### Let's Talk About Teaching 2018

**Intensifying Dynamic Learning**  
**WEDNESDAY, August 29, 2018**

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<th>Time</th>
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<tr>
<td>8:00 am - 8:30 am</td>
<td><strong>On-site Registration</strong> - Harry Hickman Foyer</td>
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<td><em>Coffee and pastries provided</em></td>
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<td>8:30 am - 9:15 am</td>
<td><strong>HHB 105</strong></td>
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<td><em>Acknowledgement of the Territory and Welcome</em></td>
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<td><strong>Laurene Shields</strong>, Executive Director</td>
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<td>Division of Learning and Teaching Support and Innovation</td>
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<td><strong>Emotional and Social Competence for Dynamic Learning across Cultures</strong></td>
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<td><strong>Brian Leacock</strong></td>
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<td>2018 Harry Hickman Alumni Award for Excellence in Teaching and Educational Leadership</td>
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<td><em>Bringing the kitchen table to academia: Decolonizing conversations in the classroom</em></td>
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<td>Jin-Sun Yoon and Artemis Fire</td>
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<td>11:15 am - 12:15 pm</td>
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<td><em>The magic of rubrics: Design, implementation, and calibration</em></td>
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<td>Catherine Harding, Monika Smith, Suzan Last, and Victoria Wyatt</td>
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<td>12:15 am - 1:30 pm</td>
<td><strong>Informal Lunch Discussion with Valerie Kuehne, Vice-President Academic and Provost</strong></td>
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<td><em>(lunch provided)</em></td>
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<td>1:40 pm - 3:10 pm</td>
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<td><em>Lessons to action! Community and</em></td>
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<td><em>Utilizing the circle as pedagogy:</em></td>
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<td><em>1:40 pm - 3:40 pm #EdcampUVic: Join the conversation!</em></td>
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<td><em>Encouraging diverse perspectives in the classroom: Creating a respectful,</em></td>
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THURSDAY, August 30, 2018

8:30 am - 9:00 am

On-site Registration - Harry Hickman Foyer
Coffee and pastries provided

9:00 am - 9:45 am

HHB105
It’s all about students: Thinking outside the box
Jin-Sun Yoon
2015 3M National Teaching Fellow
Stephanie Willerth
2018 Award for Excellence in Undergraduate Research-Inspired Teaching
Alexandrino Boudreauit-Fournier
2018 Award for Excellence in Teaching for Experiential Learning
Mike Graeme and Maxwell Nicholson
2018 3M National Student Fellows

10:00 am - 10:55 am

Technology Showcase and Poster Session
MacLaurin D115
Coffee and Dessert (provided)

11:00 am - 12:30 pm

SESSION D1 HHB 110
Making meaningful learning happen: Critical thinking as a pedagogic framework
Geri Van Gyn

SESSION D2 HHB116
Joining the circle: Creating Indigenous-informed curricula for students across academic disciplines
Allison Reeves, Natasha Caverley, Anne Marshall, and Dawn-Lee Ricard

SESSION D3 HHB 120
Approaches to decolonization in the Anthropology and English classroom
Sara Humphreys and Erin McGuire

SESSION D4 HHB 128
Planning for enhanced student engagement in classrooms
Ilamparithi Thirumarai Chelvan

12:40 pm - 1:30 pm

HHB105
Lunch (provided)
Creating an inclusive learning environment for all students: Universal Instructional Design
Victoria Wyatt, Telka Duxbury, Hanny Buitenwerf, and Laurene Shields

1:35 pm - 2:35 pm

SESSION E1 HHB 110
Quick tips and strategies for designing dynamic learning

SESSION E2 HHB 116
Explorable explanations
Adam Krawitz

SESSION E3 HHB 128
Preparation and performance: Tips and tools for keeping panic at bay and welcoming

SESSION E4 FIELD TRIP
Meet in HHB120 (approximately two hours)
From lesson plans to learning plans:
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<td>SESSION F1</td>
<td>SESSION F2</td>
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<td>HHB 110</td>
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<td>The truth about acting, and acting the truth: Skill-based learning</td>
<td>Fostering student success: Understanding the challenges, strategies and patterns of regulation reported by undergraduate students</td>
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<td>Clayton Jevne</td>
<td>Allyson Hadwin, Aishah Bakhtiar, Sarah Davis, Rebecca Edwards, Yushu Huang, Priyanka Sharma, Elizabeth Webster, and Todd Milford</td>
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<td>SESSION F3</td>
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<td>Faculty Institute of Teaching (FIT): Instructors share what they found valuable in the learning and teaching program</td>
<td>Ilamparithi Thirumurai Chelvan, Christopher Eagle, Sara Humphreys, Nadia Kulikova, Joe Parsons, and Marty Wall</td>
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**SESSION DESCRIPTIONS**

**Opening Keynote**

8:30 am – 9:15 am
HHB105

**Emotional and Social Competence for Dynamic Learning across Cultures**
Brian Leacock
2018 Harry Hickman Alumni Award for Excellence in Teaching and Educational Leadership

Considering the concepts of Emotional and Social Competence, is it possible to intensify the dynamic learning for students from different cultural contexts? Brian Leacock, a teaching professor in the Gustavson School of Business, will open with a keynote on how an understanding of competencies can be utilized to enhance inclusion for diverse students across the university campus - from Engineering to Fine Arts.

**Wednesday, August 29**
9:30 am - 11:00 am

**SESSION A1: Bringing the kitchen table to academia: Decolonizing conversations in the classroom**
HHB 110

*Facilitators:* Jin-Sun Yoon, Child and Youth Care, and Artemis Fire, Camosun College

Indigenization and decolonization have been significant themes at universities across Canada since the Truth and Reconciliation Commission’s Calls to Action in 2015. How are we doing at the University of
Victoria, specifically as instructors of settler, visitor, or Indigenous identities? Have we changed our teaching strategies, course content, expected outcomes and planned activities to respond to Indigenize and/or decolonize pedagogy? Can Indigenization occur without decolonization? Can a colonial system of education be decolonized/Indigenized? How might it benefit students in general if we can? In this session, we open a forum to share with each other using a methodology familiar to some, but rarely in the academy. We bring in the “kitchen table” as both a metaphor and an honouring of marginalized and equity-seeking people who have historically met at kitchen tables to resist, mobilize, and activate their agency. The audience become “invited guests” to the table as they wish to participate. We will start a conversation beginning with our individual social locations and our thoughts on indigenizing, decolonizing, and reconciliation. There will be an outer circle to witness the conversation, but there will be empty chairs at the table to join in. This approach allows the freedom for people to share their knowledge and to learn from each other that disrupts colonial concepts of exceptionalism and expertise. Those at the table are also welcome to step away from the table whenever they want to in order to make space for others. This experiential method can be adapted to any size classroom or for any kind of participatory discussion, although with varying guidelines.

SESSION A2: Supporting student success in first year undergraduate courses
HHB116
Facilitators: Allyson Hadwin, Educational Psychology and Leadership Studies; Lara Lauzon, Exercise Science, Physical and Health Education; Rossi Marx, Biology; Erin McGuire, Anthropology; Iris Gordon, Psychology; Jane Butterfield, Mathematics and Statistics; and Erin Kelly, English

This interactive panel session is designed for anyone who has taught or is planning to teach a first-year undergraduate course. Panelists will share perspectives gained in our work teaching first year students. The session will unfold in 2 parts.
Part 1: Panelists will share perspectives on four guiding questions:
• What is exciting and rewarding about teaching first year students?
• What is surprising/challenging about teaching first year students?
• What do my students need to know or do in order to be successful?
• Supporting 1st year students:
  o What is my most successful innovation for supporting success with first year students?
  o What was my least successful innovation for supporting success with first year students?
Part 2: Will engage participants in small group discussions to share instructional strategies for supporting success in first year courses.

SESSION A3: BC curriculum transformation: Impacts on campus teaching and learning
HHB120
Facilitators: Kathy Sanford, Kerry Robertson, and Dana Bell, Curriculum & Instruction

Transformational changes to BC curriculum have influenced educational practices across the province in K-12 schools. These changes involve learning environments, teaching practices, and learner attitudes (with a focus on preparing all students for successful educational experiences and life beyond formal education). Moving from a ‘content’ based curriculum to one that addresses both core competencies and specific curricular competencies, in alignment with societal changes (values, career and life opportunities, new technologies, changing demographics, economic and political), requires changes to educational experiences and outcomes. These changes impact all those involved in education, including post-secondary.

This presentation will discuss the changes to pedagogical approaches in K-12 as a result of the new BC Curriculum, including assessment practices and expectations, and ways post-secondary educators can
consider how to best consider and address these changes in campus courses. This session will focus on secondary curriculum as it is most closely connected to post-secondary, but will include a discussion of the theoretical frameworks underpinning BC changes as well as those that have influenced education systems internationally. Participants of this session will have a deeper understanding of BC curriculum changes, implications of curriculum change on post-secondary education, pedagogical models of engaging students (experiential, interactive, engagement, problem-based, etc) and ways in which assessment is impacted by changing pedagogical approaches.

SESSION A4: Backward course design: Beginning with learning outcomes
HHB128
Facilitators: Joe Parsons and Marty Wall, Learning and Teaching Support and Innovation

In this session, you will engage in a process that focuses on student learning rather than on the subject matter as the starting point to designing or redesigning a course. By beginning with the intended learning outcomes, the design of the course becomes more transparent and explicit for both the instructor and the students. Through discussion, you will become familiar with Wiggins and McTighe’s (1998) book, Understanding by Design, and through exercises you will practice applying this process to a new or existing course.

11:15 am - 12:15 pm

SESSION B1: The magic of rubrics: Design, implementation, and calibration
HHB110
Facilitators: Catherine Harding, Art History and Visual Studies; Monika Smith, English; Suzan Last, English; and Victoria Wyatt, Art History and Visual Studies

In this 60-minute panel discussion, we will offer four short presentations on the magic of rubrics for the student-teacher experience. We will demonstrate how we use rubrics to provide clarity, both for ourselves and our students, in terms of designing assignments, staging learning throughout the course, and offering clear expectations of learning goals in specific situations. As advance organizers of content and processual goals, rubrics can be a key tool in creating dynamic learning in classrooms in any discipline.

We will also tackle one of the more demanding aspects of designing rubrics: namely, the need for precise calibration to avoid grade inflation, as well as keeping the design of assignments robust and dynamic, to offer effective feedback and support to students. As we will suggest, rubrics can also be essentials tools in the design of curriculum goals for unit programmes. In sum, rubrics are wonderful tools in the design of effective learning and teaching: we will share our collective experience of how we have calibrated and altered rubrics as part of problem-solving to be effective teachers. To solidify the session’s key concepts, we will ask attendees to work in groups on a mini activity designed to get them thinking about how to formulate rubrics for their own courses, or how they might revise existing rubrics in light of the panel discussion; follow up with a brief sharing session; and conclude with opportunities for Q&A.

SESSION B2: Supporting student success with learning data from CourseSpaces
HHB116
Facilitators: Sarah Davis, Rebecca Edwards, and Shayla Starcheski, Technology Integrated Learning, Learning and Teaching Support and Innovation

Big data is a big deal in our technology-driven society. Learning analytics focuses on data collected during the process of learning in order to inform students, instructors, and support staff of academic progress (Siemens & Long, 2011; Siemens & Baker, 2012). Learning analytics are being increasingly used
to support student success and learning in post-secondary institutions worldwide, but this process is not without ethical and privacy concerns, or best practices for implementation. This presentation will provide a brief introduction to learning analytics, describe findings from our recent pilot project, and discuss ways to find and use data from CourseSpaces. By the end of the session, attendees will be able to (a) identify a range of uses for learning analytics in higher education and (b) select one strategy for using learning data to support student success in their own course. We invite anyone interested in learning analytics or how to use them to come join the discussion.

SESSION B3: Social dance: The ideal “meet and greet” for breaking the ice and developing connection within new or familiar groups of people
HHB120
Facilitator: Merrie Klazek, Music

So much of effective contribution in the workplace and in the world has to do with how we interact with others. Building community, building relationship, building productivity, are all interwoven into connection with each other - whether we are talking about a group of primary school children, reluctant teens, adults, seniors, or an intergenerational mix. Time constraints often restrict us from conventional team building activities that may eventually get us to a place of connection, or may not. With years of experience as a professional musician and dance caller, Professor Merrie Klazek explains why social dance (squares, contras, community folk dance) is one of the most efficient ways of creating connection, regardless of demographic. Whether social dance is being used for new introductions or to strengthen the connection between individuals already familiar with each other, this method of engagement is effective for so many reasons including eye contact, respectful physical connection, confidence building, and most importantly the collective generation of joy - the magnitude of which is usually a surprise to participants. In this interactive session we will explore these concepts and learn several dances that can be easily taught. Live music may accompany!

SESSION B4: Fostering students’ motivation through self-determination, and a strengths-based approach
HHB128
Facilitators: Elizabeth Webster, Patricia Minor, and tutors from the Learning Assistance Program

In this discussion-based and participatory session, we will explore self-determination and a strengths-based approach in supporting students’ motivation and success. We will briefly highlight the benefits of these approaches according to the academic literature. UVic’s Learning Assistance Program employs graduate students as tutors and learning strategists who deliver one-on-one support to students. Tutors and strategists are trained to support student self-determination, and celebrate students’ diverse strengths. We will examine a case scenario of how a tutor might apply these approaches while tutoring in their discipline. By the end of the session, you will: consider students’ diverse motivations and definitions of success; recognize the concept of self-determination in higher education and how it can help foster students’ autonomy and motivation; explore strategies to apply a strengths-based approach when working with students; and brainstorm instructional strategies which could be implemented in a variety of teaching contexts.

1:40 p.m – 3:10 p.m OR 3:40 p.m

SESSION C1: Lessons to action! Community and campus creating meaningful experiential learning opportunities
HHB110; Until 3:10
Significant numbers of campus instructors are interested in integrating community-based components into their courses and programs, but often do not have the requisite partnership connections or understanding of community needs in relation to these partnerships. This presentation will discuss ways to begin developing ongoing robust partnerships between community organizations and campus programs in order to: 1) support their students’ learning; 2) enhance the experience for community; and 3) enrich the campus-based aspects of the course/program. Through this presentation instructors will benefit from the expertise of the community workers, gain deeper understanding of diverse roles and community needs, and build respectful and meaningful relationships that enable students to be knowledge mobilizers in the context of community engaged and service learning. Instructors’ pedagogical approaches will be informed by these cross-sector relationships and sites of learning. As many programs rely on community placements as an aspect of their programming, the better the understanding and relationships between these partners the more effective the preparation of future professionals.

At the end of the session participants will be able to:
- Identify the types of engagement opportunities, the Prepare stage of CEL delivery, and how to design curricula to match engagement and learning needs
- Better understand the triad of needs, opportunities and challenges facing community organizations/faculty/ students
- Apply new tools to the development of Community Engaged Learning (CEL) delivery – start planning the experience

SESSION C2: Utilizing the circle as pedagogy: Developing respectful conversations
HHB116; Until 3:10
Facilitators: Leanne Kelly and Maureen Ryan, Nursing

Gathering in a circle to discuss and listen is a universal technique found in many cultures and communities. In this session, discussion about the teachings of the circle from our Indigenous lens as a Cree-Metis woman and woman who shares a Mi’kmaq and Celtic ancestry will be presented as a teaching and learning methodology. Attendees will learn about the use of circle as a pedagogy for high-level engagement in critical thinking, cooperative discourse and in-class assignment work. Participants are asked to come to this session having read a short article (will be provided) and be prepared to engage with group members in completing their ‘assignment’. A larger circle will round out the session where participants will share their experiences and engage with us. Participants will leave this session having experienced an approach to encouraging respectful conversations in the classroom involving multiple points of view on provocative topics. We believe our approach to circle work moves beyond the power point and provides experiential learning through Indigenous ontology.

SESSION C3: #EdcampUVic: Join the conversation!
HHB105; Until 3:40
Facilitator: Valerie Irvine, Curriculum and Instruction, Katy Chan, Technology Integrated Learning, Learning and Teaching Support and Innovation, and Rich McCue, Digital Scholarship Commons

You may have heard of an unconference or may have participated in one before. The EdCamp unconference phenomenon first emerged and became popularized in the K12 sector in Philadelphia and recently was featured in the New York Times. Here at UVic, we hosted EdcampWest twice, which was the first higher education-themed Edcamp, co-located with SFU, and it also embedded the first online
Edcamp. It is also a wonderful strategy to use in your higher education classroom or as a means to connect further among your academic and stakeholder community. In this session, we will introduce what an Edcamp is, then after posting and voting up topics for conversation, we will host a single Edcamp session with concurrent conversations across different rooms (HBB128, 120, and 105; MACD111 and 115). After the experience, we will return to our main room to discuss the experience and how it might fit into our classroom and community-engagement experiences online and offline.

SESSION C4: Encouraging diverse perspectives in the classroom: Creating a respectful, discussion-based environment through looking at art
FIA 115; Until 3:40
Facilitators: Gillian Booth, Legacy Gallery and Victoria Wyatt, Art History and Visual Studies

This learner-centred workshop is designed for instructors from any discipline who are looking to encourage discussion and respect for multiple perspectives in their classroom. We will show how looking at and responding to art can help build an inclusive learning environment that encourages respectful interactions and multiple points of view. Featuring art works from the Legacy Gallery collection, participants will be introduced to Visual Thinking Strategies, a teaching technique that uses the practice of extended observation of visual imagery followed by discussion to help students experience a willingness and ability to present their own ideas. Visual Thinking Strategies will help students learn how to:

- Look deeply
- Inquire openly
- Listen attentively
- Suspend judgement
- Hold multiple perspectives – listen to and consider the views of others
- Think critically and question assumptions

Participants will take home teaching techniques that foster creativity, student motivation and active participation.

3:45 p.m - 5:00 p.m
HHB116
Understanding the impact of Experiential Learning
Jim Dunsdon, Associate Vice-President Student Affairs

UVIC’s new Strategic Framework identifies “intensifying dynamic learning” as one of its pillars with a commitment that UVIC will be, “Canada’s leader in research-enriched and experiential learning”. Join Jim Dunsdon in conversation with a panel of undergraduate students about experiential learning at UVIC. Learn how experiential learning has impacted and shaped their education experiences and informed their academic journey. Come prepared to ask questions and find out what we can do to further support creating these incredible learning opportunities at UVic.

Thursday, August 30
9:00 a.m - 9:45 a.m
HHB105
Opening Plenary
It’s all about students: Thinking outside the box
Jin-Sun Yoon
What is the role of the teacher in today’s university classroom? What is the student’s role? Who are today’s students and how can teachers draw on their strengths and knowledge? How can teachers push outside the classroom box to ignite students’ curiosity and make learning stick? In this plenary session, you will be inspired by two UVic award winning instructors and three 3M National Student Fellows. Each will share ideas about the following: how to ensure that all students have a voice in their learning; that students have opportunities to engage in experiential learning; and that students participate in research-enriched environments.

Dr. Willerth will discuss opportunities at both the University of Victoria and in local industry to promote experiential learning in the context of biomedical engineering. She will also discuss how to create an optimal environment for retaining and inspiring students to generate and publish research. Mike Graeme will speak about the need to facilitate leadership development in higher education in ways that connect students with the challenges their communities are facing. Alexandrine Boudreault-Fournier asks: What does “thinking out of the box” mean concretely and how can we develop strategies to promote the engaged participation of our students inside and outside the classroom? Maxwell Nicholson, 3M Fellow and founder of TextbookBroke UVic, will be discussing how Open Education can be used to leverage the academic community outside the walls of the local institution.

10:00 am - 10:55 am
Technology Showcase and Poster Session

TECH STATION 1: Visual questions in CourseSpaces quizzes
Duncan Johannessen, Earth and Ocean Sciences

Two recent options in the CourseSpaces Quiz function allow you to have students place markers or associate words with locations on a picture/diagram/map. This kind of question is very useful for fields that involve spatial or visual information that you want students to spend time on and become familiar with. Quiz types are called “Drag and drop markers” and “Drag and drop onto image”. The first sets blanks onto the image to indicate where words must be dropped into (fill in the blank with a set of provided words), the second allows the student to place the words anywhere on the image (blanks not provided – student must figure out generally where the words should go).

TECH STATION 2: Taming the signup process for presentation times/groups
Sandra Kirkham, Linguistics

Having our students do class presentations or work together in groups on an assignment provides a valuable learning opportunity, but managing the signup process can be challenging and time consuming. We often rely on signup sheets on our office doors or group self-selection or... However, this signup process can be easily streamlined using a basic tool in CourseSpaces which I will demonstrate.

TECH STATION 3: Accessibility innovation in higher education through telepresence robots
Valerie Irvine, Curriculum and Instruction
In this session, you will learn about telepresence robots and their ability to support increased accessibility into physical classroom environments. These mobile telepresence units can support a variety of situations ranging from learners who cannot attend in person for a variety of health and other reasons to extending our reach into the community, such as supporting collective class observation of remote spaces or bringing in specialists to interact with our students in various classroom environments. In this session, you will be able to experience both driving and interacting with the mobile telepresence unit and we will discuss modality biases and the impacts of increased accessibility in the context of human rights. Specific stories will be shared ranging from unfortunate exclusionary incidents to students using this technology to complete core courses to attain credentials. In summary, in order to provide equality in access for all, we are proposing moving past building code for cement ramps toward network code for supporting cyberproxy, which is providing online access into a physical space for anyone, regardless of disability type or accessibility need. Despite the supports we provide at UVic, students with special needs for access are underrepresented on our campus and alternative online programs charge three times our tuition, making obstacles even harder for accessing higher education. The technology is now here to change that, so please come out and learn more.

TECH STATION 4: Navigating networked and open pedagogical practices: Letting your learner www their data and lifelong journey
Valerie Irvine, Curriculum and Instruction

We have heard about data ownership, but we often do not think of such ownership with regards to our student learning. In this session, we will discuss how to shift from a centralized place of teaching, where instructors have control of everything, even student data and their growing community networks, toward an aggregation of learning journeys and development of student personal learning networks via social media. If we let learners document and own their learning across multiple courses using open source tools, such as Wordpress, and instead use aggregation tools to curate their learning, we are enabling lifelong learning as opposed to the disposable community. We will share examples of student portfolios that resulted from this process and discuss FIPPA privacy requirements. We will also have hands-on time to explore other software to support individual and shared learner curation of social media to support growing a personal learning network. Software touched on include, but are not limited to: Wordpress, Twitter, Hootsuite, Tweetdeck, Feedly, Diigo.

TECH STATION 5: Enabling anonymous in-class questions
Scott McIndoe, Chemistry

Large classrooms can be intimidating, and the students asking questions are often the most confident and well prepared. But the questions that the best students ask are not necessarily the ones that are troubling their classmates, and especially in cases where the questions go above and beyond what is relevant to the topic in hand. While it is thoroughly undesirable to shut these questions down, it would be interesting to probe what the rest of the class is unsure about: how do we find out what the students who are reluctant to raise their hands in class are thinking? Here, we investigate a method of avoiding this obstacle by providing students with a method of anonymously asking questions live in class: a simple Google form. By accessing a provided URL on their phone, students can populate a Google Sheet on the instructor’s phone in real-time. I will describe the advantages and pitfalls of this approach as rolled out in 4 sections of ~300 students of first year chemistry in 2015 and 2017.

TECH STATION 6: Digital technology and social justice pedagogy
Kat Sark, Department of Germanic and Slavic Studies

I have been teaching and developing courses on media and technology within the Humanities for several years. My focus is on critical media literacy, social justice education, trans-cultural media analysis,
cultural analysis and gender studies. In my technology showcase presentation, I will demonstrate several
digital projects and teaching methodologies I have been working on at UVic. I will focus on how I use
learning and teaching tools that engage in social justice work.

Showcase Overview:
- My digital web projects and tools
- My students’ web projects and assignments
  (https://humanitiesnetwork.wixsite.com/home/student-projects)
- Anthology of Social Justice and Intersectional Feminisms
  (https://humanitiesnetwork.wixsite.com/anthology)

The intended outcome is to inspire other faculty and instructors to use more digital tools and digital
projects in their courses, and to help our students become more engaged outside the classrooms.

**POSTER 1: Tips from professors for 1st year courses**
First Year Instructors Working Group Representatives: Duncan Johannessen, Environmental studies and
Lara Lauzon, Exercise Science, Physical and Health Education

In this session we will share a poster that represents a collaboration between first year course
professors and instructors across faculties and departments. Rather than being a comprehensive guide,
the poster represents critical ideas/messages we want to convey to help point first year undergraduate
students in the right direction. Four main themes are presented: (1) Goals and roles of professors, (2)
Class time matters, (3) Engage in active learning, and (4) Know the course policies and practices. During
this interactive poster session, we will discuss and share the “Tips for 1st year courses” poster created
and invite participants to add new ideas using post it notes.

**POSTER 2: From the archives to the streets: Inspiring student research with public-reaching assignments**
Kaitlin Findlay, History

This poster conveys a course module centered on researched-based learning, designed to give students
hands-on research experience and a taste for a public audience. It ran in winter 2017, when third year
undergraduate students took on the challenge to communicate archival research in creative, accessible
ways by creating public history podcasts. The assignment was the culmination of a two-week module
funded by a Community Engaged Learning grant and implemented in the third year undergraduate
course, History of Immigration and Ethnicity in 20th-century Canada. The students heard two lectures on
Japanese Canadian history and welcomed community leader Dr. Henry Shimizu for a guest lecture on
the internment years and the Redress movement. The students conducted their research using a
curated version of the Landscapes of Injustice archive, a research database documenting the
dispossession of Japanese Canadians in the 1940s. For many students, this was the first
time working with archival material. While history students are often provided with primary source documents in
their classes, they are seldom required to do the real (and often tedious) work of the historian, wrestling
within an unruly archive. Gaining research experience along the way, students identified key documents
to build their analysis. They crafted compelling, thoughtful podcasts with lively storytelling and
creativity. The podcasts reflect a difficult history being understood anew and put into conversation with
students’ concerns today. This poster details the module structure, in addition to sharing an exemplary
student podcast.

**POSTER 3: Active and experiential learning in a China field school**
Jun Tian, Pacific and Asian Studies

This poster showcases the first China Field School offered at the Department of Pacific and Asian
Studies. The field school provides a unique learning environment and an exciting opportunity for
students to gain academic and cultural experience in China and to complete academic projects abroad. During the six-week field school, students explored China’s language, culture and history in Xi’an, one of the most ancient capitals of China. Four modules of learning activities took place: an intensive language component, a lecture component covering Chinese philosophies and advancement in calligraphy, art, literature, plays, music, technologies, trade, etc., an experiential learning component with different kinds of workshops, and a site-visit component to several museums. Students completed assignments individually and in groups and participated in real field research projects. The learning outcomes are that the students will become more responsible and engaged in the learning activities; enhance their cognitive development and motivations for learning; transfer positive attitudes towards learning and curiosity; strengthen their understanding of course materials with a combination of direct and indirect learning for long-term retention; develop their critical thinking, presentation skills, research strategies, and academic writing skills; better understand the important concepts in the field; and improve their linguistic and cultural aspects of Chinese language because they are immersed in the language environment. How students achieved their learning objectives and what are students’ feedback on their learning will be presented and discussed.

**POSTER 4: First semester calculus split**
Jane Butterfield, Christopher Eagle, and Chi Kou, Department of Mathematics & Statistics

Until Fall 2016, there was only one first-semester calculus option for most students at UVic: MATH 100. According to informal department estimates, more than half of students who took MATH 100 at UVic had already completed some form of calculus, usually Calculus 12 in high school. These students were not well-served by the model of MATH 100, which assumed no previous calculus exposure, and were at risk of becoming disengaged and therefore underperforming. Their presence in the course was also disruptive to students with only pre-calculus mathematics, who seemed to feel as though MATH 100 was not intended for them. To address this issue, the Math & Stats Department “split” Calculus I into two different courses: MATH 109 (for students with no previous calculus exposure) and MATH 100 (for students with some previous calculus exposure). We compared historical performance of both groups of students to their performance in the separated courses.

In this poster we will present the results of this analysis, focusing on two questions:
1) Did MATH 100 and MATH 109 students go on to succeed in MATH 101? 
2) Did the two populations have better outcomes in their first-semester calculus course after the split than they historically had under the old MATH 100 model?

**POSTER 5: Exit survey: Assessing impact of student academic success tutoring on individual student goal achievement**
Nancy Ami and Madeline Walker, Centre for Academic Communication; Jane Butterfield, Amanda Malloch, and Josh Manzer, Math/Stats Assistance Centre; and Shailoo Bedi, Learning and Teaching Support and Innovation

Leaders in student academic success centres need to gauge the impact of support on undergraduate/graduate students’ skill development. How might such centres measure their success in helping individual students meet their goals? Using a brief exit survey, we asked students what brought them to seek tutoring support, whether the tutoring supported their goal, and whether they felt more confident about their skills after their tutoring session. In spring 2018, the MSAC and the CAC jointly implemented exit surveys to elicit student responses to their goal achievement as a result of visiting both centres for assistance. Our poster will highlight our February 26 to March 9 implementation of this assessment technique: the design of the slip, our implementation process, our results, and lessons learned from the pilot and how these may inform future iterations.
SESSION D1: Making meaningful learning happen: Critical thinking as a pedagogic framework
HHB110
Facilitator: Geri Van Gyn, Exercise Science, Physical and Health Education

Critical thinking (CT) is considered the most important mode of thinking and a significant outcome of a university education. In this session, we will consider CT, not as an outcome, but as a pedagogical framework to engage students in meaningful learning. In reflecting on specific influences on students’ perspectives on learning and through linking CT to several influential learning theories, this interactive session will encourage you to use the various aspects of CT to design meaningful learning experiences.

In the initial part of the session, we will consider what CT means and link it to engaged and dynamic learning to advance a case for teaching/learning through CT. As well, participants will consider the types of learning and learning outcomes to which you give, or would like to give, priority in your courses. We will then relate your learning priorities to several influential learning theories that appear to encourage meaningful and effectual learning and, as well, be supportive of developing critical thinking (CT).

Ultimately, our students determine what they will learn and take forward, once your course has ended. Students’ approaches to learning are mediated by a number of personal and institutional factors but are influenced, as well, by their perceptions of the learning environment. In the latter part of the session, participants will reflect on those variables that can influence the degree of effectiveness of learning in your courses and how teaching and learning through CT may address these factors.

SESSION D2: Joining the circle: Creating Indigenous-informed curricula for students across academic disciplines
HHB116
Facilitators: Allison Reeves, Natasha Caverley, Anne Marshall, and Dawn-Lee Ricard, Educational Psychology and Leadership Studies

Drawing upon the Truth and Reconciliation Commission’s (TRC) calls to action on Indigenous health, wellness, and healing (specifically, TRC Recommendations #21 – #24) and inclusive education (#10), there is an emerging need for advancing health and social service support in Indigenous communities throughout Canada.

This presentation details a proactive curriculum change undertaken in the Department of Educational Psychology and Leadership Studies, which involves the re-design of several undergraduate counselling courses to become universally Indigenous-informed. Funded through the Division of Learning and Teaching Support and Innovation, this project facilitates student learning on topics related to colonization and historical trauma, the healing potential of Indigenous cultural resurgence initiatives, and Indigenous helping practices for students.

Lessons learned will be shared - extending knowledge on how Indigenous-informed counselling curriculum can provide students with knowledge and skills in the fundamentals of Indigenous helping. Interactive discussions with participants about opportunities and challenges in developing Indigenous-informed curriculum across health disciplines will be facilitated - focusing on how to incorporate diversity and social justice content and teaching strategies related to Indigenous Peoples’ wellness and ways of knowing. Participants will also have the opportunity to reflect on central tenets of allyship and cultural safety in their own respective teaching disciplines.

SESSION D3: Approaches to decolonization in the Anthropology and English classroom
Our presentation will facilitate discussion around approaches to decolonization in the classroom. Erin McGuire (Anthropology) and Sara Humphreys (English) each work in disciplines that have perpetuated colonial violence. While it’s highly debatable if the disciplines themselves can be decolonized, the Truth and Reconciliation Commission has made it clear that those in educational fields need to address colonialism and its ongoing impacts explicitly. Both Erin and Sara will discuss how they have made these attempts in their respective classes, engaging the audience to consider their own efforts. We hope to follow with a productive discussion about how make decolonization a pedagogical reality, recognising that it is an ongoing process, requiring reflection, research, and an openness to diverse perspectives.

Erin McGuire:
In a recent blog post, Métis anthropologist Zoe Todd argued that anthropology “cannot claim itself to be ‘decolonized’ when it positions itself as speaking for, about, and above those it seeks to represent.” I am working towards making my classroom a space where Indigenous voices are heard and Indigenous perspectives are at the forefront. With support from the UVic SOSC Indigenous Resurgence Fund, I worked with a team of First Nations and Métis students and TAs to develop a new, hands-on tutorial for ANTH100. The tutorial focuses on current, local issues relating to food sovereignty, colonialism, and resistance.

Sara Humphreys:
In order to counter the colonial history of English, I follow the guidance of Maori educational theorist Linda Tuhiiwal Smith who defines decolonization as demystifying, recentering, and rewriting to re-right the place of Indigenous peoples in history, culture, and politics (28). I re-center and empower Indigenous knowledge primarily through consultation with Indigenous scholars as well as including Indigenous literature and scholarship in my courses. Writing has a long history as a violent and violating colonial tool, which is why decolonizing the literature and writing classroom is paramount. For example, when I include works by Indigenous authors, such as Lee Maracle (Sto:lo), students learn to read these works from an indigenous rather than western perspective.

SESSION D4: Planning for enhanced student engagement in classrooms
HHB128
Facilitator: Ilamparithi Thirumarai Chelvan, Electrical and Computer Engineering

The objective of this ninety-minute concurrent session is to design a lesson plan that embeds student engagement as a vital component. At the end of the session, by working in groups of 2 or 3 and by using a template provided, the participants will be able to design a lesson plan for a given topic that facilitates enhanced student engagement in classrooms of any size.
In the first 10 minutes of the session, the participants will be engaged in a Think-Pair-Share activity focusing on:
1. What does student engagement mean to the participant?
2. What practices/activities the participant has adopted to encourage student engagement?
3. Is any of the aforementioned practice/activity planned ahead of time?
Following the Think-Pair-Share activity, a template of a lesson plan that entrenches student engagement as a significant portion of the lesson will be shared. Significance of each component of the template as indicated by evidence-based research will be presented.
The participants will then work in groups of 2 or 3 to create a lesson plan using the discussed template on a selected topic for varying class sizes. At the end of the group activity, each group will share its plan with the rest of the class and welcome suggestions to improve the plan further. Finally, the concurrent
session will end with a 3-2-1 activity that allows each participant to write 3-things that one learnt, 2-things one would like to learn more about, and 1-thing that was unclear.

12:40 p.m - 1:30 p.m

Creating an inclusive learning environment for all students: Universal Instructional Design
HHB105
Panel: Victoria Wyatt (Art History & Visual Studies), Hanny Buitenwerf (Human Geography and Art), Telka Duxbury (Centre for Accessible Learning), Laurene Sheilds (LTSl – Moderator)

The incorporation of universal instructional design (UID) is important in creating successful learning environments for all students. It is also a key strategy for faculty in effectively designing accessible and vibrant courses, reducing the need for course modifications to address accommodation requirements. This session will feature a panel discussing the role of UID from the perspective of a faculty member, a student and an advisor from the Centre for Accessible Learning. Barriers, opportunities and challenges will be discussed as well as practical tips/resources.

1:35 pm - 2:35 pm OR 3:35

SESSION E1: Quick tips and strategies for designing dynamic learning opportunities using CourseSpaces
HHB110; Until 2:35
Facilitators: Rebecca Edwards, Hayley Hewson, and Shayla Starcheski, Technology Integrated Learning, Learning and Teaching Support and Innovation

As an educator, you want to create a dynamic learning experience for your students both in the classroom and beyond. Many educators look to educational technology to help achieve this goal. CourseSpaces is the most commonly used educational technology at UVic. In this session we ask the question: How can CourseSpaces help you enhance the learning and teaching environment?

During this session, we will present a series of example courses and discuss the challenges and opportunities in each course. You will learn how some small changes to how you use CourseSpaces can increase efficiency, allow flexibility, provide avenues for interaction, and enhance student motivation.

At Technology Integrated Learning, we work with instructors, faculty and staff every day on how to integrate technology into teaching and learning. This practical work, combined with our knowledge and research about learning and teaching, allows us to propose viable solutions.

In this session, you’ll also get an opportunity to share with your colleagues: What opportunities do you see with your CourseSpaces site? What innovative solutions have you found that might be helpful for others? By the end of this session, participants will be able to:
• identify one or two solutions that could apply to their own course
• implement the chosen solution, and know what resources are available to assist
• identify some new ways to integrate technology to support dynamic learning environments

SESSION E2: Explorable explanations
HHB116; Until 2:35
Facilitator: Adam Krawitz, Psychology

Explorable explanations are efforts to “enable and encourage truly active reading” by using the modern webpage to create documents that act as “environments to think in” instead of “information to be
consumed” (Victor 2011). I will introduce the concept with an eye to: historical precedents such as hypertext and Gedanken experiments; the advantages of the web as an interactive computational medium perfect for simulation, modeling, and experimentation; and specific examples participants can try for themselves. From there, we can discuss potential costs and benefits of this approach, and the practical challenges that implementation can present.

Explorable explanations have been created across a wide variety of disciplines, from art to math, from physics to economics, from biology to journalism. Examples include explorations of social trust, music theory, natural selection, and statistical inference. They run the gamut from texts embedded with manipulable numbers, to immersive experiences that feel like electronic games, to open-ended sandboxes. They can encourage students to think about the implications of what they are reading, to question claims of generalizability, and to probe the interactive and dynamic nature of relationships between variables. They often use principles of data visualization to make abstract concepts more concrete. The web has the potential to be so much more than a distribution mechanism for static texts and recorded videos – let’s explore the possibilities.

SESSION E3: Preparation and performance: Tips and tools for keeping panic at bay and welcoming creativity and joy into performance situations, including teaching
HBB128; Until 2:35
Facilitator: Merrie Klazek, Music

At some point, we all find ourselves in a performance situation – public speaking, performing arts, competition athletics, teaching... With all of these situations, our goal is excellence. We are driven by a desire to effectively impart that which we are passionate about, such that our passion becomes a shared experience with our audience. In optimal performance flow, the separation of teacher and student, musician and listener, athlete and spectator, becomes fluid; the experience hovers at a level that transcends separation, and the experience resonates back and forth between the giver and the receiver. This level of flow is the magical ideal, and although it is impractical to expect it all of the time, we can achieve it more easily by understanding the process by which it develops. The opposite state can take the form of boredom (lack of inspiration) or more often, panic. In this presentation, we will learn to understand our individual responses (mental and physical) to performance stress, in order to build confidence and ultimately enter the flow zone. We will explore the three areas of preparation: understanding function, developing consistency, and mental practice. Although the first two areas are fairly trade specific, there are some common approaches to strengthen these aspects of preparation. The third area, mental practice, is universally applicable. Concrete tools such as centering, visualization, affirmation, activation notes and body awareness will be discussed and put into active practice.

SESSION E4: From lesson plans to learning plans: Shifting the dynamics to support student-centred learning
FIELD TRIP: Meet in HBB120; Until about 3:35
Facilitators: Valerie Irvine, Curriculum and Instruction and Jeff Hopkins, Pacific School for Innovation & Inquiry

This session is a field trip; once we meet in HBB120, we will go to Pacific School for Innovation & Inquiry by arranged transportation and when complete, you will be brought back to UVic.
In this session, you will learn about the transformation happening in the K12 system and the impact it will bring to higher education and into your classroom. We will briefly review the history of the education system as we know it, what has shaped educational transformation in BC, and the shift away from lesson plans toward including learning plans co-constructed with the learner. Initial reactions include concern over how to support so many diverse pathways, so specific strategies will be included, down to sharing examples of specific tools used to communicate learning plans and document goals/progress, and methods for visibly documenting outputs. We will also discuss research on validity
and reliability with regards to assessment, which may bring forward some debate about grading practices. What does one do with this information? Let’s talk about teaching!

**3:15 p.m – 4:30 p.m**

**SESSION F1: The truth about acting, and acting the truth: Skill-based learning**
HHB110
*Facilitator: Clayton Jevne, Theatre*

It is essential that instructors teaching courses involving learning a practical skill have a clear understanding of the conditions that need to be in place for optimal skill acquisition. Research into skill development defines what must be present in the training environment to ensure the effective teaching of a skill. This 90-minute Concurrent Session will identify these conditions and demonstrate why they are essential. Actor-training is the immediate focus of this presentation, but the fundamentals of ensuring a productive training environment are applicable across disciplines. In the case of actor-training, western (European and North American) approaches are based upon a premise can be demonstrated as false. As such, the conditions necessary for practical skill development cannot be accommodated in current actor-training programs. This session will explain why these conditions are absent in actor-training, and demonstrate how this absence both: deprives the student from learning acting as a skill; and poses a threat to the teacher’s empathic capacity. The participants in this session will have an opportunity to engage in actor-training exercises designed to acquaint them with the necessary conditions for skill development. These exercises constitute the basis for a new approach to actor-training that grows out of a premise that can accommodate the necessary conditions. Throughout the session participants will also be encouraged to participate in sharing examples from experiences that demonstrate the universality of these essential skill-development conditions.

**SESSION F2: Fostering student success: Understanding the challenges, strategies and patterns of regulation reported by undergraduate students**
HHB116
*Facilitators: Various, see below*

Join us in a structured poster session to share and discuss key findings from our research with undergraduate students at the University of Victoria. The session will follow the following format:
- 15 minute introduction to the session and each of the posters
- 40 minutes for participants to circulate to the posters to discuss findings and issues
- 20 minute large group session focused on instructional implications and strategies

**Poster 1: Challenges encountered during undergraduate studying: Moving from maladaptive to adaptive strategies for success**
Author(s): Allyson Hadwin (EPLS), Aishah Bakhtiar (EPLS), and Sarah Davis (EPLS)

This poster shares key findings about challenges students encounter and strategies they report using to address those challenges in undergraduate courses at the University of Victoria. We demonstrate what adaptive vs maladaptive patterns might emerge for students in your classes as well as some techniques for helping students recognize those patterns in themselves.

**Poster 2: Mental health and well-being during academic studying: The intersect of mental health and wellbeing, academic engagement, and self-regulated learning**
Author(s): Sarah Davis (EPLS), Allyson Hadwin (EPLS), and Priyanka Sharma (EPLS)
This poster shares key findings around undergraduate student’s weekly reports about mental health and well-being, academic engagement, and self-regulated learning. We explore how adaptive and maladaptive regulation relate to psychological well-being and mental health.

**Poster 3: A self-regulated learning comparison of Canadian domestic and Chinese international students’ transition to university: Academic challenges and strategies**
Author(s): Yushu Huang (Past MA student in EPLS), Allyson Hadwin (EPLS), Aishah Bakhtiar (EPLS), and Sarah Davis (EPLS)

The purpose of this study was to examine and compare academic challenges and self-regulated learning strategy use of Chinese-international students and Canadian domestic students. Specifically we examined: (a) types of challenges reported over an academic semester, (b) severity of challenges, (c) strategies for addressing challenges, and (d) patterns of adaptive and maladaptive regulation.

**Poster 4: Using contextualized predictive analytics to promote student success**
Author(s): Rebecca Edwards (TIL), Sarah Davis (EPLS), Allyson Hadwin (EPLS), and Todd Milford (EDCI)

This poster demonstrates how contextualized predictive analytics can be used to identify students at-risk within a specific course context.

**Poster 5: Planning and emotion regulation during two online collaborative tasks**
Author(s): Elizabeth Webster (EPLS), Sarah Davis (EPLS), Aishah Bakhtiar (EPLS), and Allyson Hadwin (EPLS)

This poster shares key findings about relations between undergraduate students’ planning and preparation prior to a collaborative task and patterns of emotion regulation during the task. We emphasize features of designing group work that may contribute to adaptive regulation of emotions.

**SESSION F3: Faculty Institute of Teaching (FIT): Instructors share what they found valuable in the learning and teaching program**

HHB128

*Panel*: Ilamparithi Thirumarai Chelvan, Electrical and Computer Engineering; Christopher Eagle, Mathematics and Statistics; Sara Humphreys, English; Nadia Kulikova, Educational Psychology and Leadership Studies

*Facilitators*: Joe Parsons, Learning and Teaching Support and Innovation and Marty Wall, Learning and Teaching Support and Innovation

The Faculty Institute of Teaching (FIT) provides the opportunity for faculty to enhance their skills in lecturing, teaching and learning strategies, syllabus construction, grading student performance, and teaching dossier preparation. The intent is to make a real difference in how faculty approach teaching, to save time in teaching preparations, to achieve learning outcomes, and above all to put faculty in a position to assume their UVic teaching responsibilities with increased competence and confidence. Recent graduates of the FIT program will share the valuable lessons they learned and how their courses have transformed due to taking FIT.