In Cahoots: Building Communities To Get It Done

University of New Brunswick in Saint John
Saturday, October 15th, 2016

Program for the Association of Atlantic Universities
2016 Teaching Showcase
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Keynote - 9:15 – 9:50am

Where is “Cahoots” and How Do We Get There?
Dr. Kate Frego, 3M National Teaching Fellow
*University of New Brunswick, Saint John*

Dr. Kate Frego is known for her immoderate passions: for plants, wool, and teaching (not necessarily in that order). Her unplanned teaching career began at Brandon University (Manitoba) and zigzagged through sessional teaching contracts at six universities in three provinces, interspersed with graduate degrees. Recently retired after 23 years at UNB Saint John, she remains actively involved in its teaching and learning community. Although her teaching style is described as “bludgeoning with enthusiasm”, her efforts have been acknowledged by several local and regional teaching awards, as well as a 3M National Teaching Fellowship (2008). Her home, shared with husband Peter Hastings, is surrounded by overrun gardens, insulated with yarn, and carpeted with pet hair.

Concurrent Sessions 1 - 10:00 - 10:50am

1-01. The Multifaceted Teaching Dossier: A Conduit To Building Long Lasting Supportive University Relationships
Leigh-Ann MacFarlane, Donovan Plumb, *Mount Saint Vincent University*

The newly established Teaching and Learning Centre at Mount Saint Vincent University entered the academic year with the initiative to build supportive long lasting relationships with faculty and among faculty to strengthening the university community and inspire advancement of teaching practices. We identified the teaching dossier as powerful instrument in which to use as the framework to address our initiative. Although many aspects of faculty responsibilities involve collaboration in the university community, the creation of a well-prepared teaching dossier requires voluntary collaboration with members that they trust and who are supportive. Utilizing the common need of faculty to create a teaching dossier the Teaching and Learning Centre brought faculty together in a two-day interactive workshop on creating and maintaining teaching dossiers. In addition to the standard transfer of knowledge regarding the teaching dossier purpose, components and format, the workshop aimed to unite faculty though exploration of discipline independent challenges and obstacles faced when preparing their teaching dossiers, demonstrate the value of multidisciplinary peer feedback and facilitate the development an action plan to engage with the centre and faculty throughout the academic year. In this session we will discuss the evaluation of the workshops short-term and long-term outcomes in relation to our initiative and engage participants to draw on their experiences creating a teaching dossier and building supportive long lasting relationship within the university community.

1-02. Code Blue: A Community Collaboration to Enhance Interprofessional Learning
Boon Kek, Judy Buchanan, Wendy Stewart, *Dalhousie Medicine New Brunswick*
Renee Gordon, *University of New Brunswick – Saint John*

*Code Blue: Your Patient is in Jeopardy!* is an example of an exposure experience to interprofessional learning along a continuum of health professional education. *Code Blue* is a unique student-centred experience, there being none other in Canada when it was conceived by a team of interprofessional faculty champions (known as the HELP group – Health Educators Learning Partnership) in 2008. The event continues to be planned and facilitated by educators representing health programs of the 4 partners of the Tucker Park community (the University of New Brunswick Saint John, Dalhousie Medicine
The Code Blue event involves teams of 4 students representing at least 3 different healthcare professions competing in a format that melds adaptations of popular game shows (i.e. Jeopardy, Family Feud and Who Wants to be a Millionaire) into one exciting and fun-filled game. This fast paced public event showcases the knowledge and the diversity of healthcare students from the 4 partner institutions wherein teams answer skill testing questions from diverse areas of healthcare and health-related disciplines. Verbal and written feedback from student participants and audience members alike has been highly positive.

In this presentation, we will share the format of the event, lessons learned from hosting 8 iterations of Code Blue and ways in which educators from a variety of disciplines can replicate such an activity in their own learning communities.

1-03. The Blanket Exercise: Walk With Me
Cheyenne Joseph, University of New Brunswick - Moncton

The history of Canada has more commonly been told through the perspective of Settlers. An interactive blanket exercise will be used to discuss Canada’s history, from an Indigenous perspective. Blankets will be placed on the floor to represent the Indigenous nations and their lands, collectively referred to as Turtle island, before colonization. The exercise involves folding up blankets to represent lost access to neighbours and vital resources. The influence of every chapter is discussed, along with the residual effects we see today. The audience will experience the story of this land we now call Canada and its impact on today’s reality for all Canadians.

1-04. Investigating the Professional Conduct of Educational Developers in Canadian Post-Secondary Institutions
Jill McSweeney, Darcy Benoit, Dalhousie University & Acadia University

Ethical guidelines provide a foundation for professional practice, a starting point for reflection and dialogue, and a means to navigate complex ethical issues. As the educational development profession becomes more politicized and changing institutional contexts seek to influence what is considered effective educational development practice, ongoing discourse about what and how we engage in our work, and with whom (e.g., other educational developers, internal and external post-secondary stakeholders), becomes increasingly important.

Accordingly, an Educational Development Caucus Action Group was formed in 2014 to help explore the ethical considerations of professional practice through open and ongoing dialogue with the educational development community (i.e., developers, faculty and instructors, administrators, and students). Building on previous work, this group is investigating ethical issues and dilemmas experienced by those who engage in educational development activities through a two-phased study. In turn, the group aims to draft a provisional set of ethical guidelines.

During this presentation, Phase 1 results (a national survey on ethical dilemmas for educational developers) will be shared and discussed with session participants. This exchange will inform individual reflection about ethical issues, dilemmas, and strategies; and through the use of case studies, the expectations, responsibilities, principles, and competencies of Canadian educational developers will be explored. Notes from this session will contribute to Phase 2 as descriptive data for the project and as part of a larger series of roundtable discussions across Canada.
Concurrent Sessions 2 - 11:10 - 12 noon

2-01. Beyond the Grade: The Magic Art of Learning-Focused Assessment
Tracy Moniz, Donovan Plumb, Mount Saint Vincent University

Many university teachers attempting to adopt a more learning-centred approach discover that students often resist a switch from the teaching-centred approaches they are accustomed to. This is especially true when it comes to assessment. Oftentimes, students are so focused on achieving good grades that it undermines their interest in participating in activities (especially assessment practices) that might actually improve their learning.

In this session, we will engage participants in a discussion of possible ways university teachers might work to mitigate students’ obsession with grading (and sharpen their focus on learning). We will present recent thinking about the ways grading can interfere with learning, acknowledging at the same time that simply abandoning grading is not the only—and perhaps not even the best—solution for fostering rich learning environments. A key purpose of our session is to explore alternative ways university teachers can alter teaching and assessment practices to shift students’ focus from pursing grades to engaging in learning.

The presenters will report on strategies they have adopted in recent courses to switch the focus of students from grading to learning, including, perhaps most controversially, the practice of delaying graded evaluation until the provision of the final grade (with ample non-graded feedback provided throughout the term). Participants will be encouraged to share real or prospective strategies for enhancing a commitment to learning among their students.

This session will engage participants in imagining practical ways they adopt a learning-centered approach even in contexts constrained by institutional requirements for course grading.

2-02a. Shakespeare in Local High Schools: The Pedagogy of Performance and the Performance of Pedagogy
Sandra Bell, University of New Brunswick - Saint John

In this session, I will discuss how I have incorporated a component of experiential learning in two of my upper level English courses by connecting my students with the larger off-campus community; my students took material learned in class, and as a final project they performed or taught in local high school classrooms. Although student engagement with and understanding of course material can increase with experiential learning, sometimes a complete experiential or co-op course is too much organization and too great a leap for both student and teacher. In the two courses I will discuss here, students have been able to engage closely and personally with Shakespearean texts, and then share their knowledge or performances with local high school students. While feedback has indicated that my students sometimes felt that it was “a little terrifying at times” because of the “completely different learning curve,” they were also “excited,” and the experience was “fun” and “invaluable.” Interestingly, I felt exactly the same way! This session will ask you to consider how you might intensify your students’ connection to your material in a regular classroom course by including elements of experiential learning through community engagement.
2-02b. Screencasts: Bringing Peer-led Tutoring into the 21st Century
Renee Gordon, Monique Mazerolle, University of New Brunswick - Saint John

This interactive presentation will walk participants through a student-led initiative designed to reduce student anxiety and improve learning outcomes by modernizing peer tutorial sessions. A student and instructor team worked together to develop a supplemental resource for Bachelor of Nursing students learning how to accurately calculate medication dosages. Medication mathematics is a fundamental but often challenging component of undergraduate nursing education, and remedial help in the form of peer-mentoring has been suggested as an effective way to improve student confidence and performance with this critically important skill (Mackie & Bruce, 2016). However, notable barriers to this form of remediation exist; group based tutorials often do not support the needs of all learners, and one-to-one tutorial sessions are resource intensive and logistically challenging to coordinate. In addition, remediation should be perceived as both personally relevant and openly accessible in order for it to be significantly effective. This led to the development of modularized screencasts leveled to build from fundamental to more complex concepts. These openly accessible screencasts feature a peer tutor and allow students to target remediation to their area of challenge in order to increase student comfort with this critically important skill set.


2-03. “Can I really return to work?” Dealing with Difficult Topics Through Readers’ Theatre
Boon Kek, Dalhousie Medicine New Brunswick

This Occupational Medicine Readers’ Theatre project was focused on the development of an educational workshop for all stakeholders in the return to work process by pairing up knowledge in Occupational Medicine with a theatre technique known as Medical Readers’ Theatre (MRT).

Medical Readers’ Theatre (MRT) is a teaching methodology where the participants become the actors (readers) for the script (Fetters, 2006; Savitt, 2010). Instead of reading about a case scenario in a textbook, MRT engages the participants by immersing them into the scenario, as it allows the audience to experience the situation/dialogue first hand. This has also shown to be helpful in medical education to provide simulation in difficult situations and subjects (Hunt, 2003). This is achieved by having the participants play the part of the characters in the scenario by reading a prepared script.

The finished Readers’ Theatre workshop emphasized communication in difficult return to work situations and allow stakeholders to gain awareness of different perspectives by developing resolutions which may help them in their work.

This session will share with the audience the development of the workshop and the lessons learnt from conducting it. The audience will also participate in the scenarios in order to illustrate the use of Medical Readers' Theatre techniques for the teaching of potentially challenging and complicated topics.

2-03a. Building Relationship Across Culture and Distance in a Hybrid Course
John McLoughlin, University of New Brunswick - Fredericton

Hybrid courses that integrate distance education and face-to-face experiences are becoming increasingly common. Navigating these contexts while developing community brings challenges. A one-week intensive followed by a semester online has become a familiar teaching pattern as I recently
returned from the opening of my fifteenth such course with teachers in Trinidad and Tobago (T&T). This session focuses attention on what has been learned in terms of building relationship.

Cross-cultural intricacies and collaborations with Trinidadian partners require openness to shifting expectations, local nuances and day-to-day realities on the ground. I have developed a rich rapport over thirteen years while continuing to learn through ongoing efforts to better understand the cultural context. The opportunity to share a variety of ways of being in cahoots is welcomed. Critical elements include situating any challenges within a broader framework encompassing culture, communication, personal histories, and the present. An emphasis on the importance of the time physically together within the entire course design is especially significant to the development of relationship. Commitment to learning and communications throughout the year has been central to the development of my rapport with partners, former students, mentors and colleagues in T&T.

Complexity must be acknowledged. For instance, “Who is the international student?” According to UNB, it is the Trinibagonians; meanwhile, the course opens in Trinidad and continues in D2L, neither a home to me. Please join us and participate in discussion of the juxtaposition of culture, context, and teaching models as we grapple with implications for developing healthy learning communities.

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**2-03b. Canadian and Australians in Thailand – Collaboration for Students’ Learning During a Cultural Encounter**

Catherine Aquino-Russell, *University of New Brunswick – Moncton*,

Pamela van der Riet, *University of Newcastle – NSW Australia*,

Piyatida Junlapeeya, *Boromarajonani College – Nakhon Lamphang*

The University of Newcastle, in Australia has had a partnership with the Boromarajonani College of Nursing in Lampang Thailand for over 8 years, where Dr. Pamela has brought nursing students to learn about the Thai Culture, including: Thai Language; Thai Massage certification; traditional Thai medicine and healing practices in hospitals and clinics; Thai cooking; Buddhist meditation, Buddhist temple exploration, and much more. She invited Dr. Catherine, for part of her sabbatical, to accompany them on the cultural study tour during June of this year. Dr. Catherine facilitated a teaching-learning session for Australian students and Thai faculty and students at the College while in Thailand and participated in the entire awe-inspiring program. Our cultural mentor, Dr. Piyatida, facilitated our learning in all aspects of the Thai culture. It is hoped that there may be a possibility of UNB becoming engaged with this cultural exchange in collaboration with the University of Newcastle and Boromarajonani College of Nursing to cocreate an experience for UNB’s nursing students next year.

Come for this presentation and visit Thailand, without leaving New Brunswick!

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**2-04a. In Cahoots – Out-group Members or the Small Print About Side Effects**

Thomas Mengel, *University of New Brunswick - Fredericton*

This session is informed by my experience with side effects of teaching and learning “in cahoots”. In the session I will first briefly introduce the context of a particular course I am teaching and the unintended side effects (including the forming of “out-groups”) experienced in recent runs of this course. I will then invite the audience to share their experience with teaching and learning in cahoots and with (unintended) side effects. Third, I will share some key findings of my own research into how out-groups form, what their impact might be on the process, and how this might play out in the particular context of teaching and learning “in cahoots”. Fourth, I will engage the audience in the joint development of strategies to mitigate the potential side effects of teaching and learning “in cahoots” in general and of
out-groups in particular. Finally, I will briefly summarize strategies and provide recommendations that address potential side effects of teaching and learning “in cahoots”.

2-04b. We’re In It Together: Learning Communities at UNB Saint John  
David Creelman, Melissa Kolody, Arfan Hajizadeh, University of New Brunswick - Saint John

For the last three years, at UNB Saint John, we have been cooperating with a community of faculty, staff, and senior students to run a persistence project for first year students. The basic structure of the project is simple: in the course of the fall term, we offer a six part series of one hour tutorials to help first-term, first-year students get the most out of their university experience. If students attend five of the six tutorials they qualify for a 5 point bonus in one course that is participating in the project. For the last two years, more than a hundred students – a significant portion of our first-year cohort – attended the tutorials each week, learned a set of valuable skills, and qualified for the bonus marks. Developing this project has taught us much about the need to think locally and work cooperatively to develop a successful program.

In the opening section of the presentation portion we will review why the early version of this project failed to attract students and the strategies we used to revise the program. In the second short section of the presentation we will review the student contract to reveal how the current iteration of the project works and speak specifically about key ways that this project depends on faculty and staff involvement. Finally a student who has both attended and acted as a leader will review the impact of the program in an anecdotal form. The presentation of this material will not exceed 15 minutes, leaving sufficient time to complete our checklist activity.
Concurrent Sessions 3 - 2:15 - 3:05pm

3-01. Collaborative Exams for a Collaborative Classroom
Magdalen Normandeau, University of New Brunswick - Fredericton

Increasingly, collaborative learning is used during class periods, with students deepening their understanding by discussing questions with one or a few peers. Collaborative exams (a.k.a. two-stage exams) extend the practice to the exam setting. During the first stage, the students complete questions individually and hand in their work. During the second stage, they form groups of 3 or 4 students to revisit some or all of the exam questions, debating their answers and needing to arrive at a consensus before handing in their group answers.

If you are curious about this assessment technique, join us for this session where you will get some first-hand experience with collaborative exams, learn about the research related to them and have the opportunity to consider how they would work in your context.

3-02a. Creating Connections with More than 300 Distance Students
Wendy Terris Klaus, Dalhousie University

I am asked all the time “Can you really teach Social Work by distance?” The short answer is a resounding yes! One of the ways we connect our students is through our Online Community site. We connect students with program information, their classmates, faculty and staff and technology. We offer an opportunity for students to meet & greet each other through online discussion boards, review technology instructions, introduction videos from our Dean, Director and program coordinators, town hall meetings, program Q&A, access to resources and updated events. All new and returning distance students have access to the community space throughout the school year. We notice an increasing amount of campus courses are relying on our learning management system to keep in touch with students. Our site is an important meeting site for both campus and distance students to be in touch with the latest school events and information.

3-02b. Reflections on Delivering Synchronous Online Lectures Using Blackboard Collaborate
Andrew Carrothers, University of Prince Edward Island

Online classes are becoming increasingly popular with students, professors, and university administrators. A commonly cited disadvantage of online courses is the loss of classroom interaction amongst participants. One solution is to integrate synchronous (live) content into the online course structure. Blackboard Collaborate provides a web-based online classroom that offers a flexible environment in which to engage students. Session attendees can use their laptops, tablets, or smartphones to simultaneously be part of the virtual and real classroom by clicking on the following link.

https://ca.bbcollab.com/collab/ui/session/guest/70675F167A4F00F4442B1E60D22160E2

3-03. Using Collaborative Conversation and Metaphor to Nurture Communities
Mary Jane Harkins, Zhanna Barchuk, Rupert Collister
Mount Saint Vincent University & University of New Brunswick - Fredericton

This interactive session begins and ends with activities that will calm and focus the minds of participants. The presenters will utilise the concept of ‘collaborative conversation’ to explore participants’ metaphors
for the teaching and learning relationship. In order to gain an understanding of the importance of relationship building as we move to nurturing collaborative relationships in our teaching practices, participants will engage in ‘circles of trust’ which will highlight the underlying biases we all possess. Once the small group activity is completed, there will be a large group discussion that will explore our collaborative conversations as we learn, unlearn and relearn about our biases and assumptions of the teaching and learning process and the resulting implications for our teaching practices.

3-04a. Incorporating Mental Health Education into the Engineering Curriculum
James Reddin, Elizabeth Osgood, University of Prince Edward Island

While mental health is heavily discussed and viewed as an important topic in post-secondary education, it can be difficult to incorporate into curriculum. This often seems most true in professional programs facing significant accreditation pressure. Unfortunately, students in these programs are often facing significant stressors and may feel resources are unavailable to them. This session will look at how mental health content was included in the engineering curriculum at UPEI, what motivated the decision to do so, and how faculty and institutional buy-in was generated.

3-04b. Try Something New! Incorporating New Teaching Techniques in the Classroom Setting
Renee Gordon, University of New Brunswick - Saint John

This interactive presentation will demonstrate how changing your instructional approach in small but intentional ways can enhance student engagement. In this case example, participants will be shown how two innovative teaching strategies were integrated into a theory based classroom course, with the aim of improving attendance and student engagement. The use of interactive mini-lectures combined with an electronic classroom response system led to significant improvements in both classroom attendance and student engagement in a compulsory lecture based theory course for third year Bachelor of Nursing students.

3-05a. “Stuck in the Middle with You”: A Case Study in Rebuilding an Early Alert Program
David Decker, University of New Brunswick - Saint John

Following several years of a piloting an early alert and advising intervention program, the initiative stumbled and nearly floundered in fall 2015. Riddled by issues of workload, peculiar reporting structures, and unclear outcomes, the time had come to revise the program or let it die. In Winter 2016, the Director of Enrolment Management sought to consult all stakeholders and build the new program. The journey of rebuilding and creating the program crossed the boundary between pedagogy of teaching for student persistence and the goal of institutional retention. This session will outline the tensions of different worldviews and motivations in planning a program to improve student persistence/institutional retention.

3-05b. In Cahoots with the Library
David Ross, University of New Brunswick - Saint John

For students to succeed at university and in life, they need to know how to find and critically evaluate the best information sources available to them, and this means that they need to know a lot more than just how to use Google. In this presentation, we’ll talk about what information and research skills we
want students to have and about what instructors and librarians can do together to help students develop these critical skills. There’s a range of things instructors and librarians can do, such as designing assignments that require students to engage in meaningful research, creating guides that point students to specialized information sources, devoting some class time to teaching library research skills, and encouraging or requiring students to meet individually with a librarian for specialized help. Some of these things take more and time effort than others, but we’ll talk about a few things that every instructor can do that take very little time and effort and that can still make a significant difference.
4-01. Chemistry Exam Wrapper Analytics  
Aaron Granger, *University of New Brunswick - Saint John*

Students taking the first of two General Chemistry courses were given 3 surveys that acted as pre-test and post-test self-assessments. A total of 116 of those students permitted their data to be used in this study. Among other variables, the surveys explored student study habits and final grade expectations for the course. Preliminary results indicate that students dramatically overestimate when predicting their final grade in the course. Student estimates of time spent employing specific study methods were largely uncorrelated with marks, although a few weak correlations were observed. If time permits, results related to student estimates of how marks were lost and student suggestions for how they could improve will be presented as well.

4-02. Legal Education Videos  
Maggie Coffen Prowse, *University of New Brunswick - Fredericton*

A legal education video is a great tool to create relevant knowledge transfer between law students and lay public, thereby informing and energizing communities. For example, in terms of environmental law our global community has transitioned from vague and loosely international protocols and declarations in the late 20th century, to international conferences dedicated to specific commitments on climate change in the 21st century. Despite international aspects, environmental issues are felt acutely at a personal, individual and local level. Concepts, issues and challenges evolve due to the iterative nature of science and the inability of the law to maintain pace, thereby creating gaps between the law and community impacts. A legal education video can enrich communities affected by disconnect (actual or perceived) between science and the law.

In our environmental law courses, we ask the students to prepare legal education videos addressing an environmental law issue. Some tackled oceans and fishing while others tackled pesticide use. To prepare the students for the task, students attend a session with Rodrigo Guetierrez-Hermelo, of our Centre for Enhanced Teaching and Learning.

Students are provided a grading rubric and are instructed to target the lay public audience. In this regard, their work has specific energizing and public importance to the communities. The end product is a video that teaches law students in the course of their studies, but increases community education and engagement while creating access to legal information within communities.

4-03. Mindfulness Practice in Kinesiology Undergraduate Courses  
Gabriela Tymowski-Gionet, *University of New Brunswick - Fredericton*

Mindfulness interventions in schools have gained popularity in the last decade. Mindfulness practices were incorporated into two university courses in a faculty of kinesiology. One was Ethics and kinesiology (EK) and the other was Coaching Healthy Behaviours (CHB).

Students were introduced to sitting meditation in the second class of the term. The concept of mindfulness and how it may be practiced was explained, and supplemental readings were provided. In the EK class, students remained in their seats for each session. Each session in both classes began and ended with a bell. In the CHB class, students practiced in a variety of settings including assuming seated
and supine positions on the floor, and also in seated positions in a classroom. Additionally, the CHB class engaged in a full yoga class once during the term, and an abbreviated yoga session at the end of the course, prior to engaging in a 20 minute body scan. At the end of the 13 week term, all students were invited to reflect on their experiences with the practices in their course journals.

The majority of students reported favourable experiences with the mindfulness practices. Students in the CHB class responded more positively in their reflections to the practice than the EK class. Selected student reflections will be shared during this presentation.

This was an exploratory exercise in introducing mindfulness practice in academic courses. Based on student experiences, and the strength of outcomes from the evidence-based literature on implementing mindfulness programmes in classrooms, the intention is to repeat the interventions in the fall of 2016. An attention awareness scale will be used at the beginning and end of the term to measure changes in students over the duration of the practice experience.

4-04. Reconciliation Through Indigenizing the Curriculum: Stories from an Indigenous Teacher and Graduate Student
Adrian Downey, Mount Saint Vincent University

In 2015, the Truth and Reconciliation Commission (TRC) of Canada published its final report and ninety-four calls to action. In light of this publication, many university administrations have taken up the task of implementing these calls to action on their campuses; however, the trickle down effect to faculty, staff, and students is a long process and requires patience. Whereas reconciliation requires the building of a sustainable relationship between settlers and Indigenous peoples, a first step toward reconciliation is the sharing of our stories. Through the art of storytelling, this presentation aims to provide a context for reconciliation, the integration of Indigenous knowledges into the curriculum, and the TRC in general. Three stories from the presenters lived experience of being Indigenous in academia and his professional practice working with the James Bay Cree are shared in the hope of sparking ideas in the listener around how to engage campus communities in thinking about Indigenous knowledge, building partnerships with Indigenous students, and implementing the TRC’s recommendations.

4-05. Encouraging Participation Beyond the Classroom Through the "Health Passport" Option
Erin Austen, Saint Francis Xavier University

University campuses and the communities that surround them often host a wide variety of events (e.g., workshops, lectures) that are relevant to the course content delivered in the classroom setting. In the case of Health Psychology, for example, a number of University and community events have a health focus (e.g., mindfulness training, stress management workshops, alcohol and drug awareness workshops), and can be directly tied to course content. Student attendance at these events, however, is often lower than expected. While there are a variety of reasons why this might be so, finding a way to encourage students to attend these events and make links to course material can be beneficial. The ‘Health Passport’ was an assignment option introduced in Health Psychology this past academic year. Students who selected this option had to attend a minimum of four pre-approved health-related events outside of the classroom. One week after each event, they were to submit a learning journal. Guidelines for writing the learning journal (including a grading rubric) were provided by the instructor. The content of the learning journals indicated that students made clear connections between the external events they attended and the material covered in the classroom. Additionally, the anonymous feedback that participants provided at the end of the course revealed that many participants attended events that they may not have otherwise attended, and they perceived the experience to be worthwhile.
on both an academic and personal level. Student and instructor ideas for improving the Health Passport option will be shared.
Concurrent Sessions 5 - 3:50 - 4:05pm

5-01. Teaching Project-Based Geoarchaeology – in the winter ... indoors
Lucy Wilson, University of New Brunswick - Saint John

Geoarchaeology involves applying many different geological techniques to the study of archaeological sites. In order to teach such techniques, I get my students to excavate a site of their own: but since it is a winter-term course, they excavate a fake site, which I have made in individual boxes, labelled according to a grid system, in the lab. Each student is responsible for excavating their individual box; together, all the boxes make up the site. The students are grouped into teams for the entire term, and each team is responsible for a certain section of the site, so they have to work in concert as they excavate. As they excavate, they set aside samples for dating, sediment analysis, etc. The dating samples, for instance, must be appropriately selected, properly obtained and handled, and sent to a “lab” (i.e., me) for analysis. They can also take samples to a chemist for analysis, e.g. of residues in a pot. They analyse the stone tools both as tools and as raw materials, and use geologic samples and a geologic map of the (fake) area to suggest provenance. They study the stratigraphy and reconstruct the environments of formation of the multi-layered site. And so on. At the end of the term each team describes their section of the site to the others, then they all work together and do a class presentation to invited guests, where they explain the complete site. Since there is no archaeology or geology degree programme on my campus of UNB, this course is an elective for all students, but it is at the 3rd-year level and has a prerequisite of one course in geology. Students come primarily from Science, but also Arts, Engineering, Nursing and Business. The course uses Team-Based Learning in a context where it makes sense to all involved that they should be in teams, but has enough of an individual component that students feel in control of their marks. There is also a peer assessment component on the final exam, for 10% of each student’s mark. The main benefit of this approach is the very stimulating level of engagement that the students demonstrate. They are figuring out their site, applying each technique as we learn it to their own samples, and working together towards a common goal. They take it all very seriously, and we have a lot of fun.

5-02. Undergraduate Professional Development Course: Marketable Skills
Martha Cheney, Acadia University

Which skills do students require to become productive members of society? Our undergraduate School of Business Professional Development (PD) course effectively leverages community partnerships to build capacity.

Recent literature suggests there are significant gaps between student and employer perceptions of important skills. Many sources discuss need for ‘soft’ skills. The OECD’s Education and Skills Online Assessment measures cognitive and non-cognitive skills deemed necessary for full contribution to society. The Conference Board of Canada suggests knowledge be applied in specific contexts. PD is highly personalized with three main themes: career vision board and action plan; Emotional Intelligence skills development; and integration of the widely respected 7 Habits of Highly Effective People. PD emphasizes work ethic and provides value regardless of a student’s current interests or future life path.

By reaching out to our stakeholder community we collaborated to emphasize alignment of relevant skills and to improve teaching. Last year, 23 guest speakers shared perspectives and facilitated tangible connections. Without partners in our Co-Op Program, Counseling Centre, Career Services,
Entrepreneurial Centre, Operations, Alumni, Employers and many others, this visionary course would not be possible. Together, we are able to get it done and be pivotal to student success.

A brief review of recent literature noting desired skills will be presented. Course components and critical success factors will be also be discussed.

5-03. Collaborate, Conspire, Commune: Academy-Based Activism as Mentorship in Marginalized Communities
Ailsa Craig, Memorial University of Newfoundland

Working with students and youth in our communities often employs a model of provision—from those of us with academic credentials and the benefits of age, to those of us who are young, or working toward credentials (whether formal educational credentials or less formalized skill development). While that model has benefits, what aims to ‘empower’ youth can alienate, and those in the role of ‘providing’ can end up depleted. This report outlines a philosophy of activist educational and community-building practice with youth and students in marginalized communities whereby egalitarian collaboration and co-conspiring between those in different roles meets three central aims:

1) Strengthening the likelihood of success for education-based social justice initiatives
2) Reciprocal education between university communities and the larger communities of which they are members
3) Providing mentorship, skill development, and tools for building sustainable communities to students and youth in marginalized positions in a reciprocal model of cross-generational care.

The focus in this philosophy is to foreground how different resources are attached to different structural positions, and strategizing together on how to harness those resources in active collaboration toward goals arrived at through consensus. Evidence of the effectiveness of this approach is provided through a case-study of the Trans Needs Committee (started at Memorial University in 2011), which provides referrals, support, and education on gender diversity cultural competence, while providing youth with skills and experience and actively building sustainable community for all.

5-04. Collaborative Composition – Building Community through Creativity
Kay Greene, Memorial University of Newfoundland

It’s the beginning of the semester. You want and need your students to work as cohesive groups, and that has to happen soon! How can we help to facilitate that positive group dynamic, still cover course material, and build a sense of community amongst a group of disparate students? One way is through collaborative creativity. To encourage effective collaboration, while remaining dedicated to fostering and developing creativity, I often start a semester with a composition assignment that blends creativity, technology, curriculum material, and above all, collaboration.

In keeping with the well-documented benefits of encouraging students to develop creative, collaborative problem solving skills, this project is presented as a real-world problem, challenging teams to create their solution. In my most recent use of this project, the groups of students put their heads together to bring attention to an endangered species. While rehearsing a piece of music entitled “Suite for the Endangered”, the students learned how composers use musical elements to paint a picture. The groups worked together to find an endangered species, research it, and then write a musical work that embodied their animal. The students use the application ‘Flat’ to compose their music, using the application’s synchronous and asynchronous collaboration capacity, and then present their completed works.
This first collaborative project solidifies the musicians in a way that merely performing together cannot. It can be adapted in many fields; as a team, they envision the final product, then bring it through conception, design, and implementation, to present a final product.
6-01. Rocks in Our Heads? In Cahoots to Develop a New Interdisciplinary Course
Lucy Wilson, Aaron Granger, University of New Brunswick - Saint John

Led by Granger and Wilson, a group of faculty members at UNB Saint John has been developing a new course, which will be offered for the first time in the winter 2017 term. Listed in the calendar as a Geology course (GEOL 2262: Earth and the Composition of our World), the course actually involves as many disciplines as we can fit in: Geology, yes, but also Chemistry, English, History, Psychology, Archaeology, Economics, Biology, and possibly others. The process of developing the course has been very stimulating, starting with brainstorming sessions where we learned how we all see subjects from very different perspectives and have many ideas and facts to offer, and then progressing to more structured planning sessions involving fewer people. The course has lectures and a weekly 3-hour lab, and will explore the links between our physical, biological, and cultural worlds. We start with the periodic table: chemical elements form groups because of how they behave. Elements form minerals, rocks, and organic matter (the things we actually interact with) based on those properties. How we understand the natural world is based on the properties of the rocks, minerals, and organic matter, and also on the prehistory and history of our use of them, the stories we tell about them, even our music and myths. We will present the course plan and our goals, and also discuss the process of development, with some ideas about how to make the process move smoothly.

6-02. Using Peer Mentorship to Support Undergraduate Student Writing: A Case Study
Tracy Moniz, Adam Murphy, Mount Saint Vincent University

Scholarly and popular literature has identified a steady decline in the writing skills and competence of post-secondary students in North America.1-10 During this Brief Report, we will present a peer mentoring initiative designed to support and strengthen undergraduate (professional and academic) writing across programs in the Department of Communication Studies at Mount Saint Vincent University.

For three years, the Department has hired and trained a graduate student to act as a Senior Writing Mentor who works directly with undergraduate students on the writing aspect of course assignments. Assignments range from academic essays to professional pieces (such as journalistic features, op-eds and press releases) to works of creative non-fiction. During one-on-one, workshop-style sessions, the Senior Writing Mentor coaches students through any given stage(s) of the writing process—from prewriting and writing to revision and final editing. This includes discussing strengths as well as identifying and working through issues. The relational component of the sessions is crucial in influencing students’ writing competence.

In encouraging peer mentoring, we aim for students to (1) develop awareness of their writing strengths and areas for development, (2) strengthen their writing and editing skills, (3) learn to think about writing as a process that requires feedback and revision, and (4) feel more comfortable and confident with writing. Through this initiative (and with ethics approval), we also collect data to identify common issues and challenges around writing so as to inform curriculum development and pedagogical approaches.

This presentation will discuss the results and ongoing evolution of this initiative.
References:


6-03. Speed Bumps or Road Blocks? Students’ Perceptions of Barriers to Learning & Developing Academic Resilience
Stacey MacKinnon, Sarah-Lynn Boyle, University of Prince Edward Island
While we start out in life intrinsically curious, at some point throughout our journey from childhood to adulthood this curiosity begins to disappear (Berger, 2014; Lang, 2012). This is largely the result of various barriers and challenges, which can inhibit our willingness to explore our world (e.g., Kashdan, 2009). While the existence of barriers to curiosity has been documented (i.e., academic pressures, fear of failure), we have little insight into the lived experience of students’ struggling to learn more independently. We, therefore, interviewed a group of third and fourth year undergraduates who had completed two “Curiosity Projects”, once in second year and once in third/fourth year. In each semester-long “Curiosity Project”, students chose their own topic, wrote ten weekly learning logs, engaged in weekly small group discussions and online feedback, created a final “fair” project, and reflected on their learning experience. The students we interviewed had also served as small group and online learning facilitators for junior students in the project for at least one semester demonstrating that they were deeply committed to the goal of independent, curiosity-driven learning. Analysis of these interviews suggests that despite positive experiences in their first Curiosity Project, most of these highly motivated students experienced unexpected challenges with knowledge/skill transfer. They differed, however, in how they perceived these challenges, as speed bumps or roadblocks. The environmental, personal and social pressures that impacted these perceptions and the students’ ability to overcome the challenges they faced are the focus of this presentation.
6-04. Designing Learning Opportunities in a Local Context for B. Ed. Students to Create a Coding Lesson in After-School Enrichment Programs that Inspire, Engage, and Reflect Teaching Best Practices
Shaunda Wood, St. Thomas University

Currently in Canada, no province integrates computer coding into its elementary level curricula. Unless coding is of a particular interest to the teacher, it is not taught at all in elementary school. A small number of parents share their knowledge of coding with their children and/or value coding skills as an important skill-set that will assist their child in pursuing post-secondary education or a career in ICT related fields. These parents often seek after-school enrichment programs that teach coding and other 21st Century thinking/problem solving skills. Whether these after-school programs are provided by NGOs, community programs, or private businesses, there are long wait-lists. If we, as a province, want young people to not only master Science, Technology, Engineering, and Mathematics content, but to be creative in developing solutions and innovative in taking these ideas to market, this skill-set must be developed early and be readily available to all students in the elementary years.

This study allows B.Ed. students to “dig into their coursework” and design engaging learning opportunities that reflect best practices for teaching elementary-aged students to design and learn together with Creative Technologies and the Maker Space/Production Approach outside of the classroom. These activities assist elementary students to understand and design with code in fun, engaging ways with games and activities. Participants learned to write code, create and debug simple programs, comprehend algorithms and how they are implemented as programs on digital devices, and understand that programs execute by following precise and unambiguous instructions. The process of planning and implementing these activities, as well as assessing if the students learned what was intended, is invaluable for new teachers.
FF-01. “Keep telling Stories!”, Rohini Bannerjee, St. Mary’s University

After viewing this short clip (length: 2min30secs) as an example http://smuarts.ca/stories/taking-arts-into-the-world, we will see how the recent “Arts with Impact” campaign in the Faculty of Arts’ at Saint Mary’s University serves as an innovative teaching strategy, in particular, for our students who are not fully aware of the diverse programs offered in our Faculty. A quick view on the first day of class can break that awkward silence and maybe even get a couple students declaring their Major right there and then! These six short films help tell the story of the Faculty of Arts, sharing with the University community and beyond, the talent of our dynamic and energized professors who describe in their own words and experiences, the importance of a liberal arts education.

FF-02. “Questioning the Centre of the Universe”, Ailsa Craig, Memorial University

This 5-minutes presentation has participants think of different way to address structural inequality through teaching practice, instead of through material alone. It asks participants to consider how we can take seriously the idea that everyone is at the centre of their own universe, thereby actively bringing standpoint theory into pedagogical practice in order to work for change. When we find ways to address the power relationships built into our modes of address and presentations of material, we decentre the authority of knowledge-production practices and make space for honouring the contributions of those not in positions of structural privilege. By presenting questions and turns of phrase that trouble unacknowledged power relations of knowledge production, participants will be prodded to think of material and teaching strategies as points of entry into changing how knowledge production in teaching feeds into the maintenance of structural inequality.

FF-03. Enter Community, Exit Country: Excellence or Escape in Study Abroad?, Kendall Kadatz, St. Stephen’s University

Examining the relationship between post-secondary students’ experiences of being in an intentional academic community and their subsequent learning in an education abroad program. Can our attempts to learn from the other be bolstered by first learning from and spending time with each other?

FF-04. Today’s Takeaways: A Tool for Promoting Engagement and Reflection Outside of the Classroom, Dale Roach, University of New Brunswick - Saint John

This teaching tool is designed to keep students engaged with the course content between classes on a day-to-day or even week-to-week basis. The activity promotes active listening in class and aims to achieve higher levels of learning by having students reflect on and debate content by having them discuss and then summarize the main points, or “Takeaways”, from each class as a small group. The resulting work may then be used by both the students and the instructor for several purposes.
FF-05. Finding the Joy in Assessing Students’ Work, Suzanne Le-May Sheffield, Dalhousie University

If you ask faculty what they enjoy most about teaching, rarely will the answer be assessment and certainly not grading. Yet assessment is a very important aspect of the learning experience for students. So what can faculty do to change their attitudes towards, and thus find joy in, assessment that will inevitably result in enhanced student engagement? In this five minute presentation, join me to explore some of the ways you can approach your thinking about assessment to spark pleasure and enjoyment for yourself and for your students.