Making the Most of Teaching and Learning
Teaching Practices Colloquium (Virtual) 2022

THOMPSON RIVERS UNIVERSITY

Abstracts

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Inclusivity & Diversity – Morning

Do you see me or my colour? Inclusivity of Patient Care

Arleigh Bell & Amna Qazi, TRU

How do you see hypoxia in a person who is not Caucasian? Caucasian skin tones are the standard bar to which all people are measured within the world of healthcare. According to the Journal of American Academy of Dermatology, only 4.5% of all textbook images depict dark skinned diagrams (Adelekun et al., 2021). The implications of this oversight of inclusivity creates a gap in patient care such as late-stage diagnosis. It is vital for students to be able to identify the presentation of medical conditions on all skin tones so they can be equipped to provide inclusive care. Students and healthcare professionals need to be colour "aware" rather than colour "blind". What assessment and documentation is appropriate for ethnicity?   Learning to be mindful of patient diversity will help graduate a more inclusive and equity minded healthcare professional. This presentation will highlight the inequity of assessment and diagnosis when it comes to people of colour and provide awareness for inclusivity focused healthcare and education going forward.

Do I Belong Here? Reimagining Academic Writing Spaces to Foster Inclusivity

Jenna Goddard, TRU

Academic spaces and expectations can induce feelings of fear, vulnerability, inadequacy, and inauthenticity in students – particularly, in Black, Indigenous, and other racialized students – leaving them wondering: do I belong here?   Drawing from Felicia Rose Chavez' The Anti-Racist Writing Workshop: How to Decolonize the Creative Classroom, this presentation will juxtapose traditional autocratic writing spaces, characterized by maintaining power and control through mimicry, with reimagined, democratic writing spaces that empower students to exercise voice (Chavez, 2021). It's essential to critique our existing academic writing spaces and expectations in order to reimagine inclusive spaces where students feel comfortable making mistakes, asking questions, and thinking critically about the choices they make in their writing.   We can redesign our academic writing spaces to be more inclusive by inverting the hierarchy and listening; by diversifying the environment in terms of staff, tutors, and resources; by shifting the language we use when we talk about writing from abstract to concrete terms; by building relationships and bolstering confidence; and by acknowledging that the writing process is much more than just the building of technical skills! We also need to redefine "success" or evidence of learning, encouraging our students to recognize and value improvement in the psychological, emotional, and civic aspects of writing (Chavez, 2021).   Although this session uses the context of writing centres and peer tutoring, there are important considerations and practical takeaways for any faculty member who teaches or assesses academic writing.

KIS and TRU Collaboration -Building resilience in newcomers through experiential learning

Clara Kong, Kamloops Immigrant Service; & Naowarat Cheeptham (Ann), TRU

Newcomer students are susceptible to isolation due to socio-economic, language, cultural barriers and challenges associated with immigration such as grief and loss of leaving their families behind. Education is an important factor for newcomer families to break the cycle of poverty and thrive in their new communities. However, the ability for newcomer students to experience meaningful learning and

achieve graduation is often hindered by numerous trauma and barriers associated with immigration. Last year, the agency collaborated with TRU on a pilot project where newcomer students could practice experiential learning through a microbiology summer camp. Students learned about different microbes, conducted experiments, and participated in fieldwork. Through verbal feedback from parents, participants, and school staff, we conclude newcomer students would benefit from peer-based, experiential learning. Past research demonstrates the psychophysiological healing effects of the natural environment. Therefore, the agency would like to expand our pilot project by integrating social-emotional learning strategies into the science curriculum while conducting experiential learning in nature. The objective of this program is to bring forth healing, learning and environmental stewardship among newcomer students. Newcomer students will be mentored by university students in the science program while practicing experiential learning in nature. Students will be exposed to new scientific concepts, social-emotional learning strategies and indigenous stories associated with the land. Student's learning gains will be measured through journals, surveys, school attendance, emotional well-being, enthusiasm for environmental conservation and participation in outdoor activities.

Health Promotion through an Indigenous Lens- the "Art Project"

Arleigh Bell, Tess Russell & Alexia Gray, TRU

Health Promotion 1: Understanding Health looks at the many ways health for students, family, individuals, communities: locally and globally are impacted by the world around us. During this course in fall 2021 some of the impacts on student health at Thompson Rivers University (TRU) included: Covid 19, wildfires, floods, oil pipeline installation, travel bans and washed-out highways. Looking for alternative ways for students to understand what impacts their health, I decided to try a different type of assignment in this course. While students were learning about the many impacts on their health from the environment, Indigenous health was introduced in weeks 1, 4, and 6. During class, the students watched the film "The Condor and the Eagle". This film was created through an Indigenous lens and provided insight into how big business and government had a direct impact on smaller communities. After watching the film "The Eagle and the Condor" student pairs were required to provide an art project which reflected their learning, and application of health promotion within the Indigenous Communities. The groups had two weeks in which to complete the assignment. There were many different applications of "art" submitted, games, pictograms, poems, paintings, and models. The marks for this assignment were on the learning and connecting the film to the course concepts. The final submissions were fabulous, and I am eager to share these with my Thompson Rivers University colleagues. Several students will share their learning from watching this film, its impact on their world and how they created their "Art Project." In pairs, students took concepts from the Health Promotion 1 course and applied these concepts to their understanding and learning from the film The Condor and the Eagle, an indigenous presentation about the impacts by oil companies on Indigenous communities around the world. The "Art Project" was fluid, encouraging student pairs to be creative in showcasing their learning which would be presented in class.

Inclusivity & Diversity – Afternoon

Using a Hearing Voices Simulation to Counteract Stigma and Build Empathy

Maggie Shamro, TRU

In an undergraduate course for nursing students that examines communication, collaboration and navigating difference - students are regularly asked to question their commonly held assumptions about the people that they work with (both patients and colleagues). This includes people living with a mental illness. Students are provided with a number of opportunities to discuss and build an awareness of the stigma that individuals living with a mental illness may experience. During class, students engage in a "Hearing Voices Simulation" and complete a series of activities while participating in the simulation. Students participate in a group debriefing session following the experience and discuss what it felt like to temporarily enter into the 'life world' of someone who hears voices. These discussions are aimed at building an understanding of and empathy for the lived experiences of individuals living with a severe and persistent mental illness. This will help students further develop their skills and confidence in utilizing a relational approach to their nursing care.

Designing an Open Learning Course with Accessibility in Mind

Carol Sparkes & Carolyn Teare, TRU

Discover how to make your course more inclusive to a diverse student population by improving the accessibility of the teaching materials that you share (e.g., Microsoft Word, Adobe PDF, or LMS content). While Universal Design for Learning is a framework to support learning for all learners through providing flexibility and multiple formats, our focus is on accessibility for those who use screen readers without interfering with the layout for those who do not.   In this session, we will take you through our decision-making process as we review the design of an Open Learning communications course with accessibility in mind. Attend our session and see how we worked through specific scenarios so that a student using a screen reader and a one who does not, both benefit from the changes. You will have the opportunity to vote at each point in the decision-making process and share your opinion on the results.   We will review how to use the accessibility checker in Word and show some of its limitations. We will suggest how to best use the accessibility checker to review your work. Resources will be provided as a takeaway so you can continue to learn more.

ESL Students' Academic Integrity Challenges and Successful University Support Strategies

Jim Hu & Andrea Yu, TRU

"Research suggests unintentional plagiarism as the most common type of university plagiarism (Löfström & Kupila, 2013), yet researchers differ on the causes (Manucha, 2021). More importantly, given widespread plagiarism, how can teachers "help students develop their writing in complex intertextual environments" (Pecorari, 2015, p. 96)? To respond to questions like this, this session presents a study examining: ESL student perspectives on academic integrity challenges and successful university strategies to help students tackle the challenges.   The study employed semi-structured individual qualitative interviews with 20 ESL students who had completed an advanced English-for-academic-purposes (EAP) writing course in Canada. The course discussed plagiarism and the 7th edition of the publication manual of the American Psychological Association (hereafter, APA 7) extensively. The participants represented ten countries and ten first languages. One 60-minute interview per participant

was conducted via Blue Jeans. The data were member-checked and analyzed qualitatively for recurrent themes. Research findings indicate that the predominant cause of the participants' challenges was their lack of experience using citations before entering the university. Thus, the participants found APA 7 hard to observe and paraphrasing enormously challenging (see Pecorari, 2015, 2016; Shi, 2012). Based on the findings and related literature, the session proposes strategies to implement from semester start comprising: 1) interactive training workshops with explanations, models, templates, resources, and student practice with citations and writing (Cumming et al., 2016; Khoo, 2021; Tilley, 2021); 2) access to self-correction software like Turnitin (Lege, 2021; Liang & Maddison, 2021; Mphahlele & McKenna, 2019; Zheng, 2021); and 3) simultaneous oral-written teacher/tutor feedback (Hu, 2019).   Session participants pose questions, share views, and receive resource lists.

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Let's Talk about Building Cultural Competence: It's for Everyone

Glenn Borthistle, University of Alberta/Thompson Rivers University

Becoming a culturally competent leader and developing cultural competency within an organization developing proficient and culturally competent professionals is the topic of this sample lesson. Participants will understand the benefits to organizations of managing diversity in order to respond to the "challenge and opportunity posed by the presence of sociocultural diversity in a defined social system." (Rice, M. & Matthews, A., A new kind of public service professional. 2016, p. 430). Specific ways to become culturally competent, how to develop culturally specific programs, and how to successfully integrate and transform knowledge into specific practices will be discussed and presented. The cycle of cultural competence as developed by Rice & Matthews (2016) includes acknowledging the impact of culture on organizational practices and service delivery, becoming aware and knowledgeable of diverse cultures, engaging and integrating this knowledge with organizational practice, reviewing and refining service delivery practices, and becoming a culturally competent service delivery agency and professional. Building cultural competency in public administration and among public agency service delivery professionals will require new thinking outside of traditional public administration practice and incorporating different, nontraditional, and non-mainstream sources and approaches acknowledging the importance of diversity, provide continuous leadership and support, build culturally competent attributes, build on the strength of diverse cultures, and design a developmental process to reach these goals.

Increasing Resilience – Morning

Faculty Resilience through Heart Math's "The Resilience Advantage" Program

Kent Watson, TRU

First, stress, created by fear-based emotions, is not a disease. Stress is a warning sign that your physical body, emotions and feelings, thoughts and beliefs, and spiritual consciousness are out of balance. Chronic, unchecked stress leads to disease, and the first step is often depression and other mental illness disorders. "Pressure, stress and anxiety frequently translate into sleep deprivation, exhaustion, irritability and isolation, all of which negatively affect our quality of life and our interactions with students and colleagues. Chronic stress is also a major risk factor for developing many psychiatric and cardiovascular disorders." Lashuel, HA. (2020). Mental Health in Academia: What about faculty?   I know firsthand stress levels among faculty are high and exacerbated with the onset of COVID-19. I taught at

TRU from 1986 to 2016 and witnessed my stress and the stress in my colleagues and faculty across campus. (I am now a hired sessional instructor). Accumulated TRU-related stress created a nervous system breakdown for me in the summer of 2012. I was on anti-depressants four separate times during my tenure and in counselling. In 2015, I became a certified HeartMath trainer and taught my students stress reduction skills. Their stress levels dropped, and their grades soared.   Stress is manageable. HeartMath (HM), is science and research-based on over 400 publications by HM, independent researchers, and universities. Results show lower blood pressure, stress, and depression. Using HM skills daily for one month lowered the stress hormone cortisol by 30% and increased DHEA by 100%, thus increasing immune system capacity. Reductions in heart failure, anger, anxiety, frustration, PTSD, chronic fatigue, etc., are expected benefits. McCraty, R. (2015). Science of the Heart. Vol 2.   This program will teach you two simple, practical breathing skills useable before a stressful event, during or after a stressful encounter. You will learn the heart-brain connection, how your thoughts, emotions and beliefs intertwine and driven by your life experiences buried in your subconscious. You will discover how stress affects your heart rhythms, nervous, and hormonal systems. The only force you control is your thoughts. With a thought, you have a choice, manage the stress warning system, stay healthy, or the most significant power that governs the body, your emotions, that run your physiology will destroy your health.

A Place for Direct Instruction? The Case for Orienting Students in Microsoft Word
Melissa Svendsen & Rebecca Fredrickson, TRU

At TRU, we give students access to a very powerful and sophisticated tool, Microsoft Word, and require them to use it to accomplish very specific and detailed tasks, such as formatting papers in APA style, but we don't generally spend much time telling them how. This presentation will describe an initiative to provide first-year students with direct instruction in Word. During a 50-minute workshop, they gain a basic understanding of how Word works (e.g., how the ribbon is organized, the distinction between character and paragraph level functions, etc.), employ a variety of useful features to do specific tasks (e.g., use the alphabetize function to order references), and practice using the "Help" feature and Google search to find out more. I will also discuss whether it is reasonable or useful to expect students to discover all of this on their own, and how this might shed light on the limits of the discovery method in education, particularly for non-traditional students and others whose non-subject matter related cognitive load may already be quite heavy.

Solid Evidence - A Key Component for Academic Integrity Cases
Wayne Singular & Kai Bauman, TRU

Filing an Academic Integrity Case reports requires a significant effort for instructors, can be emotionally charged and does not always result in the desired outcome after adjudication. One of the primary causes of extended delays and unsuccessful outcomes in Academic Integrity cases is incomplete or confusing evidence. At Thompson Rivers University, the current forms used to report Academic Integrity cases are very clear on procedures but not on providing evidence. As significant differences exist between disciplines, subject matter and level of study, this has been left to the discretion of the individual instructor to provide the evidence. Without guidance, a wide variety of materials and support accompanies Academic Integrity case reports. However, the components required to successfully prove one's Academic Integrity case remain relatively consistent across most disciplines. Violations including groups of multiple students and specific types of academic integrity violations tend to follow similar

patterns. Drawing on our backgrounds as professional accountants and experience in filing Academic Integrity cases, we have developed routine techniques and a checklist for creating concise evidence packages to accompany our Academic Integrity case filings.

Using apps and data analytics to promote inclusion in classrooms

Haytham El Miligi, TRU

Mobile applications, or apps, are promising solutions that could be used to encourage diversity and inclusion in different ways. There are several apps designed to encourage inclusion by connecting members of underrepresented groups with business opportunities and/or training initiatives. Other apps are designed to promote positive mental health for marginalized groups. With the advances in data analytics, apps can now discover hidden patterns and identify students at risk of bullying and harassment in educational environments.   To prove that apps and data analytics can be used to promote inclusion in classrooms, I developed an application called "My Friends". My friends is an application that can be used in any classroom environment to identify isolated students who could be at risk of being bullied at school. The app lists the names and pictures of students in the classroom. Each student is asked to select only two names from the list to form a group for a class activity. The app keeps records of how many times each student was selected by their classmates. At the end of the experiment, which takes less than 2 minutes per week, the app identifies the most popular students in the class, named as Group A. But most importantly, it also identifies the names of students who were not selected at all by anyone in the class, named as Group B. If a teacher conducts this experiment every week, we can use data analytics to discover consistent patterns of students in Group B. Moreover, we can also use data analytics to predict the students who could end up in Group B in the future. The teacher will then design classroom activities to engage students from Group B with the rest of the class. To evaluate the success rate of these activities, teachers can use the app to see if students who were consistently present in Group B are now being selected by their classmates as possible "Friends". The idea of this app was inspired by a teacher who used to do this experiment using papers and pencils with her students for many years. With the current technology advancement, apps and data analytics can help all teachers promote inclusion in classrooms.

Increasing Resilience – Afternoon

Getting started with SoTL Research: What are the Benefits for Faculty and Learners

Diane P. Janes, TRU

This presentation and conversation will start you on a path of discovering scholarly activity and the scholarship of teaching and learning (SoTL). Where does it come from? What should scholarly work look like at TRU? How do I build a SoTL research agenda? Who should do SoTL? Why would you do SoTL? Come with me on my exploration into SoTL – Find out why it matters to me as an educational developer, teacher, scholar, and as a faculty member at a university that is focused on applied education opportunities for our learners.

Case Studies in Indigenous Business Marketing

Biggi Weischedel & Marie Bartlett, TRU

TRU's School of Business and Economics and Open Learning (OL) have been working on major revisions of online MBA courses, following a project specific design framework created by a team of Subject Matter Experts and Instructional Designers. One of the pedagogical strategies highlighted in the design framework calls for active facilitation approaches and authentic assessment, which includes the use of local case studies. Forman (2006) states that "case studies are valuable teaching tools, especially for MBA students, because they (1) give students insight as to how organizations operate and (2) provide them with the opportunity to develop solutions to real problems in corporate contexts" (p.106).

The MBA design framework strategies, combined with ongoing efforts to indigenize OL curriculum and contribute to Open Educational Resources (OER) resulted in an effort to develop a suite of case studies celebrating local indigenous businesses. Special care was given to consultation with TRU's office of Indigenous Education and Ethics Board regarding process. Four of six case studies – Be Inspired! Events and Event Planning, Quaaout Lodge, Gift 'n Gab Trading Post, and Moccasin Trails - are now finished and published, and we would like to share them with you in hopes that they are used widely at TRU and beyond. The case studies, media-rich and accessible, are designed to be used in multiple areas of business marketing, including marketing strategy, marketing research, competitive advantage, brand identity, strategic alliances, indigenous business, positioning, or marketing communication. If you are teaching any of these topics or would like to learn about the process we used to develop the case studies, please join us in this session!

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Procurement as Praxis: Reconsidering Acquisition from an Ethic of Care Perspective

Brenna Clarke Gray, TRU

Throughout the Covid-19 pandemic, those working in Educational Technologies have noted a rush to procure new tools, many of which were new to or untested by our institutions prior to this period. Chief among these tools were surveillance technologies, such as those used to monitor students (and staff) working at a distance or those used to virtually proctor examinations. As the pandemic wore on, universities increasingly found themselves responding to claims that these tools are racist, ableist, or overreaching in scope. What went wrong in the procurement process that so many institutions were left handling tools that were in the main untested (peer-reviewed evidence that e-proctoring limits violations of academic integrity is lacking) and that was so resoundingly questioned by critical digital pedagogues, race scholars, and disability activists? This paper argues for total reimaging of the philosophy that current underpins most institutional procurement policies. When procurement is underwritten by an institutional ethic of care philosophy – which centres on relationality, responsibility, and acknowledging power dynamics – the natural outcome is technology procurement that recognizes our fiduciary responsibility to student data and expenses. Care is a critical component of selecting appropriate educational technologies, especially for those to be used by our students over whom we exercise fiduciary responsibility, and yet it is all too often at the margins of the discussions that go into

procurement. Attendees at this session will be introduced to ethic of care thinking and a framework for applying this thinking to procurement and will be invited to imagine through possible scenarios together.

The Intersection of Wellness and Resiliency

Cassy Magliocchi, Krista Lussier, & Maggie Shamro, TRU

This has been a challenging, uncertain, and unprecedented time for everyone, and it is essential that we as individuals and as members of the work community cultivate resilience in ourselves and support those in our workplace to do the same. Stress impacts overall physical and mental health so finding strategies to cope with stress helps to create balance and builds resilience (Pipe et al., 2012). These strategies can also translate into improved self-awareness, self-care, and improved communication with others which results in a positive, safer environment for nurses and patients (Ludwick & Figley, 2017; Pipe et al., 2012). Building a strong social support network and work-life balance increases resilience and these personal connections help to maintain a positive worldview in a profession that faces uncertainty and challenges (Ludwick & Figley, 2017). This has been a very challenging time in higher education. Faculty have focused on the wellbeing of their students and have at times depleted their reserves, so building a culture of wellness in each of our lives and collectively in the workplace increases our resiliency. It is our hope that with early intervention and education, the personal and professional well-being of faculty and students can be protected through increasing resiliency. This presentation will discuss the evolution of the School of Nursing Wellness Committee and outline future goals and outcomes for the committee that will allow for increased support for our colleagues and students.

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Insightful Reflection – Morning

Learners' affective and metacognitive tendencies in synchronous computer mediated communication

Jason Ji, TRU

The goal of understanding and fostering better collaborative learning and performance in a digital environment has been articulated by the Canadian government, the World Economic Forum, and numerous education scholars. Amid the global shift toward remote teaching and learning catalyzed by COVID-19, understanding how learners communicate and collaborate in synchronous computer-mediated communication (SCMC; e.g., Zoom) has never been more critical. While it may be tempting to

think that learners communicate in SCMC just as they would in a conventional face-to-face setting, research shows that communication dynamics differ between these settings.   I will present a scoping literature review of existing empirical findings about how SCMC impacts learners' awareness and management of their communication and collaboration, evidenced in their affective and metacognitive tendencies. I will also invite the audience to discuss pedagogical implications (especially in the context of teaching online classes) based on these findings.

Blended Learning in Pandemic Times: Key Takeaways & Insights

Jaskiran Tiwana, TRU

Through my presentation, I would explain my key takeaways and insights into teaching in the current pandemic times using the Blended Mode of Instruction. I would look into the different perspectives of the instructors and students and how their experiences with the Blended delivery model offers surprising insights into this unique and effective mode of instruction. This model is not just useful/effective in the current pandemic situation but could also be used as a potential mode of instruction in the future/post-pandemic times.   Interestingly, the Blended model of teaching and learning is beneficial for both instructors and students as it offers greater flexibility. It enhances the learning outcomes by making students more independent and self-reliant in their learning in the online component of this model. In the face-to-face/in-person learning (the other component of Blended Delivery), students and instructors get to experience the social interaction element, which is equally important, in the overall learning of students.   When compared with only online or only face-to-face instruction, the Blended Model is preferred by students and instructors as it is the perfect blend of both the above-mentioned forms of instruction. It offers the best of both the traditional face-to-face instruction as well as exclusively online learning. Therefore, my presentation would highlight the important facets of Blended Learning and how it could be the right answer to the challenges of teaching and learning in pandemic and post-pandemic times.

Insightful Reflection from Peer-to-Peer Teaching and Learning in Nursing Practice

Arleigh Bell, Jaren Allen, Thomas Bosman, Brittney Evans, Ally Handfield, Olivia McKay, Amna Qazi, & Erin Williams, TRU

Nursing students in the clinical area spend time practicing many skills such as communication, assessments, medication administration, time management and prioritizing. Some of these skills are easier to learn than others. Priority setting and critical reasoning are two areas that student struggle with especially during their first acute care practicum. One of the written assignments requires gathering data from records, physical assessments, communications and applying this information in a Nursing Practice Workbook (NPW). The NPW is time intensive and meant for student to learn how to prioritize care, both in pre-clinical and clinical. The problem is the NPW becomes just another assignment and the level of learning by students is not clear. During this course the clinical unit was impacted by Covid 19 and other outbreaks which kept the students from attending the hospital setting in person, instead we met on campus in a simulation lab. Students took turns providing their clinically assigned patient, using details from their NPW. Student presenter provided limited details, while the rest of the group took turns gathering data in a systematic format. Once all data was gathered, the group took time to link the lab values, medication administration and set priorities. Each student was asked to rank the top 3 priorities given the information gathered and provide a rationale for these

rankings. This presentation will highlight the process used to build a positive outcome for the NPW assignment live and learning from the student's perspective.

Incorporation of an Online Poster and Asynchronous Poster Discussion Forum in Two Disciplines

Joanne Rosvick & Sharon Brewer, TRU

This workshop describes how an assignment coupling an online poster and asynchronous online poster discussion forum was incorporated into both a third-year chemistry and a fourth-year physics course offered online during COVID-19, using Moodle and the tools therein, specifically Page and Discussion Forum. The assignment was designed to foster presentation, communication, and critical thinking skills; encourage peer-to-peer interaction; and engage students in meaningful asynchronous participation using course knowledge. The assignment translated well between the disciplines and the assignment framework could easily be adapted to be used in other subject areas. Student interactions in the poster forums indicated that many students participated more than was required. Students were graded according to two different rubrics: one assessed their poster and the other assessed their thoughtful participation in the discussion forum. Participants in the workshop will take on the role of student and have the opportunity to view some sample posters, post questions/comments on specific posters, and respond to other questions.

Insightful Reflection – Afternoon

A Humble Journey in Academia - TRU Faculty Excellence Award Winner Invited Talk
Michelle Borgland

An invited talk by Michelle Borgland, TRU Faculty Excellence Award Winner.

Using MIT's Human Skills Matrix for Course Reflection
Hilda Freimuth, TRU

Teachers and lecturers are regularly tasked with reflective practice in their profession. A new and innovative way of approaching this task is using MIT's Human Skills Matrix as a framework. The matrix highlights 24 skills needed for today's evolving global and digital work world. This session will outline the matrix in detail and highlight the findings of a case study from Dubai.

Beyond course content: Fostering connection and reflection in the virtual classroom
Carolyn Hoessler & Carolyn Ives, TRU

Nearly two years ago, when we had to move our traditionally face-to-face courses, workshops, and seminars online, our initial primary goal was to deliver content in ways that learners could understand and still achieve course learning outcomes. In reflecting on the effects of isolation on learners, we moved beyond course content delivery to support learners in forming supportive connections with both

peers and facilitators and encourage the kinds of deep reflection that make learning meaningful.   We drew from the Community of Inquiry (COI) framework (Garrison, Anderson, and Archer, 2000), which was designed to support online learners in building connections. In particular, Garrison and colleagues' COI model invites educators to attend to cognitive presence including exploration and integration, social presence including emotional expression and open communication, and teaching presence including building understanding and direct instruction. In this session, we will share some of our lessons learned about fostering relationships and deep reflection in our new virtual classrooms based on the COI model. Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education model. The Internet and Higher Education, 2(2-3), 87-105.

"How well do you know yourself?" - Preparing a Teaching Portfolio
Dr Iain Stewart-Patterson

An invited talk by Dr Iain Stewart-Patterson, President's Distinguished Teacher Award Winner.

What We Learned about Engagement from Shifting Faculty Development Online
Carolyn Ives & Ben Lovely, TRU

"As was the case for many faculty, COVID-19 prompted the Centre for Excellence in Learning and Teaching (CELT) to shift much of its face-to-face programming online. While we in CELT were initially unsure about how much faculty interest could be generated for some of our virtual sessions that were traditionally delivered face-to-face, especially as faculty were also moving their own courses online, we quickly discovered that the move online allowed faculty to participate who otherwise might not be able to do so—and it also allowed for more varied participation levels and options. In this session, we will share our discoveries about synchronous and asynchronous online learning as we delivered CELT's Assessment and Evaluation of Learning course, which is an 8-week, 48-hour course that is eligible for credit for the Provincial Instructor Diploma Program. Team-taught by a faculty member from CELT and one from Trades, this course regularly sees a mix of faculty registrations from across Thompson Rivers University. Prior to COVID-19, we usually had only one or two remote participants, while the rest participated in person. Moving the course online allowed us to include course elements that we hadn't previously considered, such as H5P and other online tools that might benefit faculty who had also moved courses online. We were able to model practices for faculty, both in terms of our use of Moodle and other online tools and in our strategies aimed at engaging faculty in the online delivery platform. By the end of this session, participants will be able to

- Consider how the pivot to online teaching and learning encouraged their own professional growth,
- Describe the advantages of online teaching and learning, and
- Assess how the pivot to online courses influenced their design and delivery of their face-to-face courses as well.

Persistence and uncertainty - student perception & experience with online vs. F2F instruction
Natasha Ramroop Singh, TRU) [Poster - 10 min on screen, also available asynchronously]

In March of 2020, TRU pivoted, as many Canadian Universities did, to an almost exclusive, online instructional mode of delivery. This decision, whilst necessary, was inordinately confusing and anxiety

inducing for faculty and students alike. Whilst the relevant support units scrambled to put together training seminars and workshops, alongside dealing with morphing technological demands, the students who were on the receiving end of the majorly ad hoc teaching report vastly different experiences. These diverse perceptions, based on the survey reported on in this poster, are directly related to students' access to technology, their time-management skills and the specific courses and content being delivered. It can be postulated that online teaching is here to stay, given that at any moment during this seemingly never-ending pandemic, educators must be ready to transition back to online as required. We should continue to speak to our students, to find out what we do well and also where our deficiencies lie, so as to cement our skills and competencies in the online world.

Finding opportunity during the pandemic: BIOL 3800 Fermentation course's class project alteration

(Naowarat Cheeptham (Ann), TRU) [Poster - 10 min on screen, also available asynchronously]

Pre-Pandemic, the upper level TRU Fermentation course, BIOL 3800 which is elective to the Cellular, Molecular and Microbial Biology program major usually included a class project. Students would host a fundraising event dubbed "TRU Ferments" serving all local fermented products to dinner guest from TRU and local communities. In this course, students learn to recognize the role microorganisms play in industrial microbiology, understand the range of fermentation processes available for different products and the practical benefits and limitations of them develop an awareness of the importance of microorganisms in industrial processes and the biochemical strategies used by microorganisms to produce metabolites which we can use to our benefit. Students also explore the versatility of microorganisms, their diverse metabolic activities and products, industrial microorganisms and the technology required for large-scale cultivation and isolation of fermentation products. Due to limitations during the ongoing Covid-19 pandemic , the class project of the Fall 2021 semester was adapted and adjusted to respect and reflect public health policies and regulations. The typical class project was changed to the creation a deep map of locally fermented products in Kamloops which is a map of information on local producers curated through meetings and interviews with vendors from the local Kamloops Farmers 'Markets and other stakeholders. The overarching goal of the new class project is still the same: for students to apply what they learn in class and make connections to the real world and communities we all live in. The map is now launched and can be found at https://fermentedfood.opened.ca/. We hope that the information represented in this map will not only educate the general public on the benefits of fermented products and microorganisms, but also serve to supports our local businesses. This presentation will demonstrate the logistics applied to facilitate this project as well as the outcomes.

Inspirational Creativity – Morning

Lessons from a Dry Erase Marker

Trent Tucker, TRU

Two weeks before the start of Winter Term 2022, I broke my wrist skiing. One week before the start of Winter Term, I started to discover that teaching is (by and large) the domain of the fully able-bodied. Where I used to leverage my touch-typing skills, I'm now doing "hunt & peck" typing with one hand to

update syllabi & course notes. My first day of classes was also a day of discovery — you never really appreciate the humble dry erase marker until you can't get the cap off of one using only one hand!   The purpose of this talk is to share my journey of Winter Term to date teaching with one hand. I'll share some of the strategies and technologies that I've used, along with some of the pitfalls I've encountered. Most of the computing hardware & software we used on a day-to-day basis has assistive settings built-in — it's only now that I've had to learn how to unlock these capabilities. This experience has forced me to rethink and relearn how I do things in the classroom.   I'd like this to be a two-way conversation — have other faculty found themselves in "acute alternately-abled" situations like teaching with one hand while the other is on the mend? What did you do? How did you adapt? We (as educators) spend a lot of time thinking about making our classrooms accommodating for students — e.g., recording videos and adding closed captions — but when the tables are turned and the faculty need accommodations, what resources can we leverage? Let's talk!

In the lab with a pen and pad: The story of the Tourism Innovation Lab
David Carter, TRU; Lincoln Smith, Kamloops Innovation Center; & Lisa Strachan, Tourism Kamloops

Innovation is one of the biggest buzzwords at the moment, it is something that most people understand through the lens of technology and computers. The tech sector has built a system for incubating new ideas and supporting innovation in a variety of ways. Could this system, designed to foster innovation in the tech sector, be adapted to the tourism industry? This question was at the heart of the origin story of the Tourism Innovation Lab at Thompson Rivers University (TRU).   Join us to learn about the creative and entrepreneurial journey of the founders of the TRU Tourism Innovation Lab (Tourism Kamloops, the Kamloops Innovation Center, and TRU), as they attempt to adapt technology incubation programs to the tourism industry. Explore three diverse perspectives on innovation in tourism and discover how each partner sees the creation of this Tourism Innovation Lab as an investment in the future of their community and their destination.   In this session you will learn how the Tourism Innovation Lab created a program to teach undergraduate students about entrepreneurship, and you will share in how these students can be incredible sources of innovation for tourism. Participants will gain insight into the power and potential of adapting technology innovation principles in tourism, and will identify opportunities for collaboration between education and industry.

Makerspaces as learning space: implications for your learners
Franklin Sayre & Diane P. Janes, TRU

The TRU Library will open a new Makerspace on the main floor of the Brown House of Learning in January 2022. Makerspaces are experiential learning and innovation spaces where users can explore technologies in a safe, supportive, and collaborative environment. When understood as learning environments instead of technology spaces Makerspaces offer exciting alternative ways of teaching, learning, and knowing. So, what does that mean for your learners?   Join Franklin (Library) and Diane (CELT) to explore what technologies and experiences the Makerspace will offer. We will explore the makerspace vision, the types of learning the space supports, and how it aligns with the TRU strategic goals. Finally, we will talk about opportunities for embedding maker activities into curriculum through a careful reworking of your content and learning objectives to give your learners opportunities to leverage these technologies and ways of knowing.   Primarily we want this presentation to be an active discussion about what a Makerspace can mean for the TRU community, in addition to how the library

and the Centre for Excellence in Learning and Teaching (CELT) can work with faculty to maximize their pedagogical use of this space for their learners, as they look to innovate their curriculum.

Multi-modal Debates: Leveraging modes to support critical thinking
Lindsey McKay & Marie Bartlett, TRU

Debates are a great way to foster critical thinking. This presentation shares an Open Educational Resource for creating multi-modal debates as an innovative, flexible learning activity and assessment. The debates involve multiple stages and can be offered in any combination of modes: in-person, online, and blended. Aspects of flexibility include varying degrees of teamwork, research, engagement, outcomes, and assessment. Reflecting on five courses, we analyze the relationship between modes and student achievement. A key insight we share is the conceptual shift from a 'default' mode to the conscious selection of modes, for each stage, based on affordance and limitation.

Inspirational Creativity – Afternoon

Student Voice and Choice in Assessment: Increasing Learning, Motivation, and Engagement
Jessica Rourke, TRU

For many of us instructors, we are expected to set our course syllabus and assessment methods prior to the start of the semester, which gives students little opportunity for voice and choice in how they interact with our course. Allowing students choice in how they complete assessments, and in some cases, in when they complete assessments can help foster their sense of autonomy and self-efficacy. Research strongly suggests autonomy and self-efficacy are linked to motivation and well-being. In this presentation, I will discuss how offering students options in the assessments they complete can help them engage with the course material in a more meaningful way. Together, we will explore the use of exams, quizzes, traditional essays, and creative/project-based forms of assessment (e.g., journals, artwork, board games). Our discussion will both touch on ways we might increase student learning and motivation as well as a recognition that we don't want to increase the workload or stress levels of the instructor. I will be discussing my own experiences of offering students voice and choice in assessment and look forward to hearing some of the ideas and experiences of those in the audience!

Teaching About Inflation Using Massively Multiplayer Online Game (MMOG) Economy
Meng Sun, TRU

The study of economics is often perceived as being full of abstract analysis that is difficult to comprehend. It has been further suggested that the traditional ``chalk and talk" method of formal presentation within a lecture-based environment, commonly used in economic instruction, most likely fails to engage and motivate students. On the other hand, recent literature on economics education has explored different methods to enhance student learning and performance in economics courses by including activities such as interactive classroom experiments and video games. In this study, I propose teaching inflation in the principle of macroeconomics using the MMOG economy. While the MMOG economies are simple in design, they mirror much of how real-life economics work. And the fact that inflation is an MMOG killer makes the management of inflation in the MMOG economies meaningful. In

addition, since MMOG is one of the most popular genres in video games, many students can relate their own experiences to the concept of inflation demonstrated in the MMOG economies. It also helps to increase classroom engagement.

Using Clinical Judgement Framework in Simulation based Learning in Nursing Education
Melba D'Souza & Shari Caputo, TRU

Introduction: Developing simulation in nursing education is gradually growing into an experiential teaching pedagogy. Simulation provides prospects to the nursing students to practice the clinical competences through real life like situational capabilities. Simulation enhances the clinical reasoning and decision making abilities of the nursing students.   Objective: A critical reflection was done to gain an insight into simulation based learning and case based approach using the clinical judgment framework for third-year undergraduate nursing students.   Methods: Forty eight students were registered 4 sections in level 3 of the Nursing Practice course in the fall of 2021. Educational practices and Simulation design were used in the simulation learning framework.   Discussion: Faculty instructors perceived better integration of concepts in the educational practices and simulation design used in the curriculum. Students conveyed satisfaction and self-confidence with experiential learning using high fidelity simulation and case study scenarios.   Conclusion: Creating a simulation based learning framework will provide significant, engaging and pedagogically sound practices for the students. Pre-briefing, simulation and debriefing are expressive approaches to augment the learning of students.

Students cocreating in WordPress
Jamie Drozda, Kathie McKinnon, & Marie Bartlett, TRU

Are you looking for your students to work in groups and to be motivated and creative in order to submit unique, high-quality assignments? Why not use TRU's WordPress as a platform for meaningful demonstration of what your students learnt during your class.   TRU's WordPress is hosted locally but reaches anyone with internet access, which allows student work to impact the public. This practice has been reported as highly rewarding for the students, who often create assignments for much smaller audience.   WordPress websites create a space for students to feel involved in the learning process, especially when compared to a traditional essay or assignment only shared with the professor.   How to start? Faculty members are able to request support from OL's Learning Technology and Innovations team to use WordPress templates that can be converted into assignments in your class. These templates include games, e-portfolios, or online practicum pieces in which students critically reflect on specific subject areas. Students are also supported throughout the process, depending on what is needed in a particular assignment. Common student supports include WordPress training and copyright information for authoring online content.   In this workshop, we will share concrete examples of collaborative student work from the School of Social Work and Human Service, which include games and online practicum websites. Workshop participants will be able to:

1.   View students' WordPress assignments

2.   Understand the process of interdepartmental collaboration required for implementation

3.   Determine if their course would benefit from an addition of a WordPress assignment

4.   Determine the timelines required for adding this type of assignment

Peer-review Activities in Computer Science Education: Challenges and Solutions
Haytham El Miligi, TRU

Peer-review is a learning activity, in which students provide constructive feedback on the work of their classmates. In computer science educations, peer-review helps students develop soft skills, such as critical thinking, as well as technical skills, such as software testing and debugging. Through peer-review activities, students are exposed to different design ideas, perspectives and approaches. This exposure enriches students' viewpoints and improves their design and testing skills.   However, there are three main challenges that face instructors when conducting peer review activities in classrooms. First, some students may feel uncomfortable about providing direct feedbacks or evaluations to their classmates. Moreover, peer evaluations can also be affected by relationship dynamics between students in classrooms, which could lead to inaccurate evaluations. Second, students may conduct evaluations based on different test procedures or evaluation criteria, which could lead to inconsistent assessment methods and, hence, inconsistent grading scheme. Third, instructors face technical challenges in facilitating, supervising, and managing these activities due to the lack of details on how to implement them in learning management systems, such as Moodle. This proposal provides practical solutions to all three challenges and demonstrates the best practices in Moodle workshop implementations.   To address the first challenge, peer-review activities must be designed as anonymous, double-blind activities. Moodle allows instructor to create workshop activities for peer-review but there is no direct way in the settings to set a double-blind workshop. Instead, from settings, instructors can select "permission", and configure "Roles with permission" by removing the "student" role from "View author names" and "View authors of published submissions", and "View reviewer names". To address the second challenge, a specific rubric must be set using (True/False) questions to provide guidance during the evaluation process and ensure consistent grading scheme. To address the third challenge, instructor can configure Moodle workshops to switch from the submission to assessment phases automatically at certain time with random allocation of submissions so that each student reviews 5 random anonymous submissions. Partial credit can also be allocated to completing the peer-review task. At the end, grades can be calculated automatically based on the average grades received from peers.

Interconnected & Open – Morning

UN Sustainable Development Goals Fellowship Project - Year 1 review
Ken Monroe, Sharon Brewer, Bala Nikku, & Dawne Bringeland, TRU

In 2020, TRU joined the UN SDG Open Pedagogy Fellowship project. The fellowship is comprised of faculty members from 3 Canadian Universities and 4 US Community Colleges. Fellows are paired in interdisciplinary teams according to their interest in one of the 17 UN Sustainable Development Goals. The fellows work together to create reusable assignments which are implemented in their courses. The assignments focus on creating local solutions to one SDG and are available for others to use and build upon in the future.   At TRU - six faculty participated in the first iteration of the fellowship in 2020/2021. Some fellows will discuss their participation in the process and the outcomes for themselves and their students. As well, information on how to participate in the next round will be discussed.   This session will be of useful to any faculty interested in making inter-institutional or international

connections and/or using open pedagogy in their work and/or engaging their students in local solutions to the sustainable development goals.

'Bring Back the Quiz Bowl!': Using Gamification to Amplify Engagement, Build Community, and Tackle Science Anxiety in the Undergraduate Classroom
Jenni M. Karl, TRU

An invited talk by Jenni M. Karl, TRU Faculty Excellence Award Winner Invited Talk

Open Educational Resources Development for Bioinformatics
Yan Yan, Nisha Puthiyedth, Yingshuo Li, & Mina K. Mothersole, TRU

Bioinformatics and Data Science is a fast-evolving field with new knowledge and techniques developed rapidly. We are creating an open educational resource (OER) on Pressbook on such topics, providing TRU students and boarder audience with a systematic and comprehensive knowledge base. Readers can quickly get started and acquire knowledge efficiently. Revisions of the materials will also be easy in the Pressbook to keep to content up-to-dates. In addition, financial burden for students can be lifted when relevant courses become "zero-textbook".   This OER includes theoretical knowledge and technical application. We've utilized open textbooks, research papers in literature, open-access repositories and videos, tutorials of software and databases, professional blogs or forums, and other relevant resources. Interactive content like H5P and instant feedback in coding exercises are added to enhance the learning experience. In the journey of developing the OER, one important thing we've noticed is the varied quality of resources. With the new methods, papers, and articles published rapidly, misleading information and contradictory statements can be found. As educators, it is crucial to evaluate the validity and credibility of different recourses. More importantly, we also should educate our audience skills like on how to interpret scientific research and findings, how to evaluate articles from primary source, and how to determine the limitations of claims in any publications.

Virtual reality in the classroom - Experiences learned and future developments
Michael Mehta, TRU

Virtual reality is rapidly evolving as a technology and becoming a consumer product as the price for wireless headsets begin to decline. With advances in platforms like EngageVR, the use of this technology in the classroom is accelerating, and educators are now adopting this technology for training in the trades, physiology (VR cadaver labs), language training, etc.   Based on my experiences teaching a course on renewable energy in the Fall of 2021 to students from around the world, this presentation will provide an overview of how this technology may be used to create more immersive experiences that have the potential to enhance engagement, mastery of content, and recall. Opportunities even exist to leverage this approach to stimulate more compassion and empathy.

Interconnected & Open - Afternoon

Open Education - 4 Communities of Practice for faculty

Ken Monroe, Brenda Smith, Brenna Clarke Gray, Christine Miller, & Verena Roberts, TRU

Open Education (OE) encompassed four areas: Open Pedagogy, Open Publishing, Open Research and Open Educational Resources. Since May 2021, the Open Education Working Group has coordinated a Community of Practice in each area in order to educate faculty share their experience working in each area. This session will provide overviews of activities of each Community of Practice so faculty can learn more about each of these open education areas. The goal is to educate faculty members of the variety of OE opportunities and provide information on how they can participate in areas that are of interest to them.

How to Become a Champion for TRU Students

Jamie Noakes, TRU

Would you like to become a champion? How about a TRU community engagement champion? This presentation will cover strategies around community engagement and how you can connect your personal network with TRU. In a changing world, community organizations are having a hard time finding the right talent to fill a role or the right person to complete a project.   Building connections for mutual benefit has become so important through this pandemic, and now more than ever, community organizations need support. Having recently completed an Employer Engagement Academy, we'll discuss the changing needs and current struggles organizations are facing. I'll also share my newest approach to supporting community organizations and how I'm connecting employers with TRU.   Learn about a variety of TRU programs that can help community organizations fill hiring gaps, volunteer positions or answers to new and emerging issues. We'll cover wage subsidy programs and funding opportunity's that you can share with your network. We'll also learn how community engagement can benefit our TRU students learning by reviewing student success stories.

Intentional Open Learning Design

Verena Roberts, TRU; Leo Havemann, UCL University College London; & Helen DeWaard, Lakehead University

Open learning design is a way in which instructors can prioritize enhancing and expanding open, accessible human-centered online learning and alternative assessment practices as essential pedagogical approaches. The presenters, as experienced online instructors, with over ten years of experience, and instructional (learning) designers, will focus on the use of an open learning environment (e.g. open syllabus) and open engagement (e.g. blogs, Twitter chat) in their course designs. They will consider how to co-design OER content with students and build knowledge communities.

A Real-World Term Project in Engineering Economics Facilitated through Riipen

Catherine Tatarniuk, TRU [Poster - 10 min on screen, also available asynchronously]

Riipen is an experiential learning platform that connects academia with industry. For individual courses, curriculum can be matched with a real-world project over the course of a term. For 2020-2021, Thompson Rivers University was fully funded through the RBC Future Launch to utilize Riipen. Engineering Economics (ENGR 2400) is a second-year course in TRU's Bachelor of Software Engineering

Program where students learn to evaluate projects from a financial perspective. The course has five learning outcomes related to economics and engineering projects. For the 2021 winter academic term, Riipen was used to connect with an industry partner for the term project in this course in attempt to tie learning outcomes with an engaging, real-world learning experience. The industry partner for this project was "Build a Biz Kids" who was looking for a team of students savvy with basic economic variables and developing the mathematical equations to help create a resource management economics simulation game, similar to Sims, Rollercoaster Tycoon and Restaurant City. This game will be for elementary school students ages 7-13, with a theme of running a business such as a hotel, painting company, or restaurant. The mathematical variables and equations created by the ENGR 2400 students were to be provided to game developers (coders) to input into the game. Weekly online meetings were held with the CEO of Build a Biz kids (Leah Coss, 'the client') and the students in ENGR 2400 in order to track progress and answer student's questions. 20% of the term project grade was based on how well the client felt that the project met her needs. While this experiential learning experience did not prove to be a successful venue to tie many of the learning outcomes to a real-world project, it did help to instill several of the underlying course concepts such as the influence of inflation on project costs and how market strategies and uncontrolled variables impact business performance. The high level of involvement from the client provided students with an excellent opportunity to practice and understand the importance of communication with their client.