Thompson – Okanagan Teaching and Learning Conference

Scholarship and Practice, May 9 – 10, 2024

UBC Okanagan, Kelowna BC

2024 Compendium

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Keynote Speaker

Jessica Riddell

Dr. Jessica Riddell is a Full Professor of Early Modern Literature in the English Department at Bishop's University (Quebec, Canada). She holds the Stephen A. Jarislowsky Chair of Undergraduate Teaching Excellence at Bishop's University; in this capacity, she leads conversations about systems-change in higher education that shifts the focus from resilience to human flourishing. In her research, teaching, leadership, and administration, she participates in a wide range of interchanges at the national and international levels about how universities fulfil the social contract to a broader society.

Title: Hope Circuits: Re-membering and renewal for human flourishing

We now find ourselves at the precipice of a higher-education paradigm shift. After many years of incremental change and deferral, we need substantial change. What we do now will inform how we, as individuals, institutions, and society, experience revolutionary change. It is an extraordinary time that challenges us to go back to the fundamentals and ask:

What is higher education?

What is the social contract we have with a broader society?

And,how can we fulfill this mandate at the systems- and sector-wide levels?

What the new paradigm looks like is not yet clear. We are in the early stages of emergence that will only come into focus in retrospect. Nevertheless, when we have adequate tools, mindset, and purpose to design better systems we can carve out agency to determine what this new paradigm looks like. To do so, we must be willing to surface the rot, stay with the trouble, and build our capacities for daring imagination: this is what a commitment to systemic flourishing looks like

We are overdue for a new model: what shape will it take?

Cameron Crookston

UBC Okanagan

English and Cultural Studies

Scholarship, Lighting Talk

The Dramaturgy of Assessment

In this Lightning Talk, I'll outline a new research project that examines how the role of a new play dramaturge might function as a model for supporting new assessment and feedback practices in the humanities and social sciences classrooms. Dramaturgy, a notoriously difficult field to define, is often deployed to support the work of new writers in the theatre towards the goal of a first production or workshop. Dramaturges read drafts, offer feedback and offer consultation about script development and the writing process. Dramaturges however shun parallels to editors or directors and instead endeavor to walk a delicate line that balances constructive developmental feedback with a respect for the autonomy and long term evolution of the writers distinct voice. Taking JT Torres' 2022 study Feedback as Open-Ended Conversation: Inviting Students to Co-Regulate and Metacognitively Reflect During Assessment as a jumping off point, my own study will examine key components and challenges in dramaturgy's relationship to authority, gate keeping and reflexive coaching as potential tools for instructional design and assessment. To this end I draw specifically on my own training in new play development at York University as well as the works of dramaturge and educator Judith Rudakoff.

Linda O'Donoghue

David Williams

Okanagan College

Learning and Applied Research

Scholarship, Lighting Talk

Adoption and Use of Generative AI by College Students

A research study conducted by David Williams (Electronic Engineering Technology Department) and Linda O'Donoghue (Teaching and Learning Advisor) will evaluate Okanagan College students' current usage and comfort with generative artificial intelligence (GenAI) and assess if AI workshops can positively influence their perceptions and ethical use of AI in alignment with academic standards.

Current research demonstrates that little student voice is identified in the research in terms of AI use and understanding of how to use these tools critically (Sullivan, et al. 2023). The emphasis on academic integrity and AI tends to be on its dishonest application to learning; however, "Academic integrity is about honesty and not dishonesty. It is about truthful reporting and not fabricating data or findings" (Davis, 2023). AI technologies are rapidly developing and their use within educational contexts needs more examination (Ghotbi & Tung Ho, 2021). The research shows that AI tools, such as ChatGPT can provide many positive opportunities where students' learning may be enhanced (Sullivan, et al. 2023). This research study seeks to uncover how the provision of a student workshop focused on the use of AI will impact and support learning within their college courses.

Jiyoung Lee-An

Thompson Rivers University

Department of Environment, Culture & Society

Practice, Lighting Talk

The effectiveness of the use of cheat-sheets in developing students' critical thinking

In this talk, I will share my ongoing research on the effectiveness of cheat-sheets in developing critical thinking and cheat-sheet toolkits that I am developing after conducting two focus group discussions with students.

Ramon Lawrence

UBC Okanagan

CTL, Computer Science

Practice, Lighting Talk

Creating Course-Specific Chatbots

This work presents a chatbot system for instructors to create their own course-specific chatbots utilizing technologies supported by UBC. Instructors can upload their content and resources that are used to refine the answers returned by the chatbot. The system allows instructors to track the questions asked and verify the answers. Answers can also be modified so if a similar question is asked again, then an approved result is provided. The lightning talk will highlight the system and provide resources for instructors to get more information.

Catherine Kyle

UBC Okanagan

FASS, Community, Culture, and Global Studies

Practice, Lighting Talk

Micro-field trips: a flexible, uncomplicated, and enjoyable learning activity

Field trips have long been an important tool in geography and other social science courses, incorporating elements of experiential learning and place-based learning pedagogies, among others. However, field trips are increasingly challenging to organize and execute as part of regular course work. An overlooked opportunity is the on-campus micro-field trip. Post-secondary campuses are complex and diverse environments that can serve as stand-ins for many real-world locations, and they are steps from the classroom door. Though not without some drawbacks, the benefits are great. Micro-field trips can be planned or impromptu. They do not require risk mitigation. They are cost-free and typically low barrier, thus addressing most accessibility considerations. Campus Wi-Fi and portable technology can be used to include students who are not present in the physical space. In this Lighting Talk, I will elaborate on possibilities and considerations of utilizing micro-field trips as a flexible, uncomplicated, and enjoyable learning activity.

Alwyn Spies

Ana Cortés

UBC Okanagan

LWL

Practice, Lighting Talk

Doom, Gloom & Zoom

We would like to introduce a simple and effective system for synchronous sessions in online courses that helps to combat the chronic problems of: 1) low attendance (doom); 2) low engagement &/or interaction (gloom); and 3) slow, inflexible (zoom) breakout rooms.

For two intro first-year courses (that were planned from the outset to be fully online), Alwyn has designed a system of graded in-class assignments that uses Canvas, Zoom breakout rooms, and Google Slides simultaneously in mandatory synchronous sessions. This past academic year, Ana has been the GTA in the large, partially asynchronous course, and an auditing student in the smaller, fully synchronous course. So she has a very unique perspective to share, and has been instrumental in refining, adjusting, and improving both the process and the small-group breakout activities.

In this lightening presentation, we plan to outline the system, share examples of the small-group assignment activities, and map out how Canvas, Google Slides and Zoom breakout rooms can be combined and integrated efficiently and easily to increase engagement, interaction and motivation - for students, mainly, but also for instructors and TAs. We know it works well with both small and large online courses, and think it should transfer well to any field or discipline.

Jacqueline Kampman

Thompson Rivers University

Psychology

Practice, Lighting Talk

Student Exploration of the Impact of One's Personal Values Through Theory Building Exercises

Engaging students in developing theories about issues in which they have a personal investment is a practice that I have found to be useful in the classroom. One successful exercise has been having students develop their own theories regarding their academic successes/failures. Through group discussion of their individual theories, students are exposed to the diversity of their fellow students' life experiences as well as their similarities. As a class students go on to further develop a theoretical model that can incorporate the many ideas that have been generated. The benefits of such classroom theory building go beyond discussions of whether (as well as how) their theories can or cannot be tested to include an examination of the impact that their personal values have in shaping the questions one asks and the ways in which these questions are examined. Students gain a firsthand awareness of how their values may also cause them to overlook other possibilities.   The diversity of perspectives that are shared by students in turn leads to ongoing classroom discussions of how past psychological theories (as they are covered during the term) have also been influenced by the various theory builders' life experiences (personal, cultural, historical) and values.

Solmaz Irani

Thompson Rivers University

Biological Sciences

Practice, Lighting Talk

Enhancing Biology Education through craft and 3D printing models

Active learning strategies significantly improve student learning outcomes and examination performance. The use of active learning tools such as crafts and 2D/3D printing can be extremely effective in teaching intricate concepts. In biology majors, cell biology and cell physiology courses can be challenging for undergraduate students. This is due to the level of detail, the interdisciplinary nature, and general difficulty visualizing and conceptualizing microscopic structures and processes in these courses. Through the construction of visual representations, students will be empowered to design and create visual models and understand cellular structures and pathways better.

To promote creativity in the learning process, stimulate critical thinking, and provide students with hands-on experience, second-year cell biology students were encouraged to make handcrafted models displaying various cellular components. Besides, third-year cell physiology students were challenged to create special cellular structures using 2D or 3D printing. Some students commented that these activities served as an opportunity to see microscopic creations come to life in their hands. One student expressed that this opportunity inspired her to learn how to use a 3D printer for design purposes. Overall, crafted or 3D models have significant potential to transform biology learning and teaching dynamics.

Daniel Krasnov

Co-Author: Irene Vrbik

UBC Okanagan

Department of Computer Science, Mathematics, Physics and Statistics

Scholarship, Lighting Talk

Curricular analytics using R shiny: an interactive curriculum visualization tool for students, faculty and staff

In the ever-evolving landscape of higher education, leveraging data-driven insights is crucial for enhancing student success and refining curriculum design. Our innovative R Shiny application offers an interactive platform tailored for students, curriculum designers, and advisors to harness these insights effectively. For students, this tool serves as a guide for planning their degree pathways. It provides a visual map of their courses, which includes any necessary prerequisites and identifies any missing requirements. Students may also benefit from an integrated recommendation system that suggests courses based on previous enrollments along with predictions on academic performance. Curriculum designers can utilize this tool to evaluate a program complexity through various graph metrics, and identify key courses that may impact graduation timelines and overall curriculum integrity. In addition, the underlying predictive models may be augmented with a plethora of variables -- such as demographic information and gender -- to support the creation of equitable curriculum designs. Finally, for academic and program advisors, this tool could facilitate early intervention for students with forecasted academic underperformance and be used to suggests courses with a high probability of improving academic outcomes.

Avninder Gill

Thompson Rivers University

Bob Gaglardi School of Business & Economics

Practice, Lighting Talk

Course development and knowledge management

The aim of this work-in-progress project is to provide a framework to create, harness, utilize and manage the knowledge that may potentially exist at a course level. A course developed using such a framework provides academic richness in terms of depth, breadth and real-life applications. The approach may prove to be effective in engaging learners and giving them a sense of being participative contributors rather merely learners. The paper proposes to fine-tune a knowledge management methodology at University level. The potential challenges include negotiating with restrictive policies such as standard course outlines. These challenges can be managed by instructors using some ingenuity, delivering the required competency levels and staying within the framework of course and program learning outcomes.

Richard Aleong

UBC Okanagan

School of Engineering

Practice, Lighting Talk

A Features-Based Rubric for Learning and Assessment of Open-ended Communication, Creativity, and Critical Thinking

Rubrics are an important tool for student learning and assessment. However, it can be challenging when rubrics are perceived by students as checklists for their assignments. When a rubric is used as a checklist, it can limit students' creativity, critical thinking, and learning. Additionally, rubrics as a checklist can complicate the ability to see variation in grading. How might we use rubrics as a learning tool in assessment to promote open-ended learning and the ability to navigate complexity? In this talk, I will present my philosophy and approach to rubric design that is based on the creation of feature-rich artifacts, flexibility and adaptability in use, and integrated learning. Participants will discuss and share their strategies and perspectives on rubric design, implementation, and effectiveness.

Glenn Borthistle

Thompson Rivers Univeristy/Univeristy of Alberta

Faculty of Education & Social Work (TRU)/Education Policy Studies (UA)

Practice, Lighting Talk

Angel or Devil: Experimenting with Chat GPT in the Classroom

Students in a graduate-level course on Educational Management were asked to incorporate a role for Artificial Intelligence (AI) in evaluating the strength of their strategic plan. Using Chat GPT, students wrote three questions about the topic of their strategic plan and evaluated the responses received. Outcomes are to evaluate the content of the response from Chat GPT about their topic, determine how this could be incorporated into their strategic plan, and discuss the ethics of the use of artificial intelligence as a source of information. The talk will include responses from students about the use of AI in this assignment and the use of proper citation format

Riley Petillion

Co-Authors: Tanya Forneris, Robin Young

UBC Okanagan

Centre for Teaching and Learning

Scholarship, Poster

Evaluation of a Campus-Wide Teaching Assistant Training Program

Many large post-secondary institutions have centralized teaching assistant (TA) training programs, as well as in-depth faculty or department-specific programs. Teaching assistants play a pivotal role in higher education, with plenty of student face time to support learning, but are also often viewed as approachable mentors. Even though they can be responsible for lectures, tutorials, laboratories, and grading, it is common for undergraduate students to see their TAs as peers. A campus-wide Teaching Assistant Foundational Training Program has been developed at UBC Okanagan. This paid training is available to all first-time teaching assistants across all faculties. The purpose of the modular training is to prepare new teaching assistants with institutional policies and teaching and learning strategies necessary to thrive in their roles. Survey data and semi-structured interviews with new teaching assistants, in addition to interviews with experienced long-term teaching assistants, illuminates the level of utility of each learning module. This poster will share stories of success and identify gaps in the training, with many promising future endeavours with the training program.

Bee Brigidi, Diana Bedoya, Sarah Ford Turner

Simon Fraser University

Centre for Educational Excellence

Practice, Poster

EDI Teaching Development for Faculty of Science

Our poster showcases our ongoing and collaborative program called Grab N' Go: EDI in Teaching for BPK. Grab N' Go meets both SFU Academic Plans and Equity Compass in Teaching and Learning specifically for the Faculty of Science in the area of Biomedical Physiology and Kinesiology. Our goal is to share the process of the program design, the challenges, and the primary impactful results for the past academic year.

Zoë Soon

Co-Author: Leilani Forby

UBC Okanagan

Biology

Scholarship, Poster

Student Assessment of a Newly Created Open Education Set of Student Study Resources for Human Anatomy, Physiology, and Pathophysiology

Instructors and students from three institutions are collaborating to develop the first-ever set of Pathology OER which include an e-text, along with guides, learning outcomes, and practice Q&A sets for both instructors & students. The presentation will discuss lessons learned in creating, sharing, and publishing OER student practice Q&A, as well as provide access links and feedback from current nursing student users.

This OER prioritized incorporating UDL features to ensure accessibility for all learners. The aim was to enhance student learning experiences by ensuring affordability, accessibility, interactivity, usability, auto-feedback, and flexibility. Emphasis was placed on creating cost-free course materials with a user-friendly layout to reduce student stress while improving understanding of common diseases and disorders in Canada. It allows instructors to create self-contained lesson plans in a choose-your-own adventure style, featuring learning goals, student interactivity, formative assessments, patient narratives, and spotlights on overlooked scientists to promote diversity in STEM. The materials promote an anti-racist and anti-discriminatory approach to healthcare.

While still a work in progress, portions of the OER were delivered to pathology courses in Fall 2023, featuring over 1000 interactive, auto-feedback practice questions. Student satisfaction was assessed through surveys approved by BREB and will inform future development. Survey results will be shared.

Jasdeep Kaur

Thompson Rivers University

Faculty of Education and Social Work-Education-Graduate program

Practice, Poster

Influence of Artificial Intelligence on the Learning of International Students

Abstract: Artificial Intelligence is revolutionizing education with personalized learning experiences that suppress students' ability to explore academic concepts independently. While AI can impact students' learning positively, it raises concerns about academic integrity and disciplinary knowledge in modern education. The paper aims to explore AI's effect on student learning in education by defining AI and its growing presence in various sectors, including education. The discussion explores how integrating AI in education can improve learning through personalized approaches while addressing privacy, bias, over-reliance, and academic integrity concerns. Drawing from recent studies, the findings show that AI in education offers promise for personalized learning but requires ethical implementation. It also highlights that collaboration and research are essential for equitable and effective integration, addressing challenges for international students. The finding underscores the need for clear policies and guidelines to ensure ethical AI usage and mitigate potential risks while promoting equal learning opportunities and preserving academic integrity in educational settings.

Gul-e-Rana Mufti

Thompson Rivers University

Psychology

Practice, Poster

Culturally Responsive Teaching: Recognizing and Valuing Diversity in Learning

Culturally responsive teaching (CRT) is an educational approach that recognizes and incorporates students' cultural backgrounds, experiences, and perspectives into the learning process (Gay, 2018). This approach promotes student engagement and motivation by making the curriculum more meaningful and relatable, which can foster positive teacher-student relationships and enhance a sense of belonging (see Benediktsson et al., 2019; Byrd, 2016). Drawing upon experiences from my own teaching, I will discuss the advantages of culturally relevant teaching in higher education.

W. Stephen McNeil, Emily Y.S. Taylor

UBC Okanagan

Chemistry

Scholarship, Poster

Factors Influencing Senses of Identity and Belonging Among Second-Year Chemical and Life Science Students

In STEM disciplines, senses of identity and belonging impact student choice of disciplinary program and student success and retention. Such effects disproportionately affects students from historically marginalized and underrepresented groups, with such groups exhibiting weaker senses of identity and belonging, and with increases to those senses having larger effects on retention. This study explores how chemical and life science UBCO students' senses of identity and belonging change over the course of their second-year of study and differ according to gender and language demographics. In September and February of the W2023 academic session, study participants completed a survey comprising Likert-scale and open-ended written answer prompts, to measure changes in senses of identity and belonging. Selected participants took part in semi-structured interviews to explore factors impacting student choice of specialization and their senses of identity and belonging. Peer interactions and relationships emerge as a highly significant factor in supporting a sense of belonging, and active-learning activities involving learner collaboration are perceived as supporting such interactions. Students maintain strong senses of disciplinary identity and belonging across their second year, including very high senses of value-related disciplinary interest. However, students for whom English is not their first language have a weaker sense of identity in comparison to native English speakers.

Christine Eligwe

Thompson Rivers University

Faulty of Education and Social Work-Education Graduate Program

Practice, Poster

Exploring the Use of Technological Apps in Improving Students' Attitudes towards Learning

technological apps can be good learning tools for educators to implement to help students understand and improve their attitudes and thinking toward learning. Using Headspace, Gratitude and Happify app, the study will investigate how these impact high school students' attitudes and cognition in learning. The paper utilizes research ten research articles examining students' use of technological apps and their impact on their learning. This review observed two common themes of thinking and behavior using these apps as learning tools. First, the findings show that students' behavior and thinking shifted when these apps were applied in teaching and learning. It was further reported that intentionality in the use of the apps was very important as these can have negative and positive effects on students' learning. The paper signifies how instructors and students can use these apps to enhance teaching and learning.

Maureen Plante, Teresa Miles

University of Alberta

Educational Psychology

Scholarship, Traditional Presentation

Indigenous Youths' Voices and Perceptions on Wellbeing

In Canada, the educational gaps between Indigenous and non-Indigenous students are high and Alberta, Canada, has struggled to close achievement gaps. In 2015, approximately 43.6% of Alberta Indigenous students graduated high school in three years. Thus, understanding and responding to the educational gap among Indigenous students is important. The aim of this study was to invite and understand Indigenous students' perspectives on the intersections between school, identity, and wellbeing. This project aimed to highlight the voices and perspectives of Indigenous youth in schools. This research is a qualitative multiple case study that aims to understand the perceptions of Indigenous students in an urban school context through Indigenous informed data collection and methods. This study was guided by the work of Stelmach et al. (2017), whose work with Indigenous high school students' understanding of what helps and hinders them. This study included community-driven Indigenous research. Qualitative data through Indigenous-led focus groups (sharing circles) were conducted. Data was analyzed thematically and we attended to themes centered on well-being, identity, and Indigenous youths' experiences in school. Significant contributions from this study include hearing Indigenous students' voices, which have the potential to inform teachers, schools, and administration in adjusting policy and curriculum.

Ivona Mladenovic, Brad Mladenovic

Simon Fraser University

Biological Sciences

Scholarship, Traditional Presentation

Who is Responsible for Learning: Students or Instructors?

Our presentation examines similarities and differences between students' and instructors' own perspectives and interpretations of their particular roles in effective learning and meaningful learning experience. The presentation will describe findings of several studies that we conducted with university students and instructors in Faculty of Science and Faculty of Health Sciences at Simon Fraser University. The study will discuss the following topics: students' and instructors' commitment to learning; conceptions of organized, strategic, peer, and self-directed learning; building classroom communities and conducive learning environments. Our presentation will suggest that students and instructors share many common perceptions of their own roles in achieving effective learning and meaningful learning experience. The main differences are related to their understandings, interpretations, and expectations of these roles.

Christie Fraser

Thompson Rivers University

School of Education / Bachelor of Education

Practice, Traditional Presentation

Introducing the "Un" Quiz: A Story of Decolonized Assessment

In this practice-related presentation, I will share a story of how my classic multiple-choice quiz assessment evolved into something inclusive, decolonized, and Indigenous: the "un" quiz. This interactive session will involve storytelling, audience participation, time for questions, and a take-away for participants. Attendees will learn new ways to think about assessment in their practice, and what it means to know and show learning in multiple ways, and through multiple perspectives. Attendees will also learn how even the most traditional of assessments can be reconsidered to acknowledge the diversity of learners and learning in a classroom, and how assessment can be approached with equity in mind so that all students can feel a sense of inclusion and success.

Duncan Shaw

Thompson Rivers University

Open Learning Faculty

Scholarship, Traditional Presentation

How can new AI technologies quickly and practicality improve student experience and the organisation of teaching?

Large Language Model (LLM) AIs have started to revolutionise many organisations. In education this includes how students learn and how we teach, with implications for designing teaching and learning experiences.

The potential for improving student experience, progression and completion rates is very strong. Eg, personalised help and support, discussion and signposting. For staff there is improved efficiency and letting staff focus their experience on students' needs, teaching and research.

There are also higher-level implications for how teams work together and how organisations are designed.

This research aims to provide an awareness of how AI LLM technologies are changing and how courses could be consumed and delivered differently over the next 12 months.

There is a research gap between 1. the highly technical AI and machine learning perspective, 2. the perspective of people who teach subjects like mine and 3. the perspective of using data and automation to improve decision-making in organisational workflows.

This exploratory research uses a case study approach and builds on the literature of general systems theory, business process theory, service theory and value theory. Likely changes to teaching and learning workflows ('AI Workflow Reengineering'): a. architectural components of human/AI workflows, b. how these fit, c. problems/ solutions systems in teaching.

Trent Tucker

Thompson Rivers University

TRU Gaglardi Business School

Practice, Traditional Presentation

Utilizing ludic pedagogy to introduce decision analysis concepts

The Decision Analysis & Modelling course I teach has a reputation among the MBA students who take it of being a conceptually difficult course. In order to address this issue and ease the students into learning new quant concepts, I've adopted a "ludic" approach to my teaching of the course material. The Ludic Pedagogy model - as described by Lauricella and Edmunds (2022) - "builds upon four elements: fun, play, playfulness, and positivity." They conclude that "in this model, students can boast increased retention of course information, a reduced cognitive load, and deeper learning (p.11)" - outcomes that any educator would be pleased with!

Pendegraft's famous 1997 exercise - "LEGO of my Simplex" - is an example of this. Through naive play with LEGO bricks, students are introduced to linear programming concepts and the formal mathematics comes later. This past year I challenged myself to incorporate a ludic approach into nearly all of my lectures. The purpose of this talk is to share novel ludic approaches to data analysis, linear programming, and Monte Carlo simulation from my classroom - but all of the concepts can be applied to other topics and disciplines with a little imagination and a little play!

Christina Cederlof, Cheryl Gladu, Stirling Prentice

Thompson Rivers University

Centre for Excellence in Learning and Teaching

Practice, Traditional Presentation

Appreciative Inquiry & Appreciative Resilience practices for students and faculty

Appreciative inquiry (AI) is a strengths-based approach that encourages us to look at what is working instead of what isn't (Cockell & McArthur-Blair, 2012). It seeks to notice and nurture positive behaviours in individuals or elements within a system. Connected to & based on AI, appreciative resilience (AR) encourages us to forgive failures (our own and/or those of others) to move towards hope and find a way forward through challenges (Cockell & McArthur-Blair, 2018). We incorporate appreciative inquiry / appreciative resilience methods to build our students' and our own capacity for self-empathy and creativity.   In this session, we will share classroom strategies based on AI and AR principles that we are currently incorporating in our teaching practices to foster community, resilience, and well-being in learners - and to encourage deep student learning. Participants will be invited to explore those same principles of AI and AR as a theoretical model to incorporate into their own teaching practice.

References:

Cockell, J., & McArthur-Blair, J. (2012). Appreciative inquiry in higher education: A transformative force. John Wiley & Sons.

Cockell, J., & McArthur-Blair, J. (2018). Building resilience with appreciative inquiry: A leadership journey through hope, despair, and forgiveness. Berrett-Koehler.

Zoë Soon

UBC Okanagan

Biology

Scholarship, Traditional Presentation

Students as Partners - Developing an Ethics and Language Inclusivity Guide as well as How to Mitigate Bias Exemplars for Health Care Students

This student-instructor collaborative project aimed to replace outdated and potentially derogatory language commonly found in traditional textbooks and healthcare settings when discussing human anatomy, physiology, pathologies, and individuals. The project aimed to create a language inclusivity guide to accompany OER for teaching nursing students. This guide introduces students to relevant portions of the Canadian Human Rights Act and terms such as discrimination, prejudice, colonialism, microaggressions, bullying, and various -isms (e.g., racism, ableism, sizeism, ageism). It also covers topics like biological sex, gender, sexual orientation, and associated terms, as well as addressing issues related to labeling individuals based on characteristics such as ethnicity, marital status, age, and disabilities. Each section provides examples of inclusive language and ways to avoid unintentional microaggressions, while also discussing subconscious bias and methods to mitigate it. This presentation will share access to the guide, student Q&A, and student feedback from a 200-student 2nd year Pathophysiology class will be shared. This SoTL study was conducted in a blinded manner to the course instructor and with approval from BREB. The purpose of the project was to create a language inclusivity guide to promote the use of respectful and accurate terminology in human anatomy, encompassing biological sex, gender, sexual orientation, ethnicity, age, size, and disabilities.

Megan Lochhead, Irene Vrbik

UBC Okanagan

Irving K Barber Faculty of Science

Practice, Traditional Presentation

A collaborative approach to developing Data Science program learning outcomes

The Canadian Degree Qualifications Framework (CDQF) describes the expected learning outcomes for each postsecondary education level in Canada. In 2007, all 13 provinces and territories endorsed the CDQF, yet as of 2016, only 30% of institutions reported having learning outcomes for all programs (MacFarlane & Brumwell, 2016). The Data Science program at UBC Okanagan was established in 2017 and has undergone multiple program revisions during its brief existence. This evolution reflects our commitment to providing a dynamic and industry-relevant education. It is imperative to develop Program Learning Outcomes (PLOs) to help guide the development and refinement of the evolving curriculum. One of the most formidable challenges lies in faculty resistance, where members express reluctance towards program-level outcomes and assessments, citing concerns ranging from viewing it as a mere checkbox exercise to apprehensions regarding time commitments, academic autonomy, and subsequent utilization of information (Palomba & Banta, 1999). In addition to this challenge, Data Science is a relatively new field of study; hence, it lacks an established collection of PLOs from which to build. Data Science offers a unique context that combines aspects of multiple disciplines, namely statistics and computer science. This presentation will describe our collaborative approach to developing the Data Science PLOs, which involved engaging faculty, staff, students, and industry.

W. Stephen McNeil

UBC Okanagan

Chemistry

Practice, Traditional Presentation

Interior Salish Pit Cooking Practices as a Contextual Framework in Introductory Chemistry

As part of a revision of introductory chemistry at UBC's Okanagan campus, we have developed a series of context study activities that demonstrate the applicability of course concepts to societal, environmental, and biomedical issues. These activities reinforce those concepts and increase student appreciation for the roles of chemistry in their lives.

One context study draws meaningful connections from course concepts to local Indigenous knowledge, based on the sophisticated and complex process by which the taproot of balsamroot (Balsamorhiza sagittata) is heated in elaborate cooking pits, as traditionally practiced by the Syilx and Secwépemc peoples of the British Columbia Interior Plateau. This process transforms the indigestible complex carbohydrate inulin into a high-energy food source. The necessity for each step in the pit-cooking process can be understood in terms of chemical concepts that correspond precisely to the curriculum of our second term introductory course.

Rationales for this learning activity include both furthering the goals and actions of UBC's Indigenous Strategic Plan and to better support our own affective learning objectives for the course. We hope to increase interest in science and create opportunities for identity for Indigenous students, and to develop in all students an improved understanding of and appreciation for local Indigenous cultural practices. Results from a post-course survey demonstrate the successful achievement of these goals.

Frederic Fovet, Faramarz Behrouz, Malvika Bhaskar, Poonam

Thompson Rivers University

School of Education

Scholarship, Traditional Presentation

Building Research Assistant Autonomy in Project Management within a Research Study Requiring an Ethical Buffer between the Principal Investigator and the Participants

Research Assistants (RA) routinely supports all stages of the research process. There are, however, occasions where it is necessary to create an 'ethical buffer' between the Principal Investigator (PI) and the participants. In these instances, RAs are suddenly called upon to develop much broader competencies and responsibilities. This project involved an examination of the constructs International MEd students developed around employment post-graduation. It was essential, to achieve participant authenticity, for the PI to not interact directly with participants or even know their identity. This session will give insights into the ways the roles of RAs, their training, their relationship with the PI, and the outcomes of their experiences were all reshaped by these unique parameters. It highlights and analyses the need to frame a more sophisticated approach to the notion of 'capacity building' with RAs. The session will also consider the implications of integrating RAs in a research ethics process that seeks achieve optimal candour but also reshapes PI oversight and creates a distancing process with the data collection. The discussion section of the presentation will examine to what extent there currently exists sufficient support, scholarship, and resources for training when it comes to amplifying the role of RAs in educational research, beyond delegated routine tasks.

Lindsay Blackstock, Jessica Allingham

Co-Authors: Sharon Brewer, Brett McCollum

Thompson Rivers University

Physical Sciences / Chemistry

Scholarship, Traditional Presentation

Belonging in General Chemistry vs. the Classroom at Thompson Rivers University

In higher education, the first year of undergraduate studies is typically associated with deterioration of learner motivation and engagement, and high failure and attrition rates. To support learner motivation, researchers have recently begun investigating learner sense of belonging. Scholars have explored student experience through the lens of disciplinary belonging to improve participation and retention in learning and working environments.

Our study is situated in first-year chemistry: a foundational, high-stakes course in the Bachelor of Science program. The course is linked to high rates of D's, F's, and withdrawals. Reasons for student challenges - and possible solutions have proven to be multifaceted and often diverse across the learner population. Two of the most significant barriers that impact learner success have been described in terms of learning strategies and motivation theory. Chemistry is a required course for many programs and a disconnect between a student's motivations, future career goals, and their perceived self-efficacy in chemistry impacts successful course completion.

We will explore comparable metrics between the Bachelor of Science and cohorted TRU programs that suggest social belonging may be an underexamined factor influencing science students' sense of belonging which in turn impacts student success and retention. We will explore early research results that compare student self-reported sense of disciplinary and social belonging.

Tanya Manning-Lewis

Thompson Rivers University

Education Department: Graduate Programs

Practice, Traditional Presentation

Trauma-Informed Practices In Graduate Education Programs with Predominantly Racialized Students

Globalization in higher education has seen a marked increase in international graduate students' enrollment in Canada. In response, many universities are now implementing EDI mandates, formulating action plans, and redeveloping and designing new courses tailored to students' diversity requirements. Collectively, though not often successful, these initiatives aim to establish culturally safe, trauma-informed and equitable learning environments conducive to the diverse needs of international students. In this new context, as a graduate instructor in courses with predominantly racialized students, I find myself compelled to critically reflect on how to refine my pedagogical approach in one of my EDI-focused graduate courses that engage students in the critical examination of social inequities, notably race, gender, class, sexuality and ability and the impact on their experiences and success. In teaching this course, I have begun to ask myself how I critically examine and enhance my pedagogy in this course as a racialized Afro-Caribbean woman without perpetually revisiting my personal trauma weekly. Concurrently, I grapple with fostering a space wherein students who are predominantly racialized individuals can engage in deep critical reflection on EDI issues without undue imposition of personal trauma. In this session, I will continue to explore these questions and engage the audience in dialogue on how they use trauma-informed practices and the implications for the SoTL.

Joe Dobson, Sheetal Nair, Sudeshika Ihalagama Rallage, Tanya-Lewis Manning

Thompson Rivers University

School of Education / Faculty of Education and Social Work

Practice, Traditional Presentation

Kindness, Respect and Support: A Discipline-Specific Approach to Supporting Graduate Students

Kindness and respect are important in the scholarship of teaching and learning, but not necessarily given the much-needed time to be nurtured among faculty, staff, and students. This presentation will explore the transformative power of kindness and respect in the Graduate Student Success Centre, a support centre for graduate students in education at Thompson Rivers University, in which graduate teaching assistants (GTA) support their peers and work to create a sense of community for students in the programs. We will share first-hand experiences of how the center has become a nurturing hub, cultivating a culture of kindness and respect and generating a positive, uplifting and inclusive space for all. GTAs will offer insights into how the Centre expanded their scholarship and teaching practices through leading workshops, presenting at conferences, and supporting graduate students in their academic success. They will also share useful strategies graduate programs can adopt to create respectful and supportive spaces for diverse graduate students. The session is critical for academic leaders and faculty who are invested in the holistic development of their graduate students and will be particularly insightful to students who are seeking to find their sense of belonging in a new academic environment.

Gregory duManoir, Tanya Forneris, John Sasso

UBC Okanagan

School of Health and Exercise Sciences

Scholarship, Traditional Presentation

Re-Envisioning Human Kinetics: Empowering Future Health and Exercise Professionals through Competency-based Curriculum - An Update

The School of Health and Exercise Sciences at UBC Okanagan has recently implemented a large-scale curricular (re)design with a focus on competency-based instruction and assessment across three unique concentrations: 1) Kinesiology and Allied Health, 2) Health Behaviour Change, and 3) the first institution in Canada to deliver this competency-based Clinical Exercise Physiology concentration. We have learned a number of "lessons" related to the development of program-level learning outcomes, a common curriculum within the first two years of study, the inclusion of competency-focused instruction and assessment, opportunities for experiential learning and larger-scale initiatives within the health-care system. An update on the successes and challenges of large-scale curriculum design will be shared.

David Carter, James Rodger

Thompson Rivers University

Tourism Management

Practice, Traditional Presentation

Collaborating with Community Partners and the challenges of stepping outside the classroom

The Adventure industry has always been the product of experiential learning and training; however, Adventure Studies struggles to fit into the classic academic setting and must straddle the practical and theoretical as a discipline. On the other hand, entrepreneurship has traditionally oversubscribed to the classroom and the business school, but research shows that practical experience in entrepreneurship is the richest learning. These two seemingly opposite disciplines are both currently applying experiential learning opportunities to expand the teaching and learning practice at TRU.

Join us to learn about the creative and cross-discipline work that two self-styled "pracademics" are doing to expand learning beyond the classroom and to create a more practical and community-oriented learning experience. Working with both Outdoor Therapies and Tourism Destination Development, this presentation will showcase how to turn the classroom into a design studio, and how turn the natural world into an engaged classroom.

In this session you will learn how community partnerships with organizations outside the university are adding depth and richness to student learning in TRU courses but are also expanding the teaching practice of these two pracademics. Participants will gain insight into the power and potential of embracing the challenge of coaching students beyond the classroom and exposing students to the risk-reward of working with professionals as part of their education.

Anita Chaudhuri, Jordan Stouck

UBC Okanagan

Department of English and Cultural Studies

Scholarship, Traditional Presentation

Fostering Linguistic Justice

This presentation discusses the case of a newly developed Communications and Rhetoric (CORH) program at UBC Okanagan. Instigated by the need to decolonize education, address social justice, and sustain culturally distinct ways of learning in multilingual classrooms, we approached program development as an important institutional avenue towards inclusive action, interdisciplinary and innovative learning, and asset-focused pedagogy. Seeking to validate and sustain the diverse linguistic repertoires of multilingual students, as well as meet the goals of communication in a multidisciplinary degree requirement, we positioned, as discussed in Chaudhuri and Stouck, "linguistic justice as reflective of concerns of social justice, questioning the path of justice, how injustice informs and shapes justice" (p. 195). The presentation discusses how we developed an interdisciplinary advisory committee to understand and apply multidisciplinary narratives in shaping the program's linguistic justice efforts. Also important for this conversation was the institutional support for sustainable growth and recognition of student, instructor and community partnerships to provide professional opportunities and implement asset-based assessment practices. The presentation will discuss opportunities and challenges met when conversing with various stakeholders, how the program developed institutional capacity to communicate linguistic justice efforts, and articulate future needs for programmatic support.

Natalie Forssman, Electra Eleftheriadou, Robin Young, Leslie Finley

Co-authors: to be added

UBC Okanagan

Community, Culture and Global Studies

Practice, Traditional Presentation

Emergence, Curiosity, and Care in a Community of Practice on Access, Inclusion, and Place-Based Teaching and Learning

This presentation describes and shares preliminary reflections on the creation and initial cycle of a community of practice (CoP) centered on "Access, Inclusion, and Place-Based Teaching and Learning." We decided to structure our group not as a periodic 'meet-up' to share advice-on, research-about, or examples-of teaching practices, but to get into the specificities of one-another's teaching, facilitation, and learning design practices through non-evaluative observations to prompt collective reflection and learning.

Working from the model of "Teaching Triangles" (Berry, 2008), we sought to form relationships of trust and curiosity about one another's teaching through reciprocal observations and reflective conversations in two subgroups. Two non-identical inquiries about the role and significance of "place" in our teaching emerged: (1) How is "place" conceptualized - and how does it manifest in - teaching across different disciplines and formats; and (2) How is "place" both content and a structure, practice, or approach for fostering learning environments? An emerging insight we wish to continue to explore is that practicing and legitimizing active facilitation as a teaching practice - in both our teaching with students, and in the formation of this CoP - "brings "place" into the classroom by centering 'who is in the room' and 'where the room is located.'

Summer Li

UBC Okanagan

Chemistry

Scholarship, Traditional Presentation

Strategic approaches to enhance students' metacognitive engagement in 1st year chemistry courses at UBC Okanagan

Metacognition is a person's knowledge about the cognitive processes necessary for understanding and learning (Flavell,1976). Students with strong cognitive skills know how to learn, can self regulate the learning process, and become self reflective, life long learners. Unfortunately, most students come to universities tend to lack awareness of their own learning processes and often do not have insight about deficiencies in their intellectual skills.

In this presentation, I'd like to discuss my involvement in promoting metacognition literacy in first year chemistry classes. Fundamentally, I believe instructors should be more strategic and use some class time to discuss the topics and outcomes of metacognition training.

Brad Wuetherick

UBC Okanagan

Provost's Office

Scholarship, Workshop

Doing SoTL Differently: Exploring ways of enacting Liberatory SoTL approaches and practices

Liberatory pedagogy and design are increasingly becoming central to how individuals, programs and institutions approach supporting their work addressing goals around equity, diversity, inclusion, Indigenization, and accessibility in courses and programs. Liberatory approaches to education aim to empower students and help enact social transformation through student self-discovery and self-actualization (Friere, 1970; hooks, 1994; Azizi et al., forthcoming). In other words, it means 'doing things differently' in our individual classrooms and across our degree programs. It follows, then, that to do liberatory scholarship on teaching and learning, we also need to 'do things differently'. Using the Liberatory Design framework (Anaissi et al., 2021, p. 27), this workshop will explore what it means to do SoTL from a liberatory perspective. The Liberatory Design framework, as applied to SoTL, asks individuals and research teams to 'Notice' (asking each of us to understand the educational contexts within which we conduct our SoTL and to explore the history of oppression in those contexts in order to understand how our existing educational structures reinforce systemic inequities), and 'Reflect' (being mindful of both our SoTL design intentions and our own well-being) throughout the process of undertaking our SoTL projects. A liberatory approach to SOTL also asks that we adopt liberatory mindsets, which enable us to better center equity-focused practices (Azizi et al, forthcoming).

Jessica Lowry, Jo Scofield

UBC Okanagan

Library

Practice, Workshop

A Tabletop Role-Playing Game for Building Empathy and Interpersonal Skills in Student Support Roles

Inspired by Unlimited Players: The Intersections of Writing Center and Game Studies, which explores the connections between games and writing centres, we propose a training approach for student support roles that uses a tabletop role-playing game (TTRPG). In TTRPGs, players create a character, explore the world, make decisions, and determine outcomes by rolling dice.

We will demonstrate an educational TTRPG system we developed to support the development of empathy and interpersonal communication in training for student support roles. In the proposed TTRPG, players are invited to take on the role of a student character, and experience and make difficult decisions while balancing courses and other academic and non-academic experiences and obligations. After playing the game, players debrief by discussing difficult decisions their characters made, demands on their character's time, and insights for future learning and skill development to support students in their staff roles. Learning outcomes include: identifying demands students may have on their time, discussing common student experiences, identifying the impact of privilege on academic success, and questioning common myths regarding student academic performance.

In this workshop, volunteer participants will experience a demonstration of the game. Participants will be invited to share feedback on the demonstration and explore the benefits of this type of gamified learning experience for their own educational context.

Bowen Hui

UBC Okanagan

Computer Science

Practice, Workshop

Fostering Equitable and Inclusive Teamwork

Team-based activities are crucial in education to promote collaborative learning and prepare students for teamwork in professional settings. Despite the importance of team effectiveness, there is no consensus on how teams should ideally be formed. While many agree on the significance of team diversity, conflicting results exist on its impact on team outcomes, especially in terms of gender and racial diversity. Specifically, studies have shown that diverse teams may face more conflicts than homogeneous teams, creating challenges for minority members in these teams. When tokenism exists in teams, where minority individuals are disproportionately represented, these issues worsen. To foster equitable and inclusive teamwork, we argue that teams must be strategically formed to provide a safe and inclusive environment. In this workshop, we present two classroom scenarios and ask participants to debate how teams should be formed in those classes. The scenarios will be designed to highlight controversial situations that arise in student teams. There will be time for participants to debate their team formation strategies and summarize the best practices based on literature findings.

This workshop emphasizes the importance of forming diverse teams and the implications of team diversity, helps educators foster a sense of belonging within teams, and provides strategies to avoid tokenizing minority students (due to their gender, race, academic standing, or other learner characteristics).

Bowen Hui

UBC Okanagan

Computer Science

Practice, Workshop

Teamable Analytics: A Canvas-Integrated Team Formation and Analytics Tool

This is a workshop/demo of Teamable Analytics, where instructors who are interested in forming student teams in their classes can consider different strategies for forming teams intentionally and how to do it automatically with a Canvas-integrated tool. The demo part will showcase the Teamable Analytics software, while the workshop part will involve participants by asking them how they would like to form teams and how this could be done using the software. We will also show other features in the software, such as auditing the formed teams, conducting peer evaluations, and monitoring team performance.

Frederic Fovet, Guillermo Benedit, Athria Pushpamgathan

Thompson Rivers University

School of Education

Scholarship, Workshop

Framing the integration of Universal Design for Leaning across a campus from a sustainability lens

Accessibility and inclusion have traditionally been approached in higher education, through a medical model lens, focused on individual interventions and retrofitting. Universal Design for Learning (UDL) has recently challenged this mindset and advocated for inclusive proactive design from the onset, within a paradigm firmly grounded in the social model of disability. There has been some success developing UDL across Canadian campuses, but initiatives remain sporadic and systemic growth has been slow. While the focus has been to advocate for UDL implementation from a pedagogical perspective, this project has explored how UDL could be framed within sustainable development across higher education. The research team will engage participants in a workshop which will (i) shift their view of UDL to include sustainability, (ii) consider the implications of this shift in terms of implementation momentum and available resources, and (iii) examine the work required to ensure social justice, accessibility and inclusion are fully considered within the higher education sustainability discourse. The last part of the workshop will widen the discussion to examine the extent to which post-secondary teaching and learning (T&L) itself must do more to weave the UN sustainability goals into its scholarship and its objectives.

Abdel Azim Zumrawi, Stephanie McKeown, Alison Wong, Tizitash Mohammed

University of British Columbia

Planning & Institutional Planning

Practice, Workshop

Making Sense of Student Feedback: Metrics for a more Meaningful Interrogation of SET/SEI Data

Student Evaluation of Teaching (SET) / Student Experience of Instruction (SEI) quantitative data often consists of responses on a Likert-type scale (most commonly a 5 or 7-point scale). Often, institutions of higher education use the mean (average) and standard deviation to summarize and present quantitative data in instructor reports. Currently, UBC uses a different metrics to report student experience of instruction survey results. The reported metrics include: the interpolated median, percent favorable and measure of dispersion suitable for ordinal data. An interactive dashboard is currently being developed to assist instructors, as well as administrators, to visualize the reported metrics within context.

This workshop will introduce the SEI metrics and demonstrate how they support instructors to make sense of the student feedback they receive. Participants will have the opportunity to discuss, in small groups, how to interpret these metrics. The workshop will also explore the ways in which these metrics can be used by teaching and learning specialists to inform conversations with both academic leaders and instructors interested in making sense of student feedback.