15th ANNUAL LEARNING CONFERENCE

EXPERIENCE ELEARNING

May 6-7, 2019   learningconference.ok.ubc.ca   #ELUBC19

UBC's Okanagan Campus

15th Annual Learning Conference "Experience ELearning"

May 6-7, 2019
University of British Columbia Okanagan campus
Kelowna, BC

#ELUBC19

Conference Compendium

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THE UNIVERSITY OF BRITISH COLUMBIA
Centre for Teaching and Learning
Okanagan Campus

15th Annual Learning Conference
"Experience ELearning"

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Obtaining a university degree is more than the accumulation of credits, and teaching in higher education is more than the transfer of knowledge. The experience should be transformative, for students, course instructors, and all those who support teaching.

The 15th Annual UBC Okanagan Learning Conference, May 6-7, 2019, explores experiential learning. We'll discuss and think critically about:

- Theory and evidence of the impact of hands-on experiences and meaningful reflection
- Design, assessment, and instructional strategies for experiential learning
- The student experience and the instructor experience
- and much more…

In addition to sharing their research and promising practices, every conference attendee will **experience learning** first hand, on field trips and hikes, in classrooms and labs, on campus and in the community, and then reflect on how those authentic experiences enlighten their teaching and their learning.

Organizing Committee

- Heather Bradshaw
- Vania Chan
- Janine Hirtz
- Kristen Morgan
- Peter Newbury (Chair)
- Angela Norkum-Porubanec
- John Parry
- Brian Powell

Conference Programming Committee

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- John Sasso
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Program Summary

Unpacking Experiential Learning

1 Hour 15 Minute Workshop

Presenter: Manuela Reekie – UBC Okanagan, Kristi Carter – UBC Okanagan, Laura Prada – UBC Okanagan, Vania Chan – UBC Okanagan

Abstract:

Experiential learning (EL) opportunities can take many shapes and forms and incorporating this form of learning into the classroom can be a challenge. This session brings EL to your classroom context by unpacking its main components and identifying best practices. As a group, we'll tackle common challenges such as offering EL in large classrooms, using EL to optimize class time , creating meaningful reflection opportunities for students without increasing the need for resources, among others. If you choose to join this session, be ready to share one EL opportunity you have offered or have experienced as a learner!

Examining Assessment Equity: Connecting MCQ Assessment to Experiential Learning Outcomes

1 Hour 15 Minute Workshop

Presenter: Sandy Bonny – University of Saskatchewan, Joyce McBeth – University of Saskatchewan

Abstract:

Learning through experience – rather than through textual authority – positions personal interpretations, tangential connections, and culturally-nested ways of knowing as integral to post-secondary knowledge exchange. Authentic reflection, integration with prior mental schema, and application of new knowledge to real-time problem solving scenarios are key outcomes of experiential learning activities alongside mastery of key concepts, new terminology, and other cumulative content requirements. In contrast, the logistics of large courses often make single answer multiple-choice exams the most feasible format for assessment, with the result that mastery of content maintains prominence in terms of measuring student success. This workshop will draw on literature, a shared mock exam experience, and the author's pedagogic reflections to discuss strategies that may help to minimize dissonance between experiential learning and traditional post-secondary assessment for undergraduate courses, and foster explicit appreciation for skills and competencies gained through experiential learning within our modes of examination and assessment.

How a new writing system and a book project led to 3 years of experiential learning for UBC students in Northern Ghana

1 Hour 15 Minute Research Presentation

Presenter: Robyn Giffen – UBC Okanagan, Cindy Bourne – UBC Okanagan, Vida Yakong – University for Development Studies, Ghana

Abstract:

This presentation will outline how collaboration between two graduate student research projects, one focused on the development of a writing system for a previously unwritten language, and one focused on project design, led to three years of UBC student trips to Northern Ghana developing books in partnership with local students and teachers. We will discuss the benefits this experiential learning gave the undergraduate students who travelled to Ghana, as well as the challenges from both an instructor and student perspective, focusing specifically on how the design of these projects supported effective and appropriate partnership with the local community.

Experiential Learning: Lessons from a Monastery

1 Hour 15 Minute Research Presentation

Presenter: Shamini Ramanujan – Athabasca University

Abstract:

Experiential learning is learning by doing but in a teaching environment that is increasingly occurring online it becomes challenging but not impossible for educators to create an experiential learning environment that can promote purpose, meaning, relevance for both the educator and learner. This paper suggests approaches used five monks who teach online. Their belief system influences how these monks create experiential teaching and learning opportunities online. By combining modern instructional design techniques and ancient wisdom, these educators take up the responsibility of transferring their own verified and experiential knowledge and textual knowledge of their belief system to their learners.

Coding Art History

1 Hour 15 Minute Research Presentation

Presenter: Hussein Keshani – UBC Okanagan

Abstract:

The field of Digital Art History is a relative newcomer to the field of Digital Humanities. This paper discusses efforts over the past three years to bring research into the classroom and develop a digital art history pedagogy suitable for Islamic and South Asian art history. It charts the development (and associated teaching methods) of multimedia assignments in which students with minimal expertise are asked to interpret illustrated manuscripts using mobile web programming techniques. A hands-on demo of student projects will be available for review.

To the next level: Scaffolding infographics assignments within courses

1 Hour 15 Minute Research Presentation

Presenter: Robyn Pitman – UBC Vancouver, Neil Armitage – UBC Vancouver

Abstract:

Infographics present an alternative method of assessment that enables students to be visually creative and go beyond the written word. The capacity to synthesize and present information succinctly to a lay audience is a valuable skill both within and outside the classroom. Applied and practical methods of assessment accompanied by guided teaching strategies invite the student to invest not only in the course, but in their own learning experience. The goal of our presentation is to outline how instructors can implement infographics in their courses while using teaching approaches that support skill development through the experience of creating an infographic in two courses: a third-year family studies course about relationships and a third-year sociology course about social inequality.

An Analytical Toolbox

1 Hour 15 Minute Research Presentation

Presenter: Susan Murch – UBC Okanagan, Stephanie Bishop – UBC Okanagan

Abstract:

Success in analytical chemistry requires students to make measurements, determine significance, interpret and present data in many different forms. We crowdsourced the syllabus, scaffolded lab reports and explored big data to help student to develop skills in data analysis and scientific communication.

Experiential learning through student led persuasive presentations

1 Hour 15 Minute Research Presentation

Presenter: Sabine Weyand – UBC Okanagan

Abstract:

As university programs, courses, and job markets expand and evolve, it is important that students are exposed to the broad range of opportunities available post gradation and are able to explore their passions in fundamental courses. Traditional approaches to moving beyond a single instructor's expertise involve bringing in faculty and industry guest lectures; however, this approach is limited in topics explored and usually involves very little active learning. This presentation outlines how student led active persuasive presentations were applied to a first year sustainable engineering design course. We will explore our implementation strategy, peer evaluations, and student reflections.

Teaching sustainable infrastructure course through simulation games

2 Hour Poster Session

Presenter: Anber Rana – UBC Okanagan

Abstract:

Research on simulation games has proven to be beneficial for the development of deep learning among students. This research provides a review of simulation games that can be used to provide experiential learning experience for engineering students taking sustainable infrastructure course. Based on previous researches a framework is proposed for implementation of available simulation games as modules for sustainable infrastructure course. It is expected that the proposed framework will help instructors in ensuring experiential learning among their students.

Studies of Active Learning in Post-Secondary Science Education Reveal Gendered Effect on Student Outcomes?

2 Hour Poster Session

Presenter: Jennifer Stonehouse – UBC Okanagan

Abstract:

Student-centred active learning is increasingly replacing traditional didactic, lecture-based methods. Overall gains are commonly reported from inverted, problem-based, and experiential learning practices. Information is increasingly available regarding discipline-specific outcomes for different groups (e.g. underrepresented minorities, socio-economic groups, etc.); however, gender-based effects are often overlooked. We surveyed reported gender effects in studies of active learning in postsecondary science education. Unsurprisingly, all students benefit from active learning, especially when mixed-gender groups are used. Interestingly, assessment methods—not just teaching methods—affect outcomes. We next plan a more methodical meta-analysis of published research, investigating gender-based trends around group work (especially in life sciences).

Curriculum Mapping Information Literacy

2 Hour Poster Session

Presenter: Sajni Lacey – UBC Okanagan, Arielle Lomness – UBC Okanagan

Abstract:

Curriculum mapping is an established practice of creating a graphic representation of the goals and outcomes of a program in relationship to the courses that are offered within that program (Kopera-Fry, Mahaffy, & Syare, 2008). Academic libraries have been taking on this process as a way to identify objectives, assignments, and strategies for implementing information literacy at a program-wide level and to foster deeper collaboration between the library and departments. Two librarians at UBCO have created curriculum maps for two graduate programs and created proposed programs for information literacy to be embedded within programs. This poster will explore this process, theory, and reflection on implementation.

Walking the Path: Indigenous Students Experiences of Post-secondary Education (2019 Archive)

2 Hour Poster Session

Presenter: Lincoln Hallgren – UBC Okanagan, Jackson Traplin – UBC Okanagan, Stephanie McKeown – UBC Okanagan, Adrienne Vedan – UBC Okanagan

Abstract:

The Indigenous Educational Pathways project was developed in partnership with UBC's Okanagan Planning and Institutional Research (OPAIR) and the British Columbia Council for Admissions and Transfer (BCCAT). Our research team is interviewing academic experts and conducting focus groups with Indigenous students on the topics of access, mobility, and persistence in BC's post-secondary transfer system. The objective of this research is to identify the unique barriers and opportunities presented to Indigenous students as they navigate their PSE journey within the BC Transfer System. The results of the study will inform future practices, programs, and policies affecting Indigenous students in PSE.

Considering Affect: Reflecting on an Initiative to Indigenize the Engineering Curriculum

2 Hour Poster Session

Presenter: Natalie Forssman – UBC Okanagan, Jannik Eikenaar – UBC Okanagan

Abstract:

Indigenizing the curriculum requires a great deal of consideration and sensitivity, perhaps especially in fields that do not already include consideration of the contexts and histories of Indigenous peoples. With this poster, the presenters will share their experiences of Indigenizing the engineering curriculum at a small Western Canadian university. In particular, they will focus on the strategies for fostering a classroom climate appropriate for learning and teaching in this specific context, the affective dimensions of this curriculum for both teachers and learners, and the implications of these affective factors for ongoing and new initiatives.

Experiential Learning Tasks (ELTs); An effective means for knowledge and skill building in lecture based courses

1 Hour 15 Minute Workshop

Presenter: Sally Willis-Stewart – UBC Okanagan

Abstract:

HEAL 100 Principles of Health and Wellbeing is a new elective course open to all program students focusing on building student resiliency, health knowledge and skills, and academic success. The opportunity to experience, apply and build skills is critical yet often challenging in lecture-based and on-line courses. Weekly experiential learning tasks (ELTs), including meaningful reflection, is one instructional/assessment method used to foster learning. This workshop will present course design, ELTs and other methods used to address student wellbeing in the classroom, student resiliency and reflective theme data, and then engage participants in designing ELTS for their particular teaching areas.

Learning Labour Support

1 Hour 15 Minute Workshop

Presenter: Melanie Willson – UBC Okanagan, Kelly Alm – UBC Okanagan

Abstract:

HEAL 100 Principles of Health and Wellbeing is a new elective course open to all program students focusing on building student resiliency, health knowledge and skills, and academic success. The opportunity to experience, apply and build skills is critical yet often challenging in lecture-based and on-line courses. Weekly experiential learning tasks (ELTs), including meaningful reflection, is one instructional/assessment method used to foster learning. This workshop will present course design, ELTs and other methods used to address student wellbeing in the classroom, student resiliency and reflective theme data, and then engage participants in designing ELTS for their particular teaching areas.

Next Generation Program Mapping

1 Hour 15 Minute Workshop

Presenter: Sophia Palahicky – Royal Roads University

Abstract:

Program mapping is viewed as a way to capture the learning journey – an opportunity to identify the state of the curriculum as well as the teaching process itself, and determine areas for adjustment and improvement (Bath, Smith, Stein, & Swann, 2009, p. 324). Program mapping processes can identify gaps, strengths, and weaknesses of the learning journey and provide a snapshot of the current state of programs to aid purposeful discussions for program improvements. This workshop will provide you the opportunity to explore ways to purposefully integrate experiential learning within the design of the student experience. You will learn about a brand-new program mapping application designed and developed at Royal Roads University that is used to move toward greater intentionality and transparency of program design.

Indigenizing the Engineering Curriculum: Second Steps

1 Hour 15 Minute Presentation

Presenter: Florence Belanger-Jones – UBC Okanagan

Abstract:

UBC's School of Engineering has committed to incorporating Indigenous content in undergraduate courses through customized curricular additions. Presentation attendees will gain insight into the collaborative process of choosing instructional strategies to deliver this content, challenges and setbacks faced, and feedback received. The focus will be on discussing delivery and grading methods chosen to best engage students and promote self-reflection. The aim of the presentation is to share the progress of this project in the hopes that it will encourage attendees to consider implementing Indigenous content in their own learning spaces.

Addressing the Challenges and Issues that arise with Experiential Learning

1 Hour 15 Minute Presentation

Presenter: Catherine Broom – UBC Okanagan

Abstract:

Experiential learning is one of the most effective teaching approaches we can use with our students: it connects to the places where students are at in the learning and wondering and draws them into further education through applied and interactive activities and projects such as inquiry-based learning or problem-based learning. However, experiential learning can be difficult to teach for a number of reasons including school structural issues such as attitudes and class size. After reviewing experiential learning theory (based in Dewey's work) the presenter will discuss common challenges and possible solutions to issues related to experiential teaching.

Paradigm Shift in Higher Education

1 Hour 15 Minute Presentation

Presenter: Ray Taheri – UBC Okanagan

Abstract:

Globally, the education system in general and higher education system, in particular, have gone through significant changes during the last two decades. Although these changes open tremendous opportunities for innovation in teaching and learning, they also introduce new challenges facing educators. It is an undeniable fact that university students have evolved throughout the last two decades. Such an evolution not only deeply stemmed into the primary and secondary education system but also, driven by changes in personal communication, social interaction and technological competency among students.

This talk revolves around the fundamental question of "Why students decide to enter universities and to pursue furthering their education". Answering this simple question is the very first step into a much more in-depth journey in which students and educators collectively embrace a major paradigm shift in the higher education system. The main purpose of this talk is to address the ongoing global paradigm shift in higher education. Moreover, this talk focuses on practical and feasible methodologies to accommodate these changes in a systematic manner. Solutions such as Project Based Learning (PBL), Flipping Classroom, Gamification, Student-Centered Teaching, (SCT), and Makerspace.

Finally yet importantly, a glimpse of where this paradigm shift will take us in future will be discussed in this talk.

The Breakout Box … a portable problem-solving pedagogy package!

1 Hour 15 Minute Workshop

Presenter: Trent Tucker – University of Guelph

Abstract:

In an escape room, teams work against the clock to solve puzzles related to a particular narrative and escape that physical space. A Breakout Box is a miniature "flipped" escape room-like experience — teams of students work to solve course/content problems/puzzles to reveal a locked box's contents. This activity is workable across various disciplines and class sizes. The post-experience debrief provides insight into teamwork processes — did everyone participate? Were all ideas heard? In this workshop we'll do a hands-on Breakout then develop and test approaches for participant's disciplines.

Reflections on the development of a graduate course in effective teaching and learning: Sharing an experience of parallel process and future planning

1 Hour 15 Minute Workshop

Presenter: Tanya Forneris – UBC Okanagan, Greg duManoir – UBC Okanagan, Christina Bruce – UBC Okanagan, Alexandre Santos – UBC Okanagan, Alexandra Yacyshyn – UBC Okanagan

Abstract:

An existing gap in most graduate curriculums across the country is the lack of preparation for teaching. With growing competition and responsibilities in post-secondary positions, it is important to provide graduate students the opportunity to enhance their knowledge and skillset for effective teaching. This workshop will provide an overview of the content and experiential components of a newly designed graduate level course in teaching and learning. Reflections on parallel process and lessons learned will be shared. Finally, how these lessons can be applied to the ever evolving process of becoming an effective teacher will be presented.

Using Learning Analytics to improve teaching and learning

1 Hour 15 Minute Workshop

Presenter: Jeff Longland – UBC Learning Analytics Project, Firas Moosvi – UBC Learning Analytics Project

Abstract:

Learning Analytics is a rapidly emerging field centred around data-driven decisions to improve teaching and learning. Information from learning data can come from any of the tools used in a particular classroom and this information enables instructors to assess their own teaching methods. Analytics can also surface specific areas of challenges and successes for students. In this session we will review current research and provide an overview of the UBC Learning Analytics innovation pilot. We will also focus on identifying opportunities and areas in which learning analytics can support instructors in improving teaching, learning, and engagement in your courses.

Leveraging Reflection as a Bridging Tool

1 Hour 15 Minute Presentation

Presenter: Christian Cook – Mount Royal University

Abstract:

Community Service Learning (CSL) is a high-impact teaching, and experiential learning, pedagogy. Using the three essential elements of CSL (academic learning, service to the community, and personal reflection), students have the potential to realize transformative learning experiences. The key to unlocking those experiences may lie in the efforts of reflection. This presentation will provide an overview of the reflective process and offer instructor tools to enable reflection for students, including some hard-won advice for creating reflective prompts for students to consider. Attendees will receive tips on how to effectively design, assign, and assess reflection for students.

Using Self-Reflection Activities to Aid Students' Transition into University Learning Environments: A Case Study with UBC's Science One Program (2019 Archive)

1 Hour 15 Minute Presentation

Presenter: Nolan Bett – UBC Vancouver, Chris Addison – UBC Vancouver, James Charbonneau – UBC Vancouver

Abstract:

Each student in a class experiences different challenges, whether with comprehension of course material or with issues extending beyond the classroom. By assigning regular self-reflection activities and monitoring the students' responses, instructors can quickly and easily identify aspects of their course or learning environment that students are struggling with. In UBC's Science One program, we have created a weekly reflection activity that provides students an opportunity to reflect on their learning at UBC. The implementation of these activities and the responses they have generated will be discussed, as will their applicability to a broad range of courses.

Additional authors: Deb Chen, Bruce Moghtader, Nathan Roberson, Andrea Terpstra | UBC Vancouver.

Creating a collaborative experiential ecosystem to build bridges for student success

1 Hour 15 Minute Presentation

Presenter: Dave Thomas – Simon Fraser University, Dana Stephenson – Riipen

Abstract:

Dave Thomas, Lecturer and Mentor-In-Residence, at The Beedie School of Business at Simon Fraser University, partnered with the educational technology platform Riipen in a 3rd-year Strategic Marketing course in 2018. Students were connected through Riipen with five companies across Canada and undertook these activities as assignments for the course. Dana Stephenson, Co-Founder and Director of Industry Partnerships at Rippen and a recent winner of BC Business Top 30 Under 30, started his entrepreneurial journey at the University of Victoria. Combining talents with a few of his peers at graduation, he launched Riipen, an online educational platform that enables schools to provide meaningful project-based experiential learning at scale.

Appendix: Experiential Learning Activities

We'll spend the afternoon of Monday the 6th experiencing learning first hand by participating in Experiential Learning Activities- 1.5 or 3 hour opportunities to learn something new with a group of your conference peers and Activity leaders. Use this Google Sheet to sign-up for Activities(s) to fill your afternoon. Each Activity has a limited number of spots available, and signing up early is the best way to get a spot in your prefered Activity. We'll also have sign-up sheets at the registration desk if you don't select your Activity in advance.

Each Activity occurs in a unique location. Meet outside the Commons building at 1:00 and 2:30 (if applicable) for a volunteer to bring you to your Activity.

Intercultural Simulation Game

Facilitators: Alwyn Spies | UBC Okanagan, Claude Desmarais | UBC Okanagan

We will play a quick and easy, old-school, paper-based simulation game from the 80s that (supposedly) elicits typical human responses in an environment that (purportedly) mimics intercultural situations. Then we debrief the experience (à la experiential learning best practices). Finally, we will meta-debrief the debriefing- discussing the issues and ethics of using (justifiably long-forgotten?) teaching methods like simulation games in our courses, and, if we can get to it, a rousing debate on whether or not empathy training is even possible, or advisable, in a university setting in the precarious 21st century. Cynics welcome, but participation is mandatory!

Life Under the Microscope

Facilitator: Mark Button | UBC Okanagan

Using a Scanning Electron Microscope (SEM) participants will delve into the microscopic world to reveal complex forms and structures not visible to the naked eye. The elemental composition of various samples will also be examined using Energy Dispersive x-ray Spectroscopy (EDS). The findings of this 'micro' experiment will be used to demonstrate how microscopy and elemental analysis can be utilised to help answer complex scientific questions in the modern world.

Introduction to Native Plants in the Okanagan Valley

Facilitator: Terry McIntosh | UBC Beaty Biodiversity

Following an introduction, the 'class' will take a short walk across campus to an open ponderosa pine forest. Here, we will do a few exercises (which I do with my class each summer) that help the student 'see' the environment through the plants that live there. People will have to partner up and do another exercise that focuses more on the plants than the habitat. Hopefully, all the participants will learn to identify some of our native plants! I will also discuss my teaching philosophy and, at any time during the activity, we can enjoy group discussion and questions.

Special equipment: Practical shoes, rain gear if it rains, sun hat if it's sunny

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3D Printing and Design

Facilitators: Sabine Weyand | UBC Okanagan, Matthew Vis-Dunbar | UBC Okanagan

Makerspace UBCO is an interdisciplinary, peer-facilitated workspace designed to foster creative thinking through design and making, serving as a hub for innovation, cross-discipline collaboration and entrepreneurship. Gain hands-on training and confidence in the UBCO makerspace with this introduction to modelling and 3D printing. Learn basic principles of design as you create a model, and get first-hand experience with a 3D printer. Learn more about makerspace UBCO at makerspace.ok.ubc.ca

The activity will begin with a safety orientation. If you're able, please bring your own laptop.

"Labs" vs "Experiential Learning" in the Sciences (What is that Soil in my Garden?)

Facilitators: Stuart MacKinnon | UBC Okanagan, Craig Nichol | UBC Okanagan, David Scott | UBC Okanagan

Participants will undertake both lab and field experiences similar to what students would do in a typical Earth and Environmental Science 100 or 200 level course. We will practice hand texturing of soil, describe soil profiles, analyze soil water holding capacity, and evaluate organic matter content. These are typical daily practices of a working soil scientist. Participants will then workshop whether typical "labs" in science courses may or may not exemplify experiential learning, and what particular characteristics of lab design may enhance experiential learning. For participants, the practical skills learned are intended to be applicable to everyday life (e.g., gardening).

Accessibility: This Activity will involve walking to and from an unpaved field site. It will not be a strenuous hike but will pass over vegetated open ground. Potential participants with mobility and/or accessibility concerns are encouraged to contact the Conference organizers prior to registering as access can be arranged to suit.

Campus Quest: Place-Based Learning in the Garden with Geolocation

Facilitators: Robert Campbell | UBC Okanagan, Jannik Eikenaar | UBC Okanagan

Participants will undertake a quest through the UBC Okanagan Learning Garden and Pond Trail. Along the way, at specific locations, they will respond to questions posed through an app on their smartphone. The app augments and supports their understanding of their real-world excursion.

Special equipment: Practical shoes and a smartphone Android or IOS

Accessibility: We will be gathering the Learning Garden- the paths are accessible for those with mobility aids.

Experiencing a Multiple Patient Hospital Simulation with Nursing Students

Facilitator: Colleen duManoir | UBC Okanagan

Come and walk alongside our senior nursing students as they receive a report from the nightshift nurse, prioritize care, and care for 4 "patients" – high fidelity simulation mannequins – on a medical unit. We begin with a pre-briefing session including describing the pedagogical approach, learning outcomes. Attendees will receive a copy of the simulation guideline and scholarly references. The simulation ends with a 30 minute debrief.