



14th Annual Learning Conference “Creating Space for Learning”

The spaces where teaching and learning occur play a critical role in our students' success. At the 2018 UBC Okanagan Learning Conference, we invite you to fill in the blank and share your experiences, practices, and research about the _____ space you create for learning.





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For more information, please contact:

The Centre for Teaching and Learning

Email: ctl.ubco@ubc.ca

Phone: 250 807 9293



Program Summary

Unbounded Spaces: Designing Learning Spaces With the Rights of the Learner in Mind

Keynote Speaker: Robert Talbert

**Professor of Mathematics, Grand Valley State University and
Scholar-in-Residence, Steelcase Inc.**



Abstract:

What rights do students in our schools and universities have, not just as citizens or as human beings but as learners in an educational context? In this talk, we will explore four basic rights of the learner as proposed by Crystal Kalinec-Craig:

- The right to be confused
- The right to make mistakes and revise one's thinking
- The right to speak, listen, and be heard
- The right to write, do, and represent what makes sense to you

Our choices of pedagogy and technology that we use in teaching can either impede or enable learners' free exercise of these rights. And although less frequently considered, the physical learning spaces that learners inhabit can do the same. As we explore the rights of the learner, we will also examine both research and lived experiences surrounding active learning spaces, to see how the affordances of these spaces can serve as a "second teacher", shaping student and instructor mindsets about teaching and learning and providing a space wherein learners can exercise and enjoy the rights they have.



Speaker Profile:

Robert Talbert is Professor of Mathematics at Grand Valley State University in Allendale, Michigan USA. He holds a B.S. degree in Mathematics from Tennessee Technological University, and M.S. and Ph.D. degrees in Mathematics from Vanderbilt University. Robert received the Pew Teaching with Technology Award from GVSU in 2015 and was GVSU's candidate for Michigan Distinguished Professor of the Year in 2015.

Originally trained as a pure mathematician with a specialty in algebraic topology, Robert's current scholarly work is in the scholarship of teaching and learning, especially active learning and flipped learning design. He is the author of "Flipped Learning: A Guide for Higher Education Faculty" published in 2017 by Stylus Publications. He is on sabbatical for the 2017-2018 academic year as a Scholar-in-Residence with Steelcase Inc., working with Steelcase Education and the Workspace Futures group on research in active learning.

Robert lives with his wife and three children in Allendale, Michigan.

Critical literacy for "woke" times

20 Minute Presentation

Presenter(s): Shirley Chau – UBC Okanagan, Arielle Lomness – UBC Okanagan, Sajni Lacey – UBC Okanagan

Abstract:

Graduate students in social work are expected to have a set of advanced skills and knowledge for problem-solving and decision making to help people. This presentation shows one attempt at scaffolding learning to incubate critical awareness against perpetual exposure of pseudo-science and false claims in the news and social media.



Creating learning spaces that develop resilience

75 Minute Workshop

Presenter(s): Wendy Wheeler – Okanagan College

Abstract:

This interactive workshop will explore theoretical concepts related to student mental health, flourishing and resilience. Participants will discuss the role of the professor in recognizing and responding to student well-being in learning spaces. Would you be a detached professor, a caring adult, a competent coach or a compassionate counsellor?

Embracing fear in the classroom

75 Minute Workshop

Presenter(s):

Cathi Shaw – UBC Okanagan

Abstract:

In *The Courage to Teach*, Parker Palmer (1997) speaks of fear being at the heart of teaching. This interactive workshop will focus on identifying our individual fears as instructors, embracing those fears, and transforming them into powerful strategies to inform and enhance our teaching practice.

Teaching scientific thinking and literacy to an interdisciplinary audience

20 Minute Presentation

Presenter(s): Andrea S. Terpstra – UBC Vancouver, James Charbonneau – UBC Vancouver, Christopher J. Addison – UBC Vancouver

Abstract:

There is a growing demand for interdisciplinary thinking and an education that is integrated rather than compartmentalized. UBC's Science One is an interdisciplinary space that facilitates students forming connections between disciplines. We are developing classroom experiences that teach students tools for scientific understanding, which are constant across the sciences.



Generic problem-solving skills are distinct from the academic ability of students and could be developed through experiential learning

20 Minute Presentation

Presenter(s): Tyler J Wenzel – UBC Okanagan, Emelie Gustafsson – UBC Okanagan, Heather Bradshaw – UBC Okanagan, Andis Klegeris – UBC Okanagan

Abstract:

General problem-solving skills (PSS) are one of the key competencies valued by professional programmes and employers. A generic problem-solving test was administered to 130 third-year science students during three consecutive years, and campus-wide to 830 upper-division students. There was no significant correlation between academic grades and PSS test scores.

Entrance space: Researching a foundational academic literacy course

20 Minute Presentation

Presenter(s): Cathi Shaw – UBC Okanagan, Jordan Stouck – UBC Okanagan

Abstract:

This study explores the efficacy of a Foundational English course which prepares students for first-year academic writing. Given the changing demographics of Canadian first year university students, and particularly the growing need for international student supports, this research has implications for curriculum design and institutional services. Data for this presentation has been collected through instructor interviews and student surveys. Particular attention, as a result of initial findings, will be given to the diversity of student needs, the efficacy of learning supports such as lab sessions and undergraduate tutorial assistance, as well as the importance of alignment and scaffolding within curricular design.



HEAL 100 – Creating a space for learning in the healthy student body

75 Minute Workshop

Presenter(s): Sally Willis-Stewart – UBC Okanagan

Abstract:

Student wellbeing significantly contributes to academic success. With unwell students, learning greatly declines. The ultimate spaces for learning are “healthy” student bodies, thus, a top priority for higher education. Health 100 was developed with this in mind. This session will share implementation/evaluation results, and ideas for creating “student” learning spaces.

Inclusive teaching at every step: From course design to classroom practice

75 Minute Interactive Workshop

Presenter(s): H  l  ne Frohard-Dourlent – UBC Vancouver, Jenica Frisque – UBC Okanagan, Vania Chan – UBC Okanagan

Abstract:

This interactive workshop provides an overview of inclusive teaching and its impact on students, with an emphasis on inclusivity at every step of design and delivery. The workshop actively involves participants in sharing challenges, successful strategies and best practices. Participants will work through case studies to problem-solve specific situations and common barriers.



Exploring linguistic complexity in multiple choice questions: Evening the playing field for ELL students

20 Minute Presentation

Presenter(s): Simon Lolliot – UBC Vancouver, Mark Lam – UBC Vancouver, Katherine Lyon – UBC Vancouver

Other co-authors on this research presentation: Jennifer Lightfoot – UBC Vancouver, Daniel Riccardi – UBC Vancouver, Nathan Roberson – UBC Vancouver, Bahja Alammari – UBC Vancouver, Hugh Knapp – UBC Vancouver, Aizhan Myrzabek Kyzy – UBC Vancouver

Abstract:

Does academic wording of test questions affect test performance? This research examines the impact of complexity (e.g., the use of dense noun phrases) on university multiple choice questions (MCQs) test performance for English language learner (ELL) students, and analyzes whether scaffolding MCQs can improve comprehension and test performance for ELLs.

In-class quizzes with a twist

20 Minute Presentation

Presenter(s): Ivona Mladenovic – Simon Fraser University

Abstract:

In-class quizzes are an effective method to test students' knowledge, allowing for a feedback on their learning and understanding. Three-dimensional engaging space for learning during in-class quizzes promotes and enriches learning. How do students perceive in-class quizzes as a way to engage with course content and with each other?



Critical instructor skills and university supports needed to create a space for effective learning in social work

20 Minute Presentation

Presenter(s): Oleksandr Kondrashov – Thompson Rivers University

Abstract:

The presenter will share what instructor skills are critical for creating a space for effective learning in social work distance education programs and what university supports can be used to develop and maintain those critical skills that were identified by Canadian social work distance educators.

Using learning analytics to improve student learning

75 Minute Workshop

Please complete this [survey](#) so you can be pre-loaded into a Canvas Analytics demo course.

Presenter(s): Craig Thompson – UBC Vancouver, Will Engle – UBC Vancouver, Emily Renoe – UBC Vancouver

Abstract:

Learning Analytics can be a useful tool for understanding how students are engaging with and learning from course materials. This information can be used to improve instructional design and student learning. In this session we will review research and demonstrate the use of analytics to inform teaching using available tools.



English language meets programming language in an introductory computer science course

75 Minute Workshop

Presenter(s): Celina Berg – UBC Vancouver, Fatimah Mahmood – UBC Vancouver

Abstract:

Vantage College provides an opportunity for international students to complete first year, while improving their English language skills in a discipline specific context. This workshop will offer examples of this approach in the context of a computer programming course with discussion surrounding challenges and potential application to a broader population.

Creating virtual spaces for learning in a hybrid course

20 Minute Presentation

Presenter(s): Nina Langton – UBC Okanagan

Abstract:

Creating an effective, inclusive and comfortable virtual space in a hybrid course is crucial to ensuring a successful learning environment for online students. In this session, the presenter will reflect on experience gained from an initial iteration of a hybrid course and suggest ways to maximize interaction and comfort for online students.

A touch of CLAS: Learning through formative feedback

20 Minute Presentation

Presenter(s): Charlene Strumpel – UBC Okanagan, Allison Kelley – UBC Okanagan

Abstract:

In courses involving practical skills or practice components, individualized feedback is essential to facilitate learning and skill acquisition. This session will describe how UBC's Collaborative Learning Annotation System (CLAS) was used to enhance nursing students' learning of core skills, such as physical assessment and sterile technique.



Redesigning the Library: Making transformative learning visible

Poster Session

Presenter(s): Kim Buschert – UBC Okanagan, Barbara Sobol – UBC Okanagan

Abstract:

UBC Okanagan Library is re-articulating library spaces and services: moving from a large transaction-focused service desk to a new service model, reframing instruction, and increasing engagement through programming. Our goal is to position the library as a vital academic space that continues to garner the engagement of our campus.

Out of the classroom and into the pub: Using unorthodox spaces for graduate student information literacy outreach and instruction

Poster Session

Presenter(s): Annelise Dowd – University of Northern British Columbia, Susie Wilson – University of Northern British Columbia

Abstract:

Graduate students are often absent from traditional learning spaces due to fewer hours spent in the classroom compared to undergraduate students. To meet graduate students' information literacy needs, UNBC librarians piloted an outreach program to utilize social places commonly occupied by graduate students and temporarily transform them into learning spaces.

Industry-University collaboration in course development and delivery: A case study at the School of Engineering, UBC Okanagan

Poster Session

Presenter(s): Ayman Elnaggar – UBC Okanagan

Abstract:

We present the findings of innovative collaboration with ESS Technologies, a Kelowna-based company, in developing and delivering of the course ENGR468. We present the contents development model, delivery model, and assessment model. Results show an increase in the “work-ready” skills, enhanced experience in solving industry problems through the course project.



Scaffolding core research and information literacy skills in ENGL 112: A pilot project

Poster Session

Presenter(s): Špela Grašič – UBC Okanagan, Sajni Lacey – UBC Okanagan

Abstract:

This pilot project was developed to tackle challenges first-year-students face as they begin doing research in a university setting: engaging with university libraries, reading academic articles and deconstructing academic jargon, finding and evaluating secondary sources, and ethically incorporating secondary sources. 20-minute strategy and skill-building sessions were integrated throughout the course as they became necessary.

UBC Orchard Commons active learning classrooms

Poster Session

Presenter(s): Steven Lee – UBC Vancouver, Leanne Feichtinger – UBC Vancouver

Abstract:

Orchard Commons is a new mixed-use facility that includes 21 innovative classrooms that support active learning pedagogies. With a mandate to create spaces that facilitate innovation in teaching and learning, we engaged in an iterative design process that resulted in a variety of student-centric, technology enabled, active learning spaces.



Leading SOCW 553 students through EBP case-based learning: Faculty and librarian partnership

Poster Session

Presenter(s): Arielle Lomness – UBC Okanagan, Shirley Chau – UBC Okanagan, Sajni Lacey – UBC Okanagan

Abstract:

A faculty member and two librarians from UBC Okanagan revitalized the existing information and research literacy component in the SOCW 553 research methodology course. An evidence-based case-based learning approach was used to facilitate students understanding of the information process for their future social work practice.

Indigenizing the engineering curriculum: First steps

Poster Session

Presenter(s): Jannik Eikenaar – UBC Okanagan

Abstract:

This poster will present the initial phase of a project to Indigenize the undergraduate engineering curriculum at a small Canadian university. The presenter anticipates interest from (and possible collaboration with) attendees interested in similar initiatives, as well as feedback and suggestions on the project itself.

Creating allies through conversation: An intervention focused on educating first year engineering students about gender bias in STEM

Poster Session

Presenter(s): Simon Lolliot – UBC Vancouver

Abstract:

There is a growing body of research demonstrating the negative effects that stereotypes can have on academic performance. I will discuss the success of an in-class intervention designed to (a) openly discuss gender bias in engineering and (b) promote equitable attitudes using a sample of first year engineering students.



Blending learning in introductory university chemistry I

Poster Session

Presenter(s): Christie McDermott – University of Alberta, Yoram Apelblat – University of Alberta, Arthur Mar – University of Alberta, F. Vargas – University of Alberta, N. Nocente – University of Alberta

Abstract:

This poster describes the replacement of selected lectures (electron configurations, Lewis structures, VSEPR) in sections of Introductory University Chemistry I with videos, worksheets, and online formative assessments. Upon completion of the online materials, students chose whether to attend the subsequent lecture periods depending on their mastery of the material.

Why and how students use electronics to enhance their learning

Poster Session

Presenter(s): Ivona Mladenovic – Simon Fraser University

Abstract:

The usage of electronic devices (mostly smart phones, lap tops, and tablets) in classes is somewhat controversial among colleagues and educational practitioners. Some consider usage of the electronics distracting, even if used for the purpose of learning, while others even support usage of laptops and smart phones in classes. This research presents results obtained through a focus group and a survey, involving 368 students taking first year biology at SFU. It provides insights from students' perspectives and offers interesting aspects of student engagement in technical space for learning.

Wine Leaders Forum: Fostering collaboration to enhance competitiveness

Poster Session

Presenter(s): Malida Mookan – UBC Okanagan, Kim Buschert – UBC Okanagan

Abstract:

Since 2012, UBC's Faculty of Management has partnered with KEDGE Business School (Bordeaux, France) to support the development of the BC wine territory, with a focus on international competitiveness. In this poster, we discuss the Wine Leaders Forum — a retreat-style educational space that UBC-KEDGE organizes, and its 5-year evolution.



Designing Canvas courses for student engagement and success

Poster Session

Presenter(s): Kristen Morgan – UBC Okanagan, Gee Lam – UBC Okanagan, Andrea Martinez – UBC Okanagan

Abstract:

How can Canvas courses be designed in a way that promotes students to navigate effectively and productively? We intersect current research and best practices with Canvas functionalities, and explore the implications well thought-out online spaces have on learners. Both concrete strategies and overall themes are discussed.

Micro flip teaching model for first-year engineering students

Poster Session

Presenter(s): Anber Rana – UBC Okanagan

Abstract:

Despite the proven success of flipped classrooms, there is still confusion regarding the exact implementation procedure needed to ensure deep learning among undergrad engineering students. This research explores the existing models of micro flip teaching and identifies components of an ideal model for first-year engineering students.

Taming the beast: Managing exam test banks

Poster Session

Presenter(s): Charlene Strumpel – UBC Okanagan

Abstract:

Over time, teachers may write hundreds of test questions on a variety of topics. Keeping track of these questions can be confusing, time-consuming, and frustrating. Since it may take countless hours to write (and revise) good test questions, a test bank that systematically organizes these questions is essential.



Using self-corrected assignments to help students develop metacognitive skills.

Poster Session

Presenter(s): Claire Yan – UBC Okanagan

Abstract:

Developing strong metacognitive skills not only improves students' ability of learning discipline-specific knowledge, but also helps students develop intellectual habits that are crucial for life-long learning. This presentation describes a structured self-corrected assignment model used in engineering classes, with an intention to emphasize self-regulation and reflection.

The undergraduate experience: What matters most for student success?

UBC Vancouver Celebrate Learning Keynote – Livestream

Presenter(s): Peter Felton – Elon University

Abstract:

Peter Felton, co-author of *The Undergraduate Experience*, is the keynote speaker for Celebrate Learning Week 2018. In his book, Felton and his co-authors identify six core themes that matter most for student success: learning, relationships, expectations, alignment, improvement, and leadership.

This interactive keynote will explore the research that demonstrates why these themes are important for students, instructors, and institutional culture. During the session, we will critically consider what each of us can do, no matter what our context and role, to cultivate a generative culture of learning and teaching.

Becoming part of the conversation about creating exceptional learning spaces

75 Minute Workshop

Presenter(s): Jodi Scott – UBC Vancouver, Steven Lee – UBC Vancouver

Abstract:

UBC has changed the way classrooms are designed. At this workshop, we will share some examples and ask participants to discuss what makes an exceptional classroom. Learn how to take your ideas and plot a course to influence classroom design at your institution.



Infusing the design-mindset in course curriculum through collaboration with student-consultants

75 Minute Workshop

Presenter(s): Nouman Ashraf – University of Toronto, Taylor Kim – University of Toronto, Jay (Jungwoo) Shin – University of Toronto, Shonakshi Chaubal – University of Toronto

Abstract:

An MBA course has leveraged the student-consultant model to enable a courageous learning environment. Student-consultants are alumni of the course and they design-thinking to innovate the course curriculum. Leveraging their experiences as the end-users, student-consultants maximize learning through 3 pathways: teacher to learner; learner to learner; and learner to teacher.

Concepts, content, context: A learner-focused strategy for introductory course redesign

20 Minute Research Presentation

Presenter(s): W. Stephen McNeil – UBC Okanagan, Tamara Freeman – UBC Okanagan

Abstract:

Attendees will learn of our project to revise the curriculum and delivery of our first-year chemistry courses, which aims to connect learner-appropriate outcomes to concepts that are deliberately framed within contexts meaningful to the learners. We will describe pedagogical motivations for the project, and initial research findings assessing its outcomes.

Interactive videos to support active learning beyond the classroom

20 Minute Research Presentation

Presenter(s): Kayli Johnson – UBC Vancouver, Simon Lolliot – UBC Vancouver

Abstract:

Content delivered via a traditional video mimics the passive style of a lecture. I will present the successful implementation of a series of interactive videos that help expand the benefits of active learning beyond the classroom. These interactive chemistry video tutorials branch to personalize learning based on each students' input.



Team-based virtual reality problem solving to develop 3D spatial orientation and language skills in chemistry

20 Minute Research Presentation

Presenter(s): Kayli Johnson – UBC Vancouver, Aubrey Neil Leveridge – UBC Vancouver, Brian Wilson – UBC Vancouver

Abstract:

Success in chemistry requires students to be able to imagine and manipulate 3D structures. Language-learners have an additional challenge of describing these chemical phenomena in English. We developed a virtual reality team problem solving activity to help students develop 3D spatial orientation and language skills in chemistry.

Implementing well-being promoting strategies in the classroom setting

20 Minute Presentation

Presenter(s): Casey Hamilton – UBC Okanagan, Chelsey Hartwig – UBC Okanagan, Tanya Forneris – UBC Okanagan

Abstract:

VOICE research indicates that students feel better equipped to face the pressures of academia when the classroom environment is supportive of their learning. Workshop participants will learn about VOICE results, identify wellbeing promoting strategies for the classroom environment, and identify system improvements that facilitates their ability to apply these strategies.

Creating space for positivity in learning

75 Minute Workshop

Presenter(s): Terry McCurdy – McMaster University

Abstract:

Evidence continues to grow for the role that positive attitude plays in learning, productivity and happiness. Providing evidence to students about growth mindset, grit, and effective study strategies can change their attitude and confidence in their ability to succeed in a course.



@Makerspace UBCO: A design thinking hub

75 Minute Open House

Presenter(s): Ray Taheri-Ardebili – UBC Okanagan, Miles Thorogood – UBC Okanagan, Susan Crichton – UBC Okanagan

Abstract:

A “makerspace” is a collaborative work space inside a school, library or separate public/private facility for making, learning, exploring and sharing. UBC Okanagan makerspace was built through a collaborative effort by a number of faculty members from several units in mid March 2018. One of the unique characteristic of this facility is its multi-disciplinary attribute. The vision for the UBC Okanagan makerspace is to foster “Human centered Designing Thinking” by providing access to many tools and technologies including hand tools, 3D printers, CNC hotwire cutter, multi-axial CNC rotors, laser cutter, 3D scanner, electronics tools, computerized, sewing, embroidery and fabric cutting, modelling/simulation tools, etc., to students cross campus. This environment encourage students to collaborate, to innovate, and to invent.

The use of simple case studies in second and third year undergraduate curriculum for the introduction of advanced NMR and mass spectrometry techniques

20 Minute Presentation

Presenter(s): Nabyl Merbouh – Simon Fraser University, Chloe Gerak – UBC Vancouver, Hamel Taylor – Simon Fraser University

Abstract:

Teaching organic spectroscopy at the undergraduate level often requires using ideal targets and flawless spectra, which can mislead students about spectroscopy. Using either constitutional isomers of phenylbutyric acid or substituted chalcones, students were presented with perceivably easy analytical problems that turned out more complex than anticipated.



The most common wrong answers given by students in general and organic chemistry

20 Minute Presentation

Presenter(s): J. Norman Reed – Thompson Rivers University

Abstract:

Over the past thirty years of teaching general and organic chemistry the author has consistently seen students making the same common mistakes on tests and exams. This presentation will review some common errors and describe how the author stresses to students to always think about the context of a problem.

DREAM supports disabled students in their classroom and clinical experiences

20 Minute Presentation

Presenter(s): Earllene Roberts – UBC Okanagan

Abstract:

Disclosure, Rights & Responsibilities, Advocacy, and Accommodation Modules (DREAM) are a blended learning program comprised of four online modules and face-to-face workshops. The purpose of this program is to increase disabled students' knowledge and skills in those four topic areas to help them navigate their classroom and clinical experiences.

How is studenting different from studying and learning?

20 Minute Presentation

Presenter(s): Bratislav (Brad) Mladenovic – Simon Fraser University

Abstract:

Teachers are teaching and learners are learning. But, what are students doing? How and why students learn is constructed by numerous (meta)cognitive processes, students' particular life contexts, and by their social roles of being a student. Students are studenting: they are studying and gaming. Are we aware of that?



Creating literal and figurative spaces for faculty mentoring for teaching

20 Minute Presentation

Presenter(s): Carol Rolheiser – University of Toronto

Abstract:

This research presentation focuses on creating the spaces (literal and figurative) in which mentoring for teaching relationships can thrive. Earlier research at the University of Toronto noted the need for both structured and unstructured peer-supported teaching initiatives, along with advocacy for enhancing departmental teaching cultures. The current presentation outlines a subsequent Knowledge Mobilization (KMB) strategy, and the results of a pilot peer mentoring program.

Creating space for universal design for learning

75 Minute Workshop

Presenter(s): Christina Cederlof – Thompson Rivers University

Abstract:

Learners have an inherent curiosity. The challenge for teachers is to mine this curiosity when there are learning barriers. By applying Universal Design for Learning (UDL) guidelines, teachers allow students to demonstrate how they learn best and show what they know with different modes of instruction and evaluation.

Developing “plagiarism proof” research assignments through Library and Writing Centre collaborations

75 Minute Workshop

Presenter(s): Amanda Brobbel – UBC Okanagan, Sajni Lacey – UBC Okanagan

Abstract:

While research and writing are often taught separately, the nearly ubiquitous “research” assignment requires students to integrate these two skills. We will explore how to create scaffolded assignments that help students build the skills needed to write plagiarism free research papers. Bring an assignment to workshop or work through sample assignments.



Laboratory instruction: Innovative delivery and assessment methods to best prepare students for careers in the 21st century

75 Minute Workshop

Presenter(s): Jose Rodriguez Nunez – UBC Vancouver, Jay Wickenden – UBC Vancouver

Abstract:

Laboratory teaching follows the same prescribed format: prelab talk, experimental work, produce a written report. Unfortunately, this approach is not reflective of current workplace demands. In this workshop, we will exchange ideas about innovative laboratory delivery and assessment methods that best prepare students for their future careers.

Roominess for learning

20 Minute Presentation

Presenter(s): Margaret Macintyre Latta – UBC Okanagan

Abstract:

Drawing across my current SSHRC Partnership Development Grant concerning professional knowledge and another research project with a local alternative middle school concerning curricular enactment, this paper explores the roominess needed for genuine learning. The nature and roles of the needed space and time for learning roominess fostering individual/collective deliberations, intuitions, anticipations, new ideas and enlarged realizations, are made more visible and tangible for all involved.



Beyond the classroom with Beyoncé: Facilitating interactive teaching and learning in UBC-O classrooms

20 Minute Presentation

Presenter(s): Matt Husain – UBC Okanagan

Abstract:

This article explores how UBC-O classroom discussions can be more interactive, enjoyable, and effective. Based on piloting several qualitative methods in classrooms including using simple language instead of jargons, playing soft music before a class, encouraging students to hydrate, offering book prizes and chair yoga during mid-term periods, I received an increased percentage of student engagement and participation in classrooms. Additionally, I made a conscious effort, through a quantitative semi-structured survey to learn about the students – their background, hobbies, and preferences – and included these findings to contextualize and deliver course content. The outcomes went a long way in terms of generating more interactive and productive classroom experience, and in promoting health benefits for students.