated from the entertainment value of CBC’s Dragons’ Den in a way to help teach entrepreneurship to undergraduate business students? At a general level, my teaching goal is to provide the optimal learning environment for undergraduate students to rapidly advance from novices to experts in the domain of evaluating early stage business ideas.

I strive to achieve these teaching goals by breaking down the informational clutter, allowing student entrepreneurs to use a focused framework (in the form of taxonomy) for opportunity assessment and venture investment decision-making. The overall method used to answer the teaching development question was fundamentally taxonomic.

Classification of knowledge using taxonomy provides building blocks with which to construct understandings (Stefik 1995; Saracevic and Kantor 1997). The practice of taxonomy reflects the human instinct to organize and classify our experiences and perceptions of the world (Grove 2003: 2270). An essential contribution of taxonomy to a discipline is its ability to disambiguate terminology by representing the relationships between concepts and providing context in which to understand and use domain-specific vocabularies (Maity, Bhattacharya et al. 1992; Grove 2003: 2276).

Utilizing Dragons’ Den in an educational manner involved 24 teams of undergraduate students focused on classification and comparison of 81 Dragon’s Den deals from archived video clips on the CBC website. The learning activity was to classify each Dragon’s Den deal as a prelude to systematic comparison of their dominant, salient attributes.

There are only a few examples in the literature of using Reality TV in the undergraduate classroom. Slater (2012) used the Reality TV show Survivor to teach Prisoners’ Dilemma Strategies in economics. Burr, Vivien and King, Nigel (2011) document teaching research ethics through reality TV in Big Brother.

There doesn’t seem to be any discussion in the literature (to date) focused on the benefits of applying taxonomies to Reality-TV in the undergraduate classroom. The last part of this workshop will focus on discussing how other disciplines may benefit from this project as a model suggesting the use of: (1) Survivor in the Psychology Classroom, (2) Antiques Roadshow in the Fine Arts Classroom and (3) America’s Next Top Model in a Gender Studies, Fashion Design or Media Studies Classroom.

SESSION A3  Enhancing Student Learning through Performative Teaching (Drama Pedagogy)
HHB 120
Facilitator: Elena Pnevmonidou, Germanic and Slavic Studies

Drama pedagogy as a teaching approach has considerable promise for enhancing learning and thus fostering student success. Drama pedagogy or performative teaching is a fairly new approach that has over the past two decades increasingly become an integral part of intercultural foreign language teaching and that is now also being adapted for teaching in other disciplines. The premise of drama pedagogy is that, in order to engage students as active learners and to foster empathy and community, it is necessary to apply a multi-dimensional approach that
recognizes the importance of the body, the affect and creativity in the learning process rather than merely appealing to students’ intellect. I will motivate the value of performative teaching through a dynamic session that combines presentation of the pedagogical theory, plenary discussion and interactive demonstration in order to give participants the opportunity to practice some concrete classroom techniques.

SESSION A4 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.

10:40 p.m - 12:00 p.m

SESSION B1 Pedagogical and Publishing Partnerships: When students become contributors
HHB 110
Facilitators: Janelle Jenstad and Kim McLean-Flander, English

This session invites participants to identify scholarly projects where students can make real contributions to research and see their results published. As directors of The Map of Early Modern London's international Pedagogical Partnership, we’ve had the privilege of mentoring faculty elsewhere as they coach their students through a research-based learning and publishing experience. We'll share our teaching materials, discuss issues around collaboration, and reflect on best practices for assessment. How can we, as teachers, create opportunities for students to become contributing scholars? As project directors and editors, how can we mobilize student expertise for the massive scholarly projects - many of them digital - now underway in various fields? Working in small groups, participants will begin designing a potential contributor opportunity for a course.

SESSION B2 The Purposeful Reading Report: Ensuring that students read and are prepared for class
HHB116
Facilitator: Geri van Gyn, Exercise and Physical 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 B3 Preparing Students for Academic Success
HHB 120
Facilitator: Allyson Hadwin, Educational Psychology and Leadership Studies

Undergraduate students encounter many challenges as they transition to university and strive to achieve academic success. Drawing on a wealth of university-wide data about student success and findings from our ED-D101: Learning strategies for university success course, this session introduces and contextualizes some of the key challenges students encounter. The goal of this session is to introduce, share and co-construct strategies for supporting students to take control of their learning, attention and motivation (self-regulate) in our respective undergraduate courses.

SESSION B4 Encouraging the Culture of Creativity in the Classroom: 10 Tips
HHB 128
Facilitator: Erin Campbell, History in Art

Course learning outcomes across campus typically privilege critical thinking skills. Yet, creative thinking skills are equally essential to the next generation of innovators. Creativity builds empathy, encourages perseverance, and fosters collaboration - all of which are required to be truly innovative. This interactive workshop asks: how can we cultivate creativity, animate the classroom, and transform our students into idea incubators and change agents easily and efficiently in classes both small and large, in ways that are pragmatic, inclusive, time-effective, and workload-smart, and without bringing more technology into the classroom? You will leave the workshop with at least ten suggestions that you can implement immediately in your classrooms, and much more, since we will be
using some of the techniques during the session to share and create more ways of encouraging creativity in our classes.

12:45 p.m - 2:05 p.m

SESSION C1   Confronting the challenges and relishing in the rewards: What I learned in my first year of teaching at UVic
HHB 110
Facilitator: Louise Chim, Psychology

A new instructor at UVic faces many challenges: moving to a new city, navigating an unfamiliar institution and department, and of course, teaching courses for the first time. We will discuss how to survive and thrive during your first year at UVic. I will talk about the strategies I used to deal with my new teaching experiences (teaching 300+ students and teaching statistics, a class students find less than desirable) and the resources available to help you succeed. This workshop is geared towards first-time instructors at UVic who are seeking support to guide them through a successful first year but more seasoned instructors are encouraged to attend to provide feedback based on their own experiences.

SESSION C2    Gaming the Classroom: Video games and interactive media in the academy
HHB 116
Moderator: David Leach, Writing. Panel: Kathy Sanford, Tim Hopper, Bernadette Perry, and Ashley Blacquiere

This panel of UVic researchers, instructors and game designers will discuss their research and practice and discuss how the tools and techniques of video-game technology, augmented reality and other interactive media can engage students and improve learning. Short presentations will focus on how video games cultivate community; how “gamification” tools can increase student engagement in-class and online; a new geo-locative “alternative reality game” that promotes language learning; and a new UVic course in the critical and cultural history of video games. Attendees will then discuss ways to apply these lessons and tools within their own academic disciplines and teaching practices.

SESSION C3    Academic English is no one’s mother tongue: Students’ academic communication challenges and pedagogical strategies for addressing them
HHB 120
Facilitator: Li-Shih Huang, Linguistics

The purpose of this session is to engage with current issues in teaching and learning English for Academic Purposes across disciplines, drawing on findings from several academic language-learning needs and outcomes-assessment projects involving both graduate and undergraduate-level English-as-a-first and English-as-an-additional-language students at UVic. This session aims to both inform instructors and offer an opportunity to reflect on and discuss their students’ academic-communication challenges in order to generate strategies that instructors can use for addressing and transcending those challenges.

SESSION C4    Using Bloom’s Taxonomy to Improve Student Learning and Assessment
HHB 128
Facilitator: Joe Parsons, Learning and Teaching Centre

At last year’s LTAT I co-facilitated a workshop that made reference to Bloom’s Taxonomy of Learning. A sizable number of the participants said that they were unfamiliar or minimally familiar with Bloom’s taxonomy. 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.

2:15 p.m - 3:35 p.m

SESSION D1    WordPress, Blogging, and E-Portfolios: The Online Academic Community (OAC) at UVic
HHB 110
Facilitator: Janni Aragon, Director Technology Integrated Learning

The Online Academic Community (OAC) is UVic’s enterprise WordPress site. While we are currently in our pilot phase; come and find out how the OAC has been used for learning and teaching and most importantly how it is a great site for your students’ e-portfolios. The OAC meets the Freedom of Information and Protection of Privacy Act (FIPPA) guidelines and has on campus technical support!
SESSION D2  The Educational Potential of Field Schools: A Panel Discussion  
*HHB 105*  
*Facilitator:* Helga Thorson, Germanic and Slavic Studies

UVic faculty members who have developed and led field schools together with students who have participated in one of the many field schools offered at UVic share their experiences and discuss the educational potential of off-campus hands-on experiential learning. The initial panel discussion serves as a springboard for a larger discussion on the pedagogy of field schools. Participants explore various field school models and brainstorm how a field school can be integrated into students’ academic programs, how to measure the impact of this type of learning, as well as finding ways in which the principles of field schools can be brought back to the regular UVic classroom.

SESSION D3  Assessing the quality of multiple-choice test items: UVic’s New Condensed Test Report  
*HHB 120*  
*Facilitator:* Marty Wall, Learning and Teaching Centre

One measure of the quality of a specific multiple-choice test item is the extent to which the performance on that single item discriminates between overall high and low performers on the test as a whole. The workshop will provide an intuitive explanation of a relevant discriminative index—the point-biserial coefficient—as well as other data presented by UVic’s new condensed test report that should be helpful in designing and evaluating good multiple-choice test items. The workshop will also consider other factors that influence the quality of a multiple-choice item, such as the format of the question and the cognitive level of the question.

SESSION D4  Universalizing Student Success  
*HHB128*  
*Moderator:* Tye Landels, English  
*Panel:* Liana Robinson, Society for Students with a Disability, Daphne Shaed, transgender activist, Tari Ajadi, 3M National Student Fellow, TBD representative from UVic Women’s Centre

As a site of social instruction, practice, and performance, the classroom has the potential to produce behaviours that silence underprivileged positionalities. What challenges, inequalities, and other forms of oppression do students who come from underprivileged positionalities, intersecting and otherwise, encounter when attempting to learn in the postsecondary classroom? How might instructors subvert oppressive social attitudes in the classroom to create more equal and just learning environments? This panel will bring together the voices of undergraduate and graduate student leaders, representatives, and activists to address such questions and develop an agenda to universalize student success. Five panellists (TBA) will represent the diversity of perspectives inherent to a discussion of social justice.

**POSTERS**

*P1*  
**Implementation and Evaluation of a 1:1 Tablet Computing Initiative in Teacher Education**  
Tim Pelton, Faculty of Education

We are seeking support to assess and evaluate the impact, practicality and efficacy our 1:1 tablet computing initiative in teacher education. In this rapid deployment, course instructors (applicants) will coordinate and support each other as we master new technologies and adjust and appropriately integrate them into our courses and program.

*P2*  
**Psychometric properties of a measurement tool: The organizational slack instrument**  
Anastasia Mallidou, School of Nursing

The development of measurement tools and assessment of their validity and reliability is an important process that influences research findings. Using the organizational slack instrument in health care settings as an example, I will describe the assessment of psychometric properties. Nurses (n=752) and allied health care professionals (n=197) employed in Canadian hospitals reported their perceptions of available human resources, time, and space. The findings indicate that the organizational slack instrument has acceptable internal consistency reliability and construct validity, and is related to other knowledge translation. These modifiable organizational factors in hospitals can potentially explain variance in important healthcare system outcomes.

*P3*  
**In Support of Infusing Aging-Related Content into the Undergraduate Curriculum**  
Holly Tuokko (Psychology/Centre on Aging), Stuart MacDonald (Psychology/ Centre on Aging), Karen Kobayashi (Sociology/ Centre on Aging), Vincenza Gruppuso (Centre on Aging)
The demographic shift in the Canadian population, with the fastest growing segment 85 years and older, will increase the demand for public and private services and programs targeted to support and maintain health and well-being of older adults. This project was developed to enhance aging-related teaching opportunities with readily accessible resource materials to boost interest in aging among students, and support instructors across a variety of disciplines. Information obtained from focus groups and individual interviews with faculty members who teach courses with aging-related content guided the development of the content for a Moodle site containing aging-related resources. The Centre on Aging at the University of Victoria facilitated this process and engages over 50 faculty research affiliates who conduct high quality internationally recognized research in the areas of health, health service and health policy; everyday living including cognition and mobility; care and culture; and multiple methodological approaches to research on aging. The Moodle site contains information about ongoing research on aging at UVic as well as other resources for use by instructors. These resources can be used to augment undergraduate course content across a number of disciplines. Access to the Moodle site is available through the Centre on Aging (Vincenza@uvic.ca) and traffic and comments generated by the site are monitored. The goals for making this site available are to provide ideas and tools for building course materials on aging where the individual instructor can develop the details of the discussion content using his/her viewpoint and field of specialty.

P4

New Transcultural Approaches in the Third-Year Integrated Language Curriculum
Charlotte Schallie and Gerlinde Weiner-Stuckmann, Germanic and Slavic Studies
In this poster presentation, we will introduce a new transcultural and plurilingual curriculum for third-year German language and culture classes taught in German at the University of Victoria. Using the pluralistic approaches advocated by the Common European Framework of Reference for Languages (CEFR), we will discuss two redesigned advanced mixed-level language and culture courses that will be offered to both learners of GSL (German as a Second Language) and native or near-native speakers. In the latter case, our objective will be to integrate German exchange students as well as international students from German-speaking countries into our upper-level language and culture program. It is precisely with respect to students’ diverse linguistic abilities that we are currently reconfiguring our upper-level language and the culture courses. The goal is to acknowledge our learners as plurilingual and pluricultural speakers who “develop a linguistic repertory, in which all linguistic abilities have a place” (CEFR, 5). Our primary learning outcome is to provide all levels of language learners with a set of linguistic and intercultural tools that will allow them to confidently mediate between and within languages and cultures.

P5

Developing the Program Foundation Course with the Focus on Internationalization (based on SLST 100 “Introduction to Russian Society and Culture”)
Dr. Julia Rochtchina, Germanic and Slavic Studies
This poster will describe the process of developing the Russian Program Foundation Course SLST 100 Introduction to Russian Society and Culture with the Focus on Internationalization. It will present the course map, its main goals and learning outcomes. It will introduce the ways of engaging domestic and international students in the process of a course development (funded undergraduate research, writing an article, creating a Power Point presentation, students as guest lecturers).

P6

Study Abroad in Ecuador!
Rosa Stewart, Hispanic and Italian Studies
The Department of Hispanic Studies has long recognized the importance of giving students opportunities for international experiences. Attaining fluency in a second language is a key part of any student’s formation. When given a chance to live in another country, students gain a new perspective on their own lives and what their place is in the wider community. When they return to UVic they know they have had a life-changing experience. Some of our returning students continue sharing their knowledge and experiences with others by working as language facilitators in our department. Study Abroad in Ecuador is something the department hopes to offer our students for the foreseeable future, and, we have the Learning Without Borders grant to thank for helping us set it up!

P7

(Re)imaging our worlds-Progressive Pedagogy in/for Higher Education
Buoy Hall and Bruno de Oliveira Jayme, School of Public Administration
Interwining Paulo Freire’s progressive pedagogy along with Lil’wat First Nations’ learning principles, we designed the course “International Community Development Through Art and Activism”. This course explored the ways in which students engage and (re)imagine contemporary political discourses including globalization, Indigenous ways of knowing, and Social Economy. Students were challenged to speak up in an artistic form about social issues close

to their hearts. We assure this experience sparked in them dreams for social change. One of the students wrote in his weekly personal journal: “Bruno and Budd sparked a little monster inside of me; the monster of social change.” Our next step is to expand this course to other departments.

P8
Precarious Programs, Stable Solutions: A Comparison of Successful Small Departments/Programs in North America, 2013-14
Timothy Iles, Pacific and Asian Studies
This poster will incorporate images, text, statistics, and graphs to highlight both the challenges and solutions facing small, Asian Studies programs in Canada. The statistics come from a Web-based survey of small programs, including information on faculty levels, enrolments, and undergraduate-graduate ratios. Text describes the various promotional strategies different programs have adopted, and images will illustrate these strategies.

P9
Gamification for Online Engagement in Higher Education: A Randomized Controlled Trial
David Leach & Brandon Laur, Technology & Society
This poster will present the results of a randomized controlled trial (funded by a Technology Integrated Learning Grant from UVic Systems) to test the effects of “gamification” tools on online engagement in higher education. The experiment compared the amount of online activity, ability to meet deadlines, assignment and course grades, and survey responses between a group of students in a second-year Technology & Society course using a WordPress site equipped with virtual badges, points and leader boards and a control group whose course website lacked these gamification tools.

P10
Let’s Make a Scene: Enhancing Learning and Engagement in the Combined Major Program in Music and Computer Science (MUCS)
Kirk McNally, Music
This poster will present the research, design and implementation of The EchoAwards, a new award for students in the Combined Major Program in Music and Computer Science (MUCS). Using elements from the popular music studies, particularly the concept of a music scene, this award and associated web-site will encourage student learning, engagement and facilitate the delivery of curriculum within the program.

P11
Online Practice Assignments for Logic
Carrie Klatt, Philosophy
We created a series of online practice assignments using CourseSpaces that allow students to try logic questions at home and receive instant feedback. These assignments have helped students master the material and find assistance outside of traditional office hours and TA tutorial sessions.

P12
Learning Community Engaged Research
Anne Marshall and Tricia Roche, Centre For Youth and Society (CFYS)
UVic has a strong commitment to community engagement. What does this mean for research? What are the specific knowledge and skills that graduate students need in order to understand campus-community partnerships and to engage them successfully in their individual research and program evaluation projects? The poster summarizes the results of an interdisciplinary study focusing on the knowledge and skills needed in order to both understand and successfully engage in campus-community research partnerships. In-depth interviews with faculty and community members yielded several key themes that were then incorporated into a graduate student online survey. There was strong support for the importance of acquiring knowledge and skills in community-engaged research (CER) and numerous suggestions regarding how learning in this area could be enhanced.

P13
Measuring the Impact of Student-Led Tutorials on First-Year Students’ Learning Outcomes
Sohad Kadhum, Brad Buckham and Ben Nadler, Mechanical Engineering
ENGR 141: Engineering Mechanics is a foundational course in the UVic Engineering Faculty that serves all of the engineering degree programs: biomedical, civil, mechanical, electrical, computer and software. Between the 2013 and 2014 offerings of the course, the ENGR 141 population grew dramatically, by well over 50%, necessitating changes in the course structure and methods of student assessment. In addition to addressing logistical challenges, the changes were designed to develop the students’ confidence in their ability to wield fundamental mechanical principles independently and in peer-to-peer working environments. This was done by repurposing the tutorial sections of the course to create student driven exploration, analysis and solution of complex three dimensional mechanics problems. Under the new tutorial format, instructors monitored group dynamics, helped troubleshoot and provided encouragement. Presentation of solution strategies were made by select student groups each week. The current work describes the motivation for the changes made, observations made at implementation and some
preliminary results from analyses of the impact of the new course structure on student mastery of the course learning outcomes. Important conclusions are that the student-led tutorials should be accompanied with additional instructor contact hours that provide opportunity for students to receive tutelage on a one-to-one basis and that individual testing should stress the procedures and tools emphasized in the tutorials. The human resources required to provide those contact hours and complete such detailed assessment could be prohibitive.