# Learning Horizons

**WEDNESDAY, August 28, 2019**

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<tr>
<th>Time</th>
<th>Session A1 (HHB 105)</th>
<th>Session A2 (HHB 110)</th>
<th>Session A3 (HHB 116)</th>
<th>Session A4 (HHB 128)</th>
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</thead>
<tbody>
<tr>
<td>8:00 am - 8:30 am</td>
<td>On-site Registration</td>
<td>Coffee (provided)</td>
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<tr>
<td>8:30 am - 9:15 am</td>
<td>Acknowledgement of the Territory and Welcome</td>
<td>Refreshing change: Innovating with no guarantees</td>
<td>2019 Harry Hickman Alumni Award for Excellence in Teaching and Educational Leadership</td>
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<tr>
<td>9:15 am - 9:30 am</td>
<td>Carry me with you - Student persona activity</td>
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<tr>
<td>9:35 am - 11:00 am</td>
<td>Your students can't write...Right?</td>
<td>Enhancing online content with explorable explanations, d'etectable: An explorable explanation of signal detection theory</td>
<td>Community-engaged learning across the spectrum: Models and methods</td>
<td>Using peer teaching to learn and apply several research-based principles of learning</td>
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<tr>
<td>11:00 am - 11:15 am</td>
<td>Coffee (provided)</td>
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<tr>
<td>11:15 am - 12:15 pm</td>
<td>Learning from one another: Inclusive teaching and active learning strategies</td>
<td>From lesson plans to learning plans: Shifting the dynamics to support student-centred learning</td>
<td>Practising inclusion as a moral imperative</td>
<td>Academic reading: Engaging classroom activities to enhance student learning</td>
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**SESSION B1**

Learning from one another: Inclusive teaching and active learning strategies

Janni Aragon, Technology & Society Program, Nav Bassi, University Systems & Continuing Studies, Sasha Kovacs, Theatre, and Michele Martin, Medical Sciences

**SESSION B2**

From lesson plans to learning plans: Shifting the dynamics to support student-centred learning

Valerie Irvine, TIE, and Jeff Hopkins, Principal at the Pacific School of Innovation and Inquiry and former Superintendent of

**SESSION B3**

Practising inclusion as a moral imperative

Sara Humphreys, English, Joe Greenhoitz, UBC Education, and Carmen Lee & Arden Duncan Bonokoski, BC Initiative for Inclusive Post-secondary Education

**SESSION B4**

Academic reading: Engaging classroom activities to enhance student learning

Nancy Ami, Centre for Academic Communication
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<tr>
<th>Time</th>
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<tr>
<td>12:15 am - 1:30 pm</td>
<td>HHB 105 Informal Lunch Discussion with President Jamie Cassels and Valerie Kuehne, Vice-President Academic and Provost (lunch provided)</td>
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<tr>
<td>1:40 pm - 2:45 pm</td>
<td>SESSION C1 HHB 110 Horizons of compassion: Teaching with UVic Bounce</td>
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<tr>
<td></td>
<td>Rebecca Gagan, English and Lisa Surridge, Humanities</td>
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<td>SESSION C3 HHB 116 How I encourage my multilingual students to speak and participate in my class: Engaging multilingual students in classroom conversation</td>
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<td></td>
<td>Kerstin Heilgenberg, Business</td>
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<td>SESSION C4 HHB 128 Go fund me: Grants</td>
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<td></td>
<td>Mariel Miller, Rhianna Nagel, Viviana Pitton, and Joe Parsons, Learning and Teaching Support and Innovation</td>
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<tr>
<td>2:45 pm - 3:00 pm</td>
<td>Coffee (provided)</td>
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<tr>
<td>3:00 pm - 4:00 pm</td>
<td>Enhancing student recruitment, retention and success: Strategic Enrolment Management at UVic</td>
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<td>Jim Dunsdon, AVP Student Affairs</td>
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<td>HHB116 Refreshments provided</td>
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**THURSDAY, August 29, 2019**

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<th>Time</th>
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<tr>
<td>8:30 am - 9:00 am</td>
<td>On-site Registration - Harry Hickman Foyer</td>
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<td><em>Coffee and pastries provided</em></td>
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<tr>
<td>9:00 am - 9:45 am</td>
<td>HHB105 Beyond imagination: Improvisation in the classroom</td>
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<td>Patrick Boyle 2019 Award for Excellence in Teaching for Experiential Learning</td>
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<tr>
<td>9:45 am - 10:30 am</td>
<td>Poster Session (see descriptions below)</td>
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<td>HHB Lobby</td>
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<td><em>Coffee and Dessert (provided)</em></td>
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<tr>
<td>10:30 am - 12:00 pm</td>
<td>SESSION D1 HHB 105 Integrating the Principles of Universal Design for Learning into Online and Face-to-Face Classes</td>
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<td>Nadia Kulikova, Mariel Miller (TIL), Victoria Wyatt, Art History &amp; Visual Studies, and Shailoo Bedi, LTSI</td>
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<td>SESSION D2 HHB 110 Accessibility innovation in higher education through telepresence robots</td>
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<td>Valerie Irvine, TIE Lab, Michael Paskevicius, TIE Lab, and Katy Chan, TIL</td>
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<td>SESSION D3 HHB 116 What students are saying about one community-engaged learning (CEL) course in sociology</td>
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<td>Bruce Ravelli and Ashley Berard, Sociology</td>
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<td>SESSION D4 HHB 128 Engaging with the “other”: Navigating effective interactions in a multicultural classroom</td>
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<td>Ricardo Flores, Business and Viviana Pitton, Learning and Teaching Support and Innovation</td>
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### Conversation Cafés (while you are eating lunch)
(30 minutes each, after 30 minutes you can visit another café)
Lunch *(provided)*

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<th>Session</th>
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<tr>
<td>HHB 110</td>
<td>12:00 pm - 1:15 pm</td>
<td>HHB 110</td>
<td>Motivating students to remain engaged in and out of the classroom. Elizabeth Adjin-Tettey, Law</td>
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<tr>
<td>HHB 116</td>
<td>12:00 pm - 1:15 pm</td>
<td>HHB 116</td>
<td>Let's talk about [online] teaching. Nadia Kulikova, Hayley Hewson, and Mariel Miller, TIL, and Natalie Frandsen, Public Health and Social Policy</td>
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<tr>
<td>HHB 128</td>
<td>12:00 pm - 1:15 pm</td>
<td>HHB 128</td>
<td>Indigenizing your curriculum. Janni Aragon, Technology &amp; Society Program</td>
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<tr>
<td>SESSION E1</td>
<td>1:20 pm - 2:20 pm</td>
<td>HHB 110</td>
<td>Cracking the codes: How to motivate students to learn. Moustapha Fall, French</td>
</tr>
<tr>
<td>SESSION E2</td>
<td>1:20 pm - 2:20 pm</td>
<td>HHB 116</td>
<td>Competency-based curriculum: Possibilities in higher education. Kathy Sanford, Kerry Robertson, and Dana Bell, Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>SESSION E3</td>
<td>1:20 pm - 2:20 pm</td>
<td>FIA 115</td>
<td>Teaching visual and critical thinking skills through looking at art. Gillian Booth, UVic Legacy Galleries and Victoria Wyatt, Art History &amp; Visual Studies</td>
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<tr>
<td>SESSION E4</td>
<td>1:20 pm - 2:20 pm</td>
<td>HHB 128</td>
<td>Teaching with PowerPoint. Marty Wall, Learning and Teaching Support and Innovation</td>
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<tr>
<td>SESSION E5</td>
<td>2:20 pm - 2:35 pm</td>
<td>HHB 110</td>
<td>Carry me with you - Student persona activity wrap up. Shailoo Bedi, Learning and Teaching Support and Innovation</td>
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<tr>
<td>SESSION E6</td>
<td>2:20 pm - 2:35 pm</td>
<td>HHB 105</td>
<td>Coffee <em>(provided)</em></td>
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<tr>
<td>SESSION E7</td>
<td>2:40 pm - 3:40 pm</td>
<td>HHB 110</td>
<td>Cracking the codes: How to motivate students to learn. Moustapha Fall, French</td>
</tr>
<tr>
<td>SESSION F1</td>
<td>2:40 pm - 3:40 pm</td>
<td>HHB 110</td>
<td>Open learning designs to support learner engagement and data ownership. Valerie Irvine, TIE Lab, Michael Paskevicius, TIE Lab, and Katy Chan, TIL</td>
</tr>
<tr>
<td>SESSION F2</td>
<td>2:40 pm - 3:40 pm</td>
<td>HHB 116</td>
<td>Online teaching: Strategies to create inclusive learning environments. Natalie Frandsen, Public Health &amp; Social Policy</td>
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<tr>
<td>SESSION F3</td>
<td>2:40 pm - 3:40 pm</td>
<td>HHB 128</td>
<td>Towards a critical contemplative pedagogical praxis for social justice education: the example of mindfulness. Tracey Lavoie, Social Work</td>
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### SESSION DESCRIPTIONS

**Wednesday, August 28**

**Opening Keynote**
8:30 am – 9:15 am
HHB 105

*Refreshing change: Innovating with no guarantees*
Innovating in the classroom comes with overhead: we have to create space in the course, spend time developing our ideas, and figure out whether they’re working or not. But innovations pay off, too: they keep us enthused with the teaching process; it is obvious to the students that you’re trying to improve their experience; the process of sharing our findings with others is immensely rewarding; and occasionally, the idea will crystallize into a genuinely useful tool. I’ll outline what 15 years of trying to do something new in the classroom every year has taught me, and what’s on the horizon for my students.

Experiments – not all successful! – in teaching problem-solving skills, 3D drawing, scientific report writing, lab skills through video, laser-cut molecular models, open-source online tutorials, custom lecture books, demonstrations, audience participation (including how to allow your students to ask questions anonymously in class), and more will be covered.

9:15 am – 9:30 am
HHB 105

**Carry me with you – Student persona activity**

*Facilitator: Shailoo Bedi, Director, Student Academic Success*

*Division of Learning and Teaching Support and Innovation*

“Hello! I’m in your class. Carry me with you during Let’s Talk about Teaching, and consider an experience different from your own as you learn. What is it like for me in these workshops? What might it be like for me in your classroom? How could these experiences be improved?”

Carry Me With You - Student persona activity is meant to spark thought and discussion around designing classrooms, curricula, lesson plans, and assignments to include and encourage every learner. All learners have diverse needs. There is no average learner. When we design for an average learner, we are designing for no one so, today, let’s consider individuals together.

The persona cards and activity for Let’s Talk about Teaching were adapted for use by UVic. The materials were originally created by Camosun College (faculty and students), BCcampus, CAPER-BC (Centre for Accessible Post-Secondary Education Resources), and the University of the Prince Edward Island, with reference to Sarah Horton & Whitney Quesenbery’s book “A Web for Everyone,” and were used at Camosun College’s Walls Optional Conference in May 2019.

9:35 am - 11:00 am

**SESSION A1: Your students can’t write...Right?**

HHB 105

*Facilitators: Natalie Boldt, Sara Humphreys, Erin E. Kelly, Candice Neveu, Janice Niemann, and Hannah Rizun, English*

It’s the ubiquitous complaint from across post-secondary disciplines: “My students can’t write!” In this workshop, academic writing instructors will lead a discussion of what we mean by “good writing” and offer tips on classroom activities and assignment strategies that will improve your students’ writing.

- We will begin by asking all attendees to share examples of what kinds of documents they want their students to write – and to briefly discuss the most common problems they see. Please come ready to talk about your students’ writing!
- Workshop leaders will share research-based information about how students learn to write and advice about how we might support their writing development. Expect to hear about activities
that can be adapted to any course size, from intimate seminars to behemoth lectures!

- In small groups, each led by a different workshop leader, we will design writing assignments and associated in-class and out-of-class supports and activities. Participants will leave the workshop with at least one model assignment and a list of resources that can help them to design future writing assignments.
- Participants who have brought their own assignments will get feedback intended to make their writing assignments more effective and (dare we say) enjoyable.

We will end with a discussion of what writing expectations instructors have for their students. Not only will this conversation help the participants clarify their learning and assignment outcomes but also it will greatly assist the presenters who are all members of the Academic and Technical Writing program as we think about how to prepare students to succeed in courses across campus.

**SESSION A2: Enhancing online content with explorable explanations. d’etectable: An explorable explanation of signal detection theory**

**HHB 110**

*Facilitator:* Adam Krawitz, Psychology

How can we make online content that goes beyond static text or pre-recorded video? By creating explorable explanations that invite the learner to manipulate, probe, and interact. I will use my experiences creating “d’etectable: An Explorable Explanation of Signal Detection Theory” to address three key topics related to explorable explanations.

**Pedagogy:** How and why might explorable explanations support deeper understanding?

Physically manipulating one variable (e.g. dragging a slider), and perceiving the effect on another variable (e.g. seeing a graph adjust in real time) engages a student’s perceptual-motor learning mechanisms in a way that reading a text or viewing an image may not. Explorable explanations build on Seymour Papert’s constructionist ideals of learning through experimentation and investigation.

**Content:** What sorts of concepts lend themselves to explorable explanations? Theories that involve non-linear relationships between multiple interacting variables can benefit, because the learner can explore the space of possible interactions in a way that a static description or image doesn’t allow. I will use the example of Signal Detection Theory, which was originally developed to model the performance of radar operators, but has been applied to many domains, from psychophysics, to eyewitness identification, to medical imaging.

**Technology:** What platforms and tools are available to create explorable explanations, and what do they cost? By developing explorable explanations on open web standards (HTML, CSS, Javascript, etc...) using open-source tools, we can create content that is free, unencumbered by restrictive outside licenses, and accessible across multiple platforms from computers to phones.

**SESSION A3: Community-engaged learning across the spectrum: Models and methods**

**HHB 116**

*Facilitators:* Rhianna Nagel, LTSI; Kathy Sanford, Curriculum and Instruction; Ryan Hilperts, ES; Volunteer Victoria; Big Brother Big Sisters

UVic’s Strategic Framework (2018) clearly identifies community engaged learning as one of its goals: “Strategy 3.1 – Extend UVic’s expertise and leadership in experiential learning so that every student has the opportunity to engage in, and be recognized for, research, work-integrated, community-engaged or other forms of experiential learning” and Strategy 6.1 – “Develop integrated and accessible structures and processes across the university to promote more effective interactions with local and global
communities and partners”. Community-engaged learning (CEL) can enable meaningful and engaging experiences for instructor, student and community partner alike to shape powerful impactful learning.

This interactive panel will bring together university instructors, students, and community organization members to share experiences of integrating CEL into their courses and learning experiences. They will discuss how to design with a focus on alignment: of experiences that support learning; reciprocal relationships that focus on synergies; courses that form cohesive programs; and programs that support, and are supported by, strategic plans. The quest for alignment can help us all develop and recognize the meaning and impact of our work, which can help us make important decisions about how we do CEL to support students’ learning and professional development, community contribution and teaching satisfaction. In this session, we will hear about and explore ideas and experiences (from community, instructors and students) related to experience/learning and relationship/reciprocity alignment in CEL across the spectrum (inform, consult, involve, collaborate, co-create). We will engage in activities that help us build alignment in our existing or desired CEL endeavours.

SESSION A4: Using peer teaching to learn and apply several research-based principles of learning
HHB 128
Facilitators: Kim Daly, Nursing and Joe Parsons, Learning and Teaching Support and Innovation

In this session you will use an active peer teaching strategy to consider how students learn as a starting point in creating your own effective teaching methods. We will focus on the essence of learning science, translating it into concrete examples. The key principles of learning will then become the foundation of your smart teaching approach. Through discussion, you will become familiar with Ambrose, Bridges, DiPietro, Lovett and Norman’s book (2010), How Learning Works, and through exercises you will practice applying their powerful research-based principles to improve students’ learning.

11:15 am - 12:15 pm

SESSION B1: Learning from one another: Inclusive teaching and active learning strategies
HHB 105
Facilitators: Janni Aragon, Technology & Society Program; Nav Bassi, University Systems & Continuing Studies; Sasha Kovacs, Theatre; and Michele Martin, Medical Sciences

Have you wondered how other faculty teach their courses? In this concurrent session, the presenters will each share their teaching strategies with the attendees of LTAT. We will also allow time for think, pair, and share in order to learn and engage with one another. The presenters are from different departments across campus and will speak to the face to face classroom. Blended, and online learning environments.

Janni Aragon, Technology and Society Program
“Inclusive Teaching Strategies: Teaching Interdisciplinary Courses”
Janni Aragon is teaching Poli 328: Gender and International Relations in the Fall 2019, as well as TS 200: Human Uses of Technology and TS 300: Networking, New Media, and Social Practices.

Nav Bassi, University Systems & Division of Continuing Studies
“Inclusive Learning in Online Environments”
Nav Bassi is teaching BMBA 470: Managing in the Digital Economy as part of the Business Administration Certificate and Diploma programs. This is a completely online course.

Sasha Kovacs, Theatre Department
“Negotiating Active Learning in Fine Arts History Classes”
Sasha Kovacs is offering classes at the undergraduate and graduate level this fall including Thea414: Canadian Theatre, Thea111: Theatre History I, and Thea500b Methods and Materials of Theatre Research: Theory.

Michele Martin, Division of Medical Sciences
“Active Learning Strategies within Medical Sciences”
Michele Martin is offering a new limited-enrollment MEDS course, called "Animals and Human Health," for Spring 2020.

SESSION B2: From lesson plans to learning plans: Shifting the dynamics to support student-centred learning
HBB 110
Facilitator: Valerie Irvine, Technology Integration and Evaluation (TIE) Research Lab, and Jeff Hopkins, Principal at the Pacific School of Innovation and Inquiry and former Superintendent of the Gulf Islands School District

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!

SESSION B3: Practicing inclusion as a moral imperative
HBB 116
Facilitators: Sara Humphreys, English; Joe Greenholtz, UBC Education; and Carmen Lee & Arden Duncan Bonokoski, BC Initiative for Inclusive Post-Secondary Education

Discourse surrounding inclusion, especially in the context of education, often leaps directly to practicalities; lesson planning, universal design for learning or how to develop adaptations that enable student success, without first establishing a philosophical or ethical foundation for these technical strategies. Why should we as educators commit to inclusion? How far should we go to embed students with developmental disabilities into normative pathways? What other considerations might take precedence over inclusion? What are the obstacles to Inclusive Post-secondary Education and how should we react to them?

Since 2004, students with developmental disabilities have been included within the mainstream academic and social life of campus through a partnership with the BC Initiative for Inclusive Post-secondary Education. Faculty have seized the opportunity to embrace and promote diversity in the classroom by creating the conditions for students with developmental disabilities to enrol in their courses and participate in all in-class learning opportunities.

In this session we will share what we have learned about inclusion from the perspective of faculty, inclusion facilitators and parents. We invite participants to imagine the benefits of an ethical commitment to inclusion and share the impact that this has had on not only students who have historically been excluded from academic learning and the broader learning community, but also their instructors and their peers. Participants will be encouraged to think about moral implications of
inclusion/exclusion and learn about strategies for advancing inclusion within their classroom and beyond through the following interactive activities:

- We will ask participants to work in groups and consider who their students are – how do they accommodate students with learning differences? How might those approaches be expanded? How might those approaches benefit all students?
- Participants will be given a common diagram of the components required for effective inclusion (e.g. family involvement, administrative support etc...). What else can participants add?
- How might departmental and institutional policies be strengthened to include students with developmental disabilities?

**SESSION B4: Academic reading: Engaging classroom activities to enhance student learning**
HHB 128  
Facilitator: Nancy Ami, Centre for Academic Communication, Learning and Teaching Support and Innovation

Engaging students in classroom tasks based on course readings enhances student motivation and accountability. Grellet (1981) offers a conceptual framework which helps us consider key aspects of the reading process and create appealing interactive activities. This conceptual framework includes considering how text aim is conveyed, understanding text meaning, and critically assessing text. We will first examine Grellet’s framework and then test out three related reading activities. Our session will include small group discussions on how instructors might use these activities with varying class sizes and how they might assess students’ performance. Finally, attendees will be invited to create one reading activity that will be included in a compilation and shared with all attending.

1:40 p.m – 2:45 p.m

**SESSION C1: Horizons of compassion: Teaching with UVic Bounce**
HHB 110  
Facilitators: Rebecca Gagan, English and Lisa Surridge, English and Associate Dean Academic, Faculty of Humanities

This interactive session will introduce UVic Bounce, a new and exciting initiative that will support our students’ capacity to be resilient and to thrive at university. First, we will provide an overview of this initiative and we will screen a sample of UVic Bounce videos that can be used in the classroom. Next, we will discuss how instructors can incorporate UVic Bounce into their own teaching practice to support their students. We will then share a concrete example of how the Faculty of Humanities is transforming the way that we engage with and support students who are struggling. Finally, we will share with each other ideas for creating compassionate classrooms that support student resilience.

**SESSION C3: How I encourage my multilingual students to speak and participate in my class: Engaging multilingual students in classroom conversation**
HHB 116  
Facilitator: Kerstin Heilgenberg, Business

In this session the importance of multilingual students’ active participation in the classroom will be discussed. One of UVIC’s strategic goals states that “International students are valued and recognized for all of their contributions, including enriching institutional life and the educational experiences of all students”. Therefore, it is important to “hear” from all students in our classes to gain the full benefit of
an international student body. We will work with Arkoudis’ “Interaction for Learning” framework to identify different ways of interaction between native speakers and multilingual students. Participants compile strategies and techniques that can help instructors, teaching assistants and anyone else who is interested in supporting multilingual students in the classroom. To do so, we will look at Hefernik’s and Wiant’s work particularly on participation in the university classroom. We will discuss examples, such as rubrics, grading procedures, peer to peer feedback, etc. that can be used in the context of our own teaching.

SESSION C4: Go fund me: Grants
HHB 128
Facilitators: Mariel Miller, Rhianna Nagel, Viviana Pitton, and Joe Parsons, Learning and Teaching Support and Innovation

This session will provide a brief overview of the six LTSI grants that support learning and teaching. Then, in grant-specific subgroups, you will have opportunities to hone project ideas and have your questions answered.

LTSI Grants
- Scholarship of Teaching and Learning (SoTL)
- Community Engaged Learning (CEL)
- Open Educational Resources (OER)
- Course Design/Redesign (CDR)
- Strategic Initiative Indigenous (SI-I)
- Strategic Initiative International (SI-INT)

3:00 p.m - 4:00 p.m
HHB 116

Enhancing student recruitment, retention and success: Strategic Enrolment Management at UVic
Jim Dunsdon, AVP Student Affairs

Over the past year UVic has embarked on a Strategic Enrolment Management (SEM) planning process. As a result of this collaborative planning process, there are six SEM goals with emphases on recruitment, undergraduate and graduate success, experiential learning, international and Indigenous students. The next phase is implementation! In this session Mr. Jim Dunsdon, Associate Vice-President Student Affairs will provide background on the development of UVIC’s first SEM plan and then an overview of the SEM implementation launch. Come and learn more about enhancing student recruitment, retention and success at UVic.

Thursday, August 29
9:00 a.m - 9:45 a.m
HHB 105

Opening Plenary
Beyond imagination: Improvisation in the classroom
Patrick Boyle, Associate Professor, School of Music
2019 Award for Excellence in Teaching for Experiential Learning

Jazz improvisation is the sound of surprise. There is a constant series of negotiations between musicians happening spur of the moment. These decisions generally do not create situations that are safe or easy to predict. This makes the music exciting, dangerous, and challenging to teach. A primary goal of most
jazz musicians and other creative workers is to assert a distinct, individual voice. As a teacher, I have struggled with this paradox of teaching students how to be themselves. In this interactive gathering, I’ll offer some ideas and techniques relevant to a range of creative disciplines to specifically encourage improvisation in the classroom.

9:45 a.m - 10:30 a.m
Poster Session

POSTER 1: Self-reported attainment of self-set goals in a student support setting
Shayla Starcheski, Elizabeth Webster, Patricia Minor, Rowan Shaw, and Manda Roddick, Centre for Accessible Learning

The Learning Assistance Program (LAP) focuses on supporting student success by fostering students' self-determination, strengths, and self-regulation of their learning. In the LAP, students set their own goals and work with a tutor and/or learning strategist to achieve those goals. As part of ongoing efforts to assess the effectiveness of LAP services, our research examines how students can be better supported to set and achieve their own academic goals. This poster will (a) present the approach we have taken to investigate goal setting and (b) report our initial findings from the most recent round of data collection, in which student participants completed three online goal-setting tools to set and reflect upon goals for one of their courses. Students were randomly assigned to two goal-setting conditions that varied in terms of the level of goal-setting support: a structured script that guided students to identify key components of a high-quality learning goal vs. an open-ended text field. We will share initial findings about the types of goals students set for their courses, the challenges they anticipate and report experiencing, and their attainment of and satisfaction with their goals at the end of term. Given the important role of goals in motivation and performance (e.g., Locke & Latham, 2002), this research will be valuable to educators who are interested in encouraging and supporting their students to set high-quality learning goals.

POSTER 2: How do cultural beliefs about talking and thinking relate to student engagement and learning in active learning activities?
Louise Chim, Psychology

We want students to be engaged in class. One way to do this is to encourage students to speak up. However, this assumes that speaking up makes students better thinkers. While this is valued in a mainstream western cultural context, this belief is not shared in other cultures (e.g., East Asian cultural contexts; Kim, 2001). Do students retain more information from and are they more engaged in active learning activities that match with their beliefs about the relationship between talking and thinking? Students in Introductory Psychology completed a questionnaire about their talking and thinking beliefs and then participated in two small group activities, one where they were asked to talk through their thinking and another activity where they were asked first to write down some thoughts before sharing with the rest of the group. Students gave ratings of how much they enjoyed the activities and at the end of the term completed questions testing their understanding of the material covered in the activities. I predict that the more that students believe that talking and thinking are related the more they will enjoy and retain information from activities that encourage students to talk through their thinking. Whereas the more that students think that talking and thinking are distinct, the more they will enjoy and retain information from activities that encourage students to think first before talking. This study has implications on how we develop successful active learning activities for students with varied beliefs about the relationship between talking and thinking.

POSTER 3: Redesigning a bioorganic chemistry course to facilitate and integrate student learning
Enrollment in the third-year bioorganic chemistry course at University of Victoria gradually increased from 51 students in 2015 to 120 in 2018 when this instructor first taught this course. The increase is partly attributed to the course becoming a requirement for a new program - Chemistry for the Medical Sciences. The pre-requisite for this course is two semesters of introductory organic chemistry while the student population includes both third and fourth-year students with varied declared majors of which 50% are biochemistry majors followed closely by chemistry for medical sciences majors. The diversity of students' backgrounds (i.e., how much of the pre-requisite content is prior knowledge?), their interests and expectations (is the content a repetition of what they've seen in other courses? how much organic chemistry do they need to know?) and the higher enrollment prompt a course redesign where these aspects can be addressed.

In collaboration with two previous graduates of the course, we embarked on the journey of course redesign with the focus on increasing opportunities for students to engage in meaningful learning experiences and integrate new knowledge with content from related biochemistry courses. This poster will present our approach to course redesign as guided by principles of backward design with the aim of content reorganization and design of activities that foster student discussions and increase opportunities for feedback.

POSTER 4: What does an online course look like? Introducing an “example” online course
Derek Murray, Technology Integrated Learning (TIL)

When we think about effective teaching and learning online, what stands out? What makes for a good online course? This poster presentation will allow participants to address these questions by engaging with an example of an online course. This example is not a prescriptive model but rather a place to present and discuss examples of activities and resources that can be found in online courses, using many of the tools available in the CourseSpaces platform. The course includes common features such as a syllabus, learning outcomes, quizzes, lessons, forums, and examples of student contributions to assignments and activities. Participants can look through the course prior to attending the poster session and can provide feedback and ask questions in a forum set up on the site. The poster session will be an opportunity to discuss ways to address the opportunities and challenges of teaching and learning online. Please view at: https://coursespaces.uvic.ca/course/view.php?id=66470&section=0

POSTER 5: Flipping calculus: Attitudes, behaviours, and performance
Trefor Bazett, Mathematics & Statistics

Motivated by stubbornly high DFW rates and low long-term retention, an active learning model in Calculus I was developed at the University of Cincinnati. Over two years, 24 of 48 total sections of Calculus I used a flipped classroom model while the remainder were taught using traditional lecture or other methods. The flipped class model was based on creating engaging online modules that established foundational knowledge pre-class, paired with collaborative problem solving in class. To study the efficacy of this intervention the following data was collected and analyzed: class observations using COPUS, pre and post student attitude surveys, pre- and post-Calculus Knowledge Assessment performance, student and faculty engagement surveys, and course exam performance. This poster presents the results of this study on student attitudes, behaviours, and performance, describes some of the principles used for creating the online modules and in class problem solving sessions, and offers suggestions for future reforms.

POSTER 6: Engaging students with experiential learning exercises
Liana Victorino, Business
Experiential learning exercises inspire student engagement and understanding by bringing concepts to life in the classroom. These exercises are often a highlight in a student’s course experience making the learning objective more memorable. Ideas for how to prepare, frame, and facilitate an experiential learning exercise will be shared.

POSTER 7: Improving Student Readiness in Calculus with learning objects
Gary MacGillivray, Jane Butterfield, and Felicia Halliday, Mathematics & Statistics

Student readiness is a key factor for success in introductory Calculus courses. Building alternative or supplemental pathways to success for students who are under-prepared or have had time away from mathematics is increasingly important, as the proportion of post-secondary students whose programs require calculus continues to grow. In this presentation, we will share preliminary results of an intervention attempt to provide just-in-time improvement for approximately 200 students in an introductory applied calculus course. We developed just-in-time learning objects, which were a mix of text-based review modules administered in the first few weeks of classes, and online assessment using a free open-source system, WeBWork. Students asynchronously access both learning objects online, and the online assessment provided instant formative feedback. The modules were developed to directly address the essential skills that Lorraine Dame identified as being key problems in her 2012 thesis. Interested people can play with the WeBWorK and modules themselves.

SESSION D1: Integrating the Principles of Universal Design for Learning into Online and Face-to-Face Classes
HHB 105
Facilitators: Nadia Kulikova and Mariel Miller, Technology Integrated Learning; Shailoo Bedi, Learning and Teaching Support and Innovation; and Victoria Wyatt, Art History and Visual Studies

Universal Design for Learning (UDL) is recognized as “a scientifically valid framework for guiding educational practice that (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient” (Higher Education Opportunities Act, 2008, p. 3088). UDL is grounded in the neuroscience and educational research (Meyer, Rose, & Gordon, 2013) and provides opportunities for post-secondary institutions to move from providing accommodations to individual students to ensuring accessibility for all learners (Eitzen, Kinney, & Grillo, 2016). UDL can be used to design both traditional face-to-face and online learning environments (Ostrowski, Lock, Hill, da Rosa dos Santos, Altowairiki, & Johnson, 2017). The purpose of this session is to introduce participants to the UDL framework, share examples of how the UDL principles are incorporated into existing online and face-to-face courses, and provide opportunities for collaborative mini course redesign activities to encourage participants to start implementing UDL.

SESSION D2: Accessibility innovation in higher education through telepresence robots
HHB 110
Facilitators: Valerie Irvine and Michael Paskevicius, Technology Integration and Evaluation (TIE) Research Lab; and Katy Chan, Technology Integrated Learning (TIL)
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.

SESSION D3: What students are saying about one community-engaged learning (CEL) course in sociology
HHB 116
Facilitators: Bruce Ravelli and Ashley Berard, Sociology

In January 2018, the department of sociology offered its first 4th year seminar course in Community Engaged Learning (CEL). The course gave students first-hand experience applying their sociological skills while also reflecting on their positionality as students, colleagues and researchers. The course required students to undertake off-campus learning experiences with local not-for-profit organizations. Students co-created and completed semester-long projects designed to aid their community group. To assess the student’s experience in the course, focus groups were conducted at the end of semester as well as a thorough review of the student’s reflective journals (with UVic HREB approval). The intent behind this session is to review the students’ experiences in this course to not only confirm how CEL can inspire transformational experiences for students but also explore their feedback on their entire undergraduate experience.

SESSION D4: Engaging with the “other”: Navigating effective interactions in a multicultural classroom
HHB 128
Facilitators: Ricardo Flores, Business and Viviana Pitton, Learning and Teaching Support and Innovation

Many colleagues have reported finding themselves in challenging situations when teaching in highly diverse classrooms. This session seeks to explore theoretical and practical strategies to enhance interactions between facilitators and their students regardless of the class composition. The session starts by critically assessing what we mean by “international students,” how they are different and similar than their domestic counterparts and their facilitators, and then navigates different types of interactions depending on the specific contexts of the learning experience.

12:00 pm - 1:15 pm
Conversation Cafés (during lunch)
Grab your lunch and join a conversation café. Each conversation café will last 30 minutes. After 30 minutes you can stay for further conversation or visit another café.

Motivating students to remain engaged in and out of the classroom
HHB 110
Roundtable session to share ideas for making our courses and classes relevant for students. I intend to open session with some introductory comments and then to facilitate a conversation with colleagues. Issues to be explored include: Why should students attend classes when they can obtain information from other sources? How do we give students a reason to attend classes including early morning classes? Do students relate to your teaching? Is your teaching format appropriate for the particular course? How about evaluation methods and timing? How do we ensure an effective classroom environment, bearing in mind equity and diversity issues, and the need for a strong physical presence in the classroom? How do you let students take some ownership not only of their learning, but also of course content and teaching methodology (within reason)?

**Let's talk about [online] teaching**

HBB 116  
Facilitators: Nadia Kulikova, Hayley Hewson, and Mariel Miller, Technology Integrated Learning (TIL) and Natalie Frandsen, Public Health and Social Policy

According to the Canadian Digital Learning Research Association ([CDLRA], 2019), approximately 18% of all Canadian higher education students take at least one online course for credit. Almost two-thirds of the surveyed institutions, which represented 92% of all students in post-secondary education in Canada, view online learning as ‘very’ or ‘extremely’ important for their long-term future and show steady growth in online enrollments (CDLRA, 2019). Because online education has become an integral part of the educational landscape worldwide (Kumi-Yeboah, 2018) and is likely to continue to expand and grow, it is critical that instructors who transition their courses to blended or online learning environments are prepared to do that. This conversation café will bring together educators who are new to online learning as well as experienced online instructors to initiate a discussion of the challenges faced by teachers in an online environment and share some tips for success. Working in small groups, participants will analyze several challenging scenarios related to facilitating online courses and collaborate with peers to find practical and feasible solutions to the problems presented in the scenarios.

**Indigenizing Your Curriculum**  
HBB 128  
Facilitator: Janni Aragon, Technology and Society Program

We are all responsible for indigenizing the curriculum (IDC) and ensuring that our learning environments are inclusive in terms of the material and topics covered. For those of us who are not Indigenous, we come to the materials respectfully and perhaps with some trepidation. However, we need to move forward and ensure that we carefully indigenize the curriculum and not merely have one lecture, reading or guest speaker. This conversation café will speak to how to decolonize our learning environments. I look forward to speaking to how I have woven indigenous topics and or assignments in my courses and conversing with others.

**SESSION E1: Cracking the codes: How to motivate students to learn**

HBB 110  
This session is two hours long.  
*Facilitator:* Moustapha Fall, French

The concept of motivation has generated considerable studies over the course of many decades across several disciplines (McInerney, 2019; Winke, 2005; Dowson & McInerney, 2003; Dornyei, 2001). More
specifically in the field of Second Language Acquisition, it has become one of the most widely used tools to assess students’ success in the classroom. And yet grasping what drives students to be motivated to learn a subject over another, to express a keen interest in one discipline over another could be challenging for some teachers (Dowson, 2003; Winke, 2005). Equally important are the difficulties to know what motivation is, who the motivated students are, what motivational strategies their teachers use to motivate them and in what motivational classroom.

During this workshop, we will first attempt to define the concept of motivation, discuss the motivated students relatively to a motivational classroom, and then work in pair and collaboratively to share success stories on motivational strategies used by teachers in the past (or currently). At the end, we will crack the motivated teachers’ codes to unlock the mystery surrounding motivation.

This workshop plan is divided into four interconnected mini-sessions of 30 minutes each rhythmmed with small-pair-work and group-work activities for each mini-session. For example, the first session introduces the workshop objectives and defines the different contours of the concept of motivation. The second session gives the characteristics of a motivational classroom. The third mini-session provides participants with teacher’s codes to produce a motivational student in the classroom.

The last mini-session concludes the workshop and recycles all agreed-upon-motivational strategies /codes on a Gallery Walk Team.

**SESSION E2: Competency-based curriculum: Possibilities in higher education**

HHB 116  
*Facilitators*: Kathy Sanford, Kerry Robertson, and Dana Bell, Curriculum and Instruction

In this interactive session, participants will explore the concept of a competency-based framework for education and specifically, the Core Competencies outlined in the BC K to 12 curriculum, considering possibilities for higher education in relation to instruction and implications for assessment.

The Future of Jobs Report (2018) identifies the skills, understandings, and attitudes such as active learning; creativity, originality and initiative; critical thinking and analysis, emotional intelligence, and complex problem-solving as necessary for the coming years. These knowledges and skills are necessary for our economic, social, political and environmental survival in today’s complex world as well as for the mental and physical well-being of our students.

Core Competencies are at the centre of the redesigned BC K to 12 curriculum. These competencies, categorized under the headings of Communication, Creative and Critical Thinking, and Personal and Social competencies, are an integral part of all curricular areas and all learning.

What are the possibilities for instruction and assessment given this shift to recognizing the competencies we hope all our students are developing? What rethinking is required to consider multiple ways of representing understanding and student ownership of reflection on learning? What are your current practices in this area and how can we share our learning?

Through activities and discussion, participants will become familiar with the Core Competencies of the BC Curriculum and consider how to identify and actively engage students in competency development.

**SESSION E3: Teaching visual and critical thinking skills through looking at art**

FIA 115  
*Facilitators*: Gillian Booth, UVic Legacy Galleries and Victoria Wyatt, Art History & Visual Studies
During this experiential workshop, participants will engage in active learning to build visual and critical thinking skills through looking at and discussing visual imagery. Featuring art from the Legacy Gallery collection, participants will be introduced to Visual Thinking Strategies (VTS), a teaching technique that uses inclusive strategies and extended observation and evidence-based discussion to help students develop the ability 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

Through the guidance of a facilitator and working in groups with artwork, participants will experience how to visually analyse, look critically and communicate what they see. Visual Thinking Strategies will be introduced with a focus on the importance of thinking critically and considering multiple interpretations.

**SESSION E4: Teaching with PowerPoint**  
**HHB 128**  
*Facilitator: Marty Wall, Learning and Teaching Support and Innovation*

As with any other tool, PowerPoint can potentially be an effective teaching tool but is too often a distracting impediment to student learning. This workshop focuses on the do’s and don’ts of teaching with PowerPoint and on the strategy of “less-is-more” in order to enhance student learning.

2:20 pm – 2:35 pm  
UDL Wrap-up  
Shaloo Bedi

2:40 pm – 3:40 pm

**SESSION E1: Cracking the codes: How to motivate students to learn**  
**HHB 110**  
Continuation of two hour session.  
*Facilitator: Moustapha Fall, French*

The concept of motivation has generated considerable studies over the course of many decades across several disciplines (McInerney, 2019; Winke, 2005; Dowson & McInerney, 2003; Dornyei, 2001). More specifically in the field of Second Language Acquisition, it has become one of the most widely used tools to assess students’ success in the classroom. And yet grasping what drives students to be motivated to learn a subject over another, to express a keen interest in one discipline over another could be challenging for some teachers (Dowson, 2003; Winke, 2005). Equally important are the difficulties to know what motivation is, who the motivated students are, what motivational strategies their teachers use to motivate them and in what motivational classroom.

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**SESSION F1: Open learning designs to support learner engagement and data ownership**
HHB 105
*Facilitators:* Valerie Irvine and Michael Paskevicius, Technology Integration and Evaluation (TIE) Research Lab; and Katy Chan, Technology Integrated Learning (TIL)

In a world where personal ownership of data is becoming increasingly important, and increasing critical voices are being heard regarding the use of learning management systems (LMS), what are instructors expected to consider as the next approach on the horizon? If the “LMS is dead,” then what is alive? We will discuss the origins of open education, the evolution of the LMS, and new opportunities to shift the learning design for courses and assessment practices. We will close with explaining the technical design and specific steps one can take to shift practice from the traditional instructor-centric learning management system to an open education model of course blog with aggregated feeds of learner-owned blogs. This process supports the federal shift to open sharing of research, student ownership of their data, personalization of learning and inquiry, learner reflective practices, and it develops portfolio-thinking in learners.

**SESSION F2: Online teaching: Strategies to create inclusive learning environments**
HHB 116
*Facilitator:* Natalie Frandsen, Public Health & Social Policy

Students of all ages, and all levels of education, bring with them their unique and complex constellation of strengths, challenges, histories, and experiences within educational institutions. Inclusive education means that the learning needs of all students are considered. Inclusive classrooms are designed with attention to diversity and are built upon concepts of equity and inclusivity. While teaching online courses may pose particular challenges, the nature of online education creates opportunities for inclusion. During this one hour, workshop style session, participants will review current literature and have the opportunity to share and develop practical strategies for creating inclusive learning environments in online courses. Participants can expect to participate in a relevant, fun and engaging workshop.

**SESSION F3: Towards a critical contemplative pedagogical praxis for social justice education: the example of mindfulness**
HHB 128
*Facilitator:* Tracey Lavoie, Social Work

Mindfulness in the context of higher education is often described as a form of contemplative pedagogy, situated under the broad umbrella of contemplative practices (Wong, 2013). Also referred to as holistic education, contemplative pedagogy aims to educate the whole student (Berila, 2016; Hyland, 2011; Wong, 2013, 2014). As such, the union of mind, heart, body and spirit is a key tenet (Berila, 2016: Orr, 2002; Wong, 2013; 2014). Contemplative educational approaches, which include the use of mindfulness, have been welcomed by educators who seek a more holistic approach to education “to address spiritual, ethical and affective dimensions of learning/teaching which are thought to have been marginalised by contemporary instrumentalist conceptions of the educational task” (Hyland, 2015, p. 179).
Mindfulness has been said to contribute to a holistic human ontology wherein a “holistic; integrated, and de-essentialized concept of human being that foregrounds the importance of embodiment for learning” is acknowledged (Orr, 2012, 482) - enhancing the efficacy of anti-oppressive pedagogy (ibid). Mindfulness has also been said to have promise in educating the whole student, contributing to skills and knowledge that are vital in social justice courses (Berila, 2016), and fostering the development of a wholeness of being (Wong, 2013). Holistic education has been referred to in the social justice and anti-oppressive pedagogy scholarship as progressive (Berila, 2016; hooks, 2003), emancipatory (Berila, 2016) and transformative (ibid) - in stark contrast to the “traditional silo model of higher education” (ibid, p. 6).

With mindfulness at the foreground, the four-fold purpose of this session is to:

1. Share the context and findings of my recent PhD research that explored social work educators’ lived experience of mindfulness and critical and anti-oppressive practice in their pedagogical philosophies and practices from which a framework for a critical contemplative pedagogical praxis emerged;
2. Present the theoretical underpinnings of a critical contemplative pedagogical praxis, examples of teaching practices and the historical roots;
3. Engage in discussion about what is happening across the campus in the area of contemplative pedagogy in general and also specific to social justice education, including the overall power and potential, as well as dilemmas and challenges;
4. Explore the possibility of a campus-wide community of practice group in contemplative pedagogy and collaborate on next steps for continuing the discussion/s.