Teaching Practices Colloquium

Connecting, Interconnecting, & Intertwining: Aligning Curriculum for the Changing World

Dr. Sarah Eaton

We are delighted to announce that our keynote speaker this year is Dr. Sarah Eaton. Dr. Eaton is a faculty member in the Werklund School of Education at the University of Calgary and is an expert in educational ethics and academic integrity.

Our subthemes this year:
Ideas to Enactment
Indigenous Pedagogy and Decolonizing Education
Open Education Opportunities
Reinforcing Respectful Relationships - Equity, Diversity, and Inclusion
Courageous Compassion and Collective Care

21 February 2023

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THOMPSON RIVERS UNIVERSITY

Schedule & Abstracts

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Schedule

Welcome and Keynote

- o TRU Kamloops: Old Main 3732
- o Welcome and Keynote Video Stream (Vimeo)

8:30 am - 9:00 am   Welcome

- Elder Joanne Brown
- Gillian Balfour, Provost and Vice-President Academic
- Shannon Wagner, Associate Vice-President Academic (Centre for Excellence in Learning and Teaching)

9:00 am – 10:00 am   Keynote

- Sarah Elaine Eaton: Academic Integrity: Aligning Curriculum, Teaching, and Learning for the Changing World

10:00 am – 10:20 am   Break (Atrium)

Table 1: Concurrent Sessions 10:20 to 11:10

Note: Click the author(s) name below to read the abstract for that talk. Click "Link to Schedule" to come back here.

ST# = Subtheme # L = long (40 min) S = short (20 min)	F2F Stream 1 [OM 3732]	F2F Stream 2 [OM 3741]	F2F Stream 3 [OM 3772]	Hybrid Stream 1 [OM 3612]	Hybrid Stream 2 [OM 3632]	Hybrid Stream 3 [OM 3782]
10:20 am – 11:10 am [50 min] Subthemes: 1. Ideas to Enactment 2. Indigenous Pedagogy and Decolonizing Education 3. Open Education Opportunities 4. Reinforcing Respectful Relationships - Equity, Diversity, and Inclusion 5. Courageous Compassion and Collective Care	Lorraine Weaver Engaging Students in Unfolding Case Study with Role Play: Virtual & In-Person [ST1, L]	Jim Hu; Emilio Porco Plagiarism in Theory and Practice and What to Do about It [ST3, L]	Hilda Freimuth An Examination of Indigenous Design and Content in the ELLT Department's Language Learning Centre [ST2, S]	Rhonda McCreight; Kathy Lauriente; Jennifer Mason; Geraldine Bob Culturally sensitive collaboration: An interdisciplinary death and dying simulation in a university setting. [ST5, S] [ONLINE] Nazlee Sharmin In-class gaming to improve students learning experiences in dental education. [ST3 S]	[ONLINE] Ben Mitchell Neurodiverging Inside and Outside the Classroom: Intrinsic Motivation, Representation, and Community Supports [ST4, L]	[ONLINE] Trent Tucker Active and HyFlex Learning: CoP Launch [ST1, L]

11:10 am – 11:30 am [20 min]   Break and Posters in Atrium

- Jamie Drozda; Brad Forsyth; Melanie Latham; Brenna Clarke Gray; Jon Fulton. Inclusive Digital Design Course from the Learning Technology Team [Poster, ST4]
- Gul-e-Rana Mufti. Culturally Relevant Teaching in Higher Education. [Poster, ST4]

Table 2: Concurrent Sessions 11:30 to 12:20

ST# = Subtheme # L = long (40 min) S = short (20 min)	F2F Stream 1 [OM 3732]	F2F Stream 2 [OM 3741]	F2F Stream 3 [OM 3772]	Hybrid Stream 1 [OM 3612]	Hybrid Stream 2 [OM 3632]	Hybrid Stream 3 [OM 3782]
11:30 am – 12:20 pm [50 min]	Jamie Noakes, Sarah Gibson, Harshita Dhiman, Leanne Mihalicz A Multi-Discipline Collaboration in Co-operative Education Course Development [ST1, L].	Jay Goddard; Saskia Stinson; Sheryl-Lynn Lewis Universally Designed (Inclusive) Disability Advocacy Curriculum [ST4, L].	Jenna Goddard Creating a Counterstory: Decolonizing Academic Writing Through Spoken Word Poetry [ST2, L].	[ONLINE] David Loewen Bullshit in Higher Education: What is it? Where does it come from? What to do about it? [ST1, L].	Rhonda McCreight, Dian Henderson Panel session: An Instructional Skills Workshop devoted to hybrid learning. [ST4, L].	Diane Janes Crafting a proposal to bring SoTL research into your classroom. [ST1, L].

12:20 pm – 1:20 pm [60 min] Lunch (Atrium)

Table 3: Concurrent Sessions 1:20 to 2:50

ST# = Subtheme # L = long (40 min) S = short (20 min)	F2F Stream 1 [OM 3732]	F2F Stream 2 [OM 3741]	F2F Stream 3 [OM 3772]	Hybrid Stream 1 [OM 3612]	Hybrid Stream 2 [OM 3632]	Hybrid Stream 3 [OM 3782]
1:20 pm – 2:50 pm [90 min]	Lorry-Ann Austin; Alana Hoare SAILing into Assessing of Student Achievement [ST1, L] Catherine Ortner Perusall: A window into the student's mind (computer recommended). [ST1, S] Carol Sparkes, Carolyn Teare One Step More Engaging (Accessibility WordPress site) [ST1, S]	Elizabeth Templeman; Loghan Eskritt; Maggie Jones; Mackenzie Mertion; Olivia McLennan; Michelle Raglin Great Moments in Teaching & Learning: The Students' Perspective [ST1, S] Elizabeth Templeman; Jessica Allingham; Eric Bottos; Lindsay Blackstock; Ruth Hofrichter; Jenna Goddard; Humayun Kabir Intertwining Learning and Teaching: Integrating Learning Support into Our Teaching [ST4, L]	Tanya Pawliuk; Chelsea Corsi Consent Cafe: Courageous Compassion and Collective Care through Preventative Curriculum Design [ST5, L] Cassy Magliocchi; Maggie Shamro; Devon Graham Considering Student Wellness in your Teaching Practice [ST5, L]	Amna Qazi, Laiba Qureshi, Sourajita Panda, Kulrajbir Singh Sandhu, Matty Michel, and Amie McLean Teaching for Transformation: Student Leaders' Perspectives on Equity, Inclusion, and Intercultural Teaching Practices [ST4, L] David Carter; Jason W. Johnston Indigenous Tourism's Growth, and its Connection to Decolonizing Education [ST2, S] Tracy Christianson and Jeannine Chung Connecting, Interconnecting, and Intertwining: Decolonizing Graduate Education [ST2, S]	Mateus Arantes Fandino; Johnny Gilchrist Computation for science with Python [ST1, L] [ONLINE] Rebecca Fredrickson Knowledge Production in the 21st Century: Recrafting Introductory Composition Courses through Self-Location [ST4, S]	[ONLINE] Melanie Latham Optimizing the Organization of a Moodle Course [ST1, L] Brenna Clarke Gray The Robots Are Coming: Artificial Intelligence and the Education Revolution [ST1, S]

2:50 pm – 3:10 pm [20 min]   Break and Posters in Atrium

- P9: Jamie Drozda; Brad Forsyth; Melanie Latham; Brenna Clarke Gray; Jon Fulton

Table 4: Concurrent Sessions 3:10 to 4:00

ST# = Subtheme # L = long (40 min) S = short (20 min)	F2F Stream 1 [OM 3732]	F2F Stream 2 [OM 3741]	F2F Stream 3 [OM 3772]	Hybrid Stream 1 [OM 3612]	Hybrid Stream 2 [OM 3632]	Hybrid Stream 3 [OM 3782]
3:10 pm – 4:00 pm [50 min]	Jack Massalski; John Turner Challenges of Plagiarism Detection in the Era of Emerging Technologies [ST1, L]	Brenna Clarke Gray; Marie Bartlett; Ken Monroe Open Publishing at TRU Now and into the Future [ST3, L]	Laura Grizzlypaws Re-defining Success for Indigenous Learners [ST2, L]	[ONLINE] Carolyn Ives; Diane Janes; Jessica Allingham; Alyssa Piva; Simon Ward-Able; Florriann Fehr The Instructional Skills Workshop: What I Did on My Winter Vacation (and Why You Should Do It, too) [ST5, L]	Heather Simeney MacLeod Assembling Terrain: Indigenizing and Decolonizing Higher Learning Practices [ST2, S] Lorraine Weaver; Meng Sun; Thishara Perera Hybrid Teaching in the Masters in Environmental Economics Program [ST1, S]	Christina Cederlof; Joy Demsey Developing World Connections [ST1, S] [ONLINE] Nazlee Sharmin Whiteboard Animation for Dental Education [ST3, S]

4:00 pm – 4:10 pm Break

4:10 pm – 5:10 pm Closing Remarks, Wine & Cheese with music (Atrium)

Abstracts

Heather Simeney MacLeod   TRU

Assembling Terrain: Indigenizing and Decolonizing Higher Learning Practices

"My intent in this paper is to contribute to the foundation of Indigenous pedagogies with concrete responses to quite abstract notions of decolonizing and Indigenizing. Quite obviously, I neither mean to imply nor suggest an intention that, I, one Metis Assistant Teaching Professor can provide a standard from which others should operate. By proposing teaching practices framed within the work of Māori scholar Linda Tuhiwai Smith (2009) whose text, Decolonizing Methodologies, Research and Indigenous Peoples 3rd edition (2021), and whose principles within her text have been adopted by Indigenous scholars (Batiste, 2013, Goulet & Goulet, 2014; Kovach, 2010). I mean only to suggest some favorable alternatives to the narrow philosophical choices in institutions of higher learning.

Smith's text, which was created for international application, has been used in university classrooms (Louie, Pratt, Hanson, & Ottman, 2017). In identifying the objective of Smith's methodology, Dustin William Louie, Yvonne Poitras-Pratt, Aubrey Jean Hanson, and Jacqueline Ottman's work in "Applying Indigenizing Principles of Decolonizing Methodologies in University Classrooms" favorably reveals that Smith's text asserting approaches to research that decolonize people and encourage self-determination achieve comparable results in university classrooms.

(2) Indigenous Pedagogy and Decolonizing Education

Lorraine Weaver   TRU

Engaging Students in Unfolding Case Study with Role Play: Virtual & In-Person

The content of cases can become dated quickly and maintaining the academic integrity of assessment related to published cases can be challenging. Unfolding case study involving role play provides students with a structure and starting point to engage in meaningful role play related to the case. This role play functions to alter and enrich the case while also supporting students in developing soft skills such as interviewing and active listening skills. In this presentation, I will share how I have used unfolding case study with roleplay asynchronously and synchronously while teaching BUSN 6070: Project Management and Consulting. Faculty will also have the opportunity to consider how they might use unfolding case study in their own practice.

(1) Ideas to Enactment

Rhonda McCreight, Kathy Lauriente, Jennifer Mason, Geraldine Bob

Culturally sensitive collaboration: An interdisciplinary death and dying simulation in a university setting.

Experiences with death and dying can be an excruciating journey for families. When the death of a loved one is impending or imminent, it is the nurses, care providers, counselors and support professionals who are close at hand to provide the essentials in care for both the dying patient, and the grieving family. The palliative and bereavement skills of a care provider during death and dying experiences can be paramount in the transition and recovery of families and loved ones. How care providers collaborate within the team to provide bereavement services is an essential interdisciplinary approach to successful palliative care.

Education and training on this topic can be minimal with few opportunities to really prepare students for interactions with clients and families during the stages of death and dying. Furthermore, ensuring that students have opportunity to provide collaborative care with other disciplines as well as ensuring this care demonstrates cultural humility and safety are central approaches to successful palliative care. Simulation in this area has been shown to remarkably assist in preparing students for the skills, knowledge, attitudes, and judgement necessary to assist clients and families with accepting and healing during death and dying experiences.

This presentation will explore a simulation experience where nurses and human service students work together to provide collaborative care to a dying client using culturally safe approaches to care.

(5) Courageous Compassion and Collective Care

Carol Sparkes, Carolyn Teare   TRU

One Step More Engaging (Accessibility WordPress site)

This session will help you learn how to improve your teaching materials. You will learn easy approaches to turn a reading into an active learning experience for your reader. With the goal to educate university faculty, staff, and students about how to improve the accessibility of online documents, we created a WordPress site OneStep.trubox.ca. This site provides quick and easy direction on how to make digital documents more accessible for everyone. We shared the site as an Open

Educational Resource with Open Learning editors, instructional designers, at Teaching Practices Colloquiums, and even nationally at the Canadian Network for Innovation in Education (CNIE) conference. All the information about accessibility was there but we took the site one step further to make it more engaging for the users to improve their learning experience.

People learn more by actively working with the concepts. We used this approach to build a more engaging website on the topic of digital accessibility. Attend this session to learn about making digital documents accessible and how you can make your materials more engaging for your readers. You will be able to see the changes we made and provide feedback during the session.

(1) Ideas to Enactment

Gul-e-Rana Mufti   TRU

Culturally Relevant Teaching in Higher Education

Culturally Relevant Teaching, also known as Culturally Responsive or Culturally Sensitive Teaching, is a pedagogy that emphasizes the inclusion of students cultural identities, languages, and prior experiences in learning (Ladson-Billings, 1995). Whilst originally developed and has been effectively used at K-12 level, with increasing diversity at universities, this pedagogy is successfully implemented to address the needs of students at post-secondary level as well (see Han et al., 2014). This poster presentation focuses on the importance of culturally relevant teaching at undergraduate level by employing examples from my own teaching. The implications of using culturally relevant teaching at post-secondary level are discussed.

References:

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. Theory into Practice, 34(3), 159-165. http://www.jstor.org/stable/1476635

Han, H. S., Vomvoridi-Ivanovia, E., Jacobs, J., Karanxha, Z., Lypka, A., Topdemir, C., & Feldman, A. (2014). Culturally responsive pedagogy in higher education: A collaborative self-study. Studying Teacher Education, 10(3), 290-312. https://doi.org/10.1080/17425964.2014.958072"

(4) Reinforcing Respectful Relationships - Equity, Diversity, and Inclusion

Jim Hu, Emilio Porco   TRU

Plagiarism in Theory and Practice and What to Do about It

University academic integrity (AI) violations can be serious but often not well understood. Among the violation types, plagiarism is the most common and confusing. This session clarifies plagiarism and other AI offences.

The presenters first explain four types of AI offences: cheating, academic misconduct, fabrication, and plagiarism. Then they clarify five types of plagiarism: 1) complete plagiarism, 2) direct plagiarism, 3) indirect plagiarism, 4) self-plagiarism, and 5) translation. Among these, indirect plagiarism is most confusing. It includes a) light paraphrasing or patchwriting, b) strong paraphrasing without source attribution, and c) indirect reference without source attribution. Although patchwriting as plagiarism is controversial, the presenters distinguish two forms of patchwriting. One involves generic phrases and should not be considered plagiarism; the other involves copying unique text with minor modification and could be considered plagiarism.

Using the typology, the presenters analyze 66 reported plagiarism cases among first-year TRU students in 2021-2022. The analysis finds direct plagiarism to be the most common, followed by indirect plagiarism. The presenters discuss plagiarism causes and make recommendations about how to help students understand and prevent plagiarism through curriculum innovations and learning support strategies.

Session participants share questions but leave empowered to make informed decisions about plagiarism and its prevention.

(3) Open Education Opportunities

David Loewen   TRU

Bullshit in Higher Education: What is it? Where does it come from? What to do about it?

Higher education is considered a key driver of progress and social development. But academia is not immune to the proliferation of Bullshit.

Bullshit extends beyond profanity to peer-reviewed literature. It has a few definitions. Management scholar Andre Spicer (2017) defines it as language, jargon or behavior that is designed to obscure, rather than clarify, meaning.

Bullshit in higher education can take many forms, including plagiarism, fabrication of data, and dishonest representation of research findings and a current hot topic, fabrication of Indigenous identities.

This presentation will explore the ways in which bullshit undermines higher education, including erosion of trust in academic communities and distribution of false or misleading information to students, employees, colleagues, and the broader public.

It will also examine some root causes of bullshit in higher education including pressure to publish, emphasis on metrics-based evaluation, and lack of clarity and incentives for honesty and integrity.

Strategies for addressing bullshit in higher education are critical, such as implementing stricter standards for academic integrity, promoting transparency and openness in research, and fostering a culture of ethical conduct within the academic community.

The goal of the presentation is to explore impacts of bullshit in higher education and to encourage the academic community and organizations to take action to address it.

(1) Ideas to Enactment

David Carter, Jason W. Johnston   TRU

Indigenous Tourism's Growth, and its Connection to Decolonizing Education

Indigenous tourism is one of the fastest-growing sectors in Canada. Tourism is a proven vehicle for Indigenous people to preserve, celebrate, and share their cultures. With Canada's commitment to Truth and Reconciliation transitioning to the action stage, tourism is becoming a significant way for communities to activate their reconciliation plans. However, the discipline of tourism is slow to adapt to change and has its own colonial origins to reckon with.

Join us to learn about the growing importance of Indigenous tourism, and how the TRU department of Tourism Management is taking a multi-faceted approach to Indigenizing programs, course content, and the tourism industry. Explore how incorporating Indigenous knowledge and content from Indigenous perspectives into the tourism curriculum is essential for the continued growth and decolonization of the tourism industry.

In this session you will learn how Indigenized tourism curriculum, combined with the redevelopment of an Indigenous Tourism Certificate, will create a more informed, diverse, and effective tourism workforce. Participants will see the plan for an Indigenous Tourism Certificate which will facilitate an increased capacity for Indigenous students entering the tourism field. This session will also investigate how decolonized content will ensure that non-Indigenous students will enter the field with a greater understanding, awareness, and appreciation of Indigenous tourism's impact on and contribution to the industry.

(2) Indigenous Pedagogy and Decolonizing Education

Jamie Drozda, Brad Forsyth, Melanie Latham, Brenna Clarke Gray, Jon Fulton   TRU

Inclusive Digital Design Course from the Learning Technology Team

We know many faculty are looking for support to make their classrooms as inclusive as possible, and often want resources to better understand learner needs.

Join the Learning Technology Team to learn about a new online asynchronous course launching in May. Developed with expertise from across TRU, this course gives faculty and staff the opportunity to learn how to make learning materials more inclusive. Modules will feature topics such as accessible document design, Moodle course organization, formatting media for accessibility, and PowerPoint design.

In this poster session, attendees will have a chance to talk to us about the program structure and module content and activities. Participants will leave with a sense of what to expect from the full-length course so they can plan their professional development time accordingly.

(4) Reinforcing Respectful Relationships - Equity, Diversity, and Inclusion

Ben Mitchell TRU

Neurodiverging Inside and Outside the Classroom: Intrinsic Motivation, Representation, and Community Supports

This talk and discussion are about being neurodivergent in academia and supporting neurodivergent students, faculty, and staff. In it, the speaker explores the importance of representation and human rights for educational outcomes and discuss several ongoing and planned initiatives and approaches to teaching and outreach. This includes Twitch Tuesdays @ The Library, liaising with the TRUSU Gaming Club, giving "interest informed" workshops on topics in information literacy, and how coworking sessions for students can benefit students who are neurodivergent. The forms of neurodivergence this talk will focus on are particularly autism, ADHD, and the effects of trauma, but the speaker also has some experience with bipolarity, DID, and schizophrenia and how they intersect with education.

(4) Reinforcing Respectful Relationships - Equity, Diversity, and Inclusion

Elizabeth Templeman, Loghan Eskritt, Maggie Jones, Mackenzie Mertion, Olivia McLennan TRU

Great Moments in Teaching & Learning: The Students' Perspective

Students will often recognize, if only in retrospect, when they've been propelled to deeper levels of learning, or galvanised by an inspiring class. Supplemental Learning (SL) leaders are strong students, from a range of disciplines, who have learned—as a part of their SL training—how to focus upon and to foster learning; they've learned about learning. This heightened metacognitive awareness places them in an ideal position to articulate what, precisely, has provoked and inspired them as students.

Participants will hear from a panel of TRU's SL Leaders who will describe the teaching moments that have stirred them them, and also what, for them, contributes to the ideal learning environment. You'll get a student-eye view of our best teaching practices, and, we hope, come away inspired by what the leaders share.

(1) Ideas to Enactment

Laura Grizzlypaws   TRU/CELT

Re-defining Success for Indigenous Learners

In this workshop Grizzlypaws will share knowledge about Indigenous Learning initiatives and effective practices to enhance lifelong learning among Indigenous peoples. Here you will be able to learn the key characteristics of holistic lifelong leaning for Indigenous peoples; and understand the data gaps and challenges that limit the ability to accurately measure Indigenous learning; Learn the three holistic models of First Nations, Inuit and Metis and gain an understanding of how to measure success.

(2) Indigenous Pedagogy and Decolonizing Education

Hilda Freimuth   TRU

An Examination of Indigenous Design and Content in the ELLT Department's Language Learning Centre

Educators across Canada are assessing current learning spaces to determine how much, if any, Indigenous knowledge, and representation is already in place. However, frameworks for this type of assessment appear to be non-existent in the literature. In an attempt to address this, a questionnaire was developed from a literature review for the purpose of assessing the level of Indigenous knowledge and representation present in the ELLT department's language learning centre. This presentation highlights the assessment tool itself, the findings of the study, and the various recommendations for the centre. At the end of the presentation, the audience will walk away with a tool to reassess their own learning spaces.

(2) Indigenous Pedagogy and Decolonizing Education

Tracy Christianson and Jeannine Chung   TRU

Connecting, Interconnecting, and Intertwining: Decolonizing Graduate Education

Fitting a square in a round hole does not always work and requires one to look at the situation differently. Using knowledge learned about Indigenous pedagogy, I will share a teaching experience of trying to support one student to complete their capstone paper using the Western academic way that did not fit with the student's Indigenous ways of knowing and learning. Two-eyed seeing is referred to "learning to from one eye with the strengths of Indigenous

knowledges and ways of knowing, and from the other eye with the strengths of Western knowledges and ways of knowing and learning to use both eyes together to benefit all."
(http://www.integrativescience.ca/Principles/TwoEyedSeeing/). I will share some two-eyed seeing examples of how the student was able to successfully complete the capstone and graduate. This presentation highlights the importance of educators being open to new ideas and ways of teaching and learning – a critical strategy for being student-centred and decolonizing post-secondary education.

(2) Indigenous Pedagogy and Decolonizing Education

Tanya Pawliuk, Chelsea Corsi   TRU

Consent Café: Courageous Compassion and Collective Care through Preventative Curriculum Design
In 2020 we committed to move beyond talk and take action in addressing sexualized violence through a preventative focus on consent education. This led to the development of the Consent Café, an activity-based consent education, communication, and sexualized violence prevention and response program for youth and young adults. The Consent Café curriculum was designed to address the current gaps in youth's knowledge EARLY, so when they transition to post-secondary they have increased literacy on consent, communication, healthy relationships, basic sexual rights, and sexualized violence prevention and response. Many students come to TRU without the foundational education on consent and communication required for establishing healthy relationships and sexual decision making. The Consent Café aligns with the BC Government's Physical Health and Education curriculum and bolsters SD73's preventative sexual health education commitments through a pilot partnership that will offer the Consent Café to all grade 8 students in the district. We will demonstrate how curriculum design and delivery facilitates the enactment of an idea that is creating space for courageous compassion and collective care across campuses and communities. We will share our process, including a description of the Consent Café reflection on the frameworks that underpin our work; our experiences so far; and the importance of relationship building and collegial engagement to the process.

(5) Courageous Compassion and Collective Care

Jay Goddard, Saskia Stinson, Sheryl-Lynn Lewis   TRU

Universally Designed (Inclusive) Disability Advocacy Curriculum
We will present a snapshot of our advocacy curriculum project that uses an inclusive model of instructional engagement and incorporates Universal Design for Learning (Rose and Meyer 2002). The project is designed for diverse populations (neuro diverse and neurotypical allies and people with disabilities) so that they may access the instruction and demonstrate appropriate learning outcomes related to advocacy and self-advocacy. Modules are designed to sequence a theoretical orientation (what is advocacy) and a practical component using video modelling examples. These are based on advocacy scenarios from the field and from student experience. Modules were delivered in core courses in the Educational Assistant Program (EDCS 1580 and 1640) and in the Employment Skills Training program (ESTR 0370). Advocacy Classes were mixed and taught by instructors from both programs. In developing this curriculum, we have also found much compatibility with First Peoples Principles of Learning (http://www.fnesc.ca/first-peoples-principles-of-learning/).

Participants will participate in a demonstration of a scenario developed for the module. A conversation will explore our successes in delivering inclusive UDL curriculum as well as those areas that presented challenges. We hope to share our experience with faculty who may wish to explore similar approaches in their own teaching.

(4) Reinforcing Respectful Relationships - Equity, Diversity, and Inclusion

Diane Janes   TRU CELT

Crafting a proposal to bring SoTL research into your classroom
Faculty are always innovating in their classrooms, collaborating, and bringing in new ways of teaching and new ways for learning. While we can observe these benefits, what is our evidence? How do we create a research proposal that will start us on the path to find that evidence? This session is for new and experienced researchers who would like to explore the idea of conducting SoTL research in their teaching and learning, and who want to start creating a proposal for that research. This interactive session is an excellent precursor to applying for SoTL grant funding, and preparation for attending the CELT SoTL retreat in June 2023.

(1) Ideas to Enactment

Elizabeth Templeman (facilitator), Jessica Allingham, Eric Bottos, Lindsay Blackstock, Ruth Hofrichter, Jenna Goddard, Humayun Kabir   TRU

Intertwining Learning and Teaching: Integrating Learning Support into Our Teaching

As educators, we tend to focus on our roles and our expertise, but as we gain experience teaching and deepen our knowledge base, it's easy to lose sight of the learning, and even of the learners who depend upon us. This panel of six faculty members from five departments will share a range of perspectives on ways to sustain the connection between the learning and the teaching, and will share their strategies for incorporating that focus on learning into our teaching practices.

(4) Reinforcing Respectful Relationships - Equity, Diversity, and Inclusion

Brenna Clarke Gray, Marie Bartlett, Ken Monroe   TRU

Open Publishing at TRU Now and into the Future

Making research and teaching materials widely available is increasingly a key part of the practice of many faculty at TRU. In this information session, colleagues from across TRU will offer advice and guidance on open publishing options available in-house for both research publication and dissemination and for developing open teaching materials. We will also share our ideas for the future of Open Publishing opportunities at TRU.

Topics for discussion will include:

- Open research repositories;

- Supports for open publishing options;

- Planning for accessibility in your open projects;

- Platforms like WordPress, Pressbooks, and more;

- Knowledge mobilization strategies like podcasting and blogging; and

- Tools for making OER more interactive.

Attendees at this session will leave with a suite of open publishing resources and a clear sense of how to seek extra help as they pursue their next open project – whether a work of scholarship, a knowledge mobilization initiative, or even an OER textbook.

(3) Open Education Opportunities

Melanie Latham   TRU

Optimizing the Organization of a Moodle Course

Over the past few years, how students interact with their Moodle courses has changed and led to new expectations. Now, moving forward in this changing world, how can a Moodle course be organized to ensure student focus is on learning rather than navigating the course?

Join Melanie, a Coordinator of Educational Technologies from the Learning Technology Team, to explore introductory practices that optimize the organization and navigation of a Moodle course. These strategies, drawn from online course design principles and the science of learning, are simple to implement and significantly impact the student experience.

This session will describe key strategies, share why they are important, and illustrate how to implement them in Moodle. There will be opportunities to respond to questions and engage in discussion. Participants will leave with concrete strategies for organizing a Moodle course to enhance student navigation.

(1) Ideas to Enactment

Catherine Ortner   TRU

Perusall: A window into the student's mind

Perusall is an online, social annotation platform that allows students to annotate course readings collaboratively by posting comments and questions and by interacting with each other as they read. In this presentation, participants will see how Perusall can be used to encourage student engagement with the course readings and to facilitate grading of students' interactions and discussions. After a brief introduction to the platform, session participants will have the opportunity to try Perusall as a student. Subsequently, participants will see how to use Perusall as an instructor and learn how Perusall can be used to gain insights into students' learning. Finally, I shall reflect on the benefits and pitfalls of using

the Perusall platform, both for the instructor and for the students. Overall, I suggest that Perusall may solve several common concerns that instructors complain about, such as students not completing preparatory reading before class, not reading the syllabus, or not asking questions in class, while also providing an illuminating view into what students are thinking about when they read.

(1) Ideas to Enactment

Jack Massalski, John Turner   TRU

Challenges of Plagiarism Detection in the Era of Emerging Technologies

Plagiarism, the act of using someone else's work or ideas as one's own without proper attribution, has been a longstanding issue in the academic and professional worlds. With the proliferation of the internet and easy access to information, it has become easier for individuals to commit plagiarism. At the same time, the emergence of new technologies has also provided tools to detect and prevent plagiarism. However, these tools come with their own set of challenges.

One challenge is the ever-evolving nature of plagiarism itself. With the advent of new technologies, plagiarists have also found new ways to commit the act, such as using paraphrasing tools or hiring ghostwriters. This makes it difficult for plagiarism detection tools to keep up and accurately identify instances of plagiarism.

This presentation will delve into one particular emerging challenge and discuss potential solutions to address it. In addition to the presentation, there will also be a workshop component where participants will have the opportunity to work through real-world scenarios and discuss the implications. The goal of the workshop is to provide participants with a deeper understanding of the challenges presented by cutting edge technologies that makes plagiarism detection virtually impossible. The presentation's takeaway will be an awareness and understanding of these technologies and how they will radically alter teaching and the entire field of education.

(1) Ideas to Enactment

Jamie Noakes, Sarah Gibson, Harshita Dhiman, Leanne Mihalicz   TRU

A Multi-Discipline Collaboration in Co-operative Education Course Development

Co-operative Education has a long history in Canada and is based on experiential learning (EL) theory. This presentation is inspired by recent research and work, Unlocking the Career Development Value Within Experiential Learning, by One LifeWorks and CERIC (2021). Building on this work and others, this project explores best practices for EL pedagogy to design innovative and inclusive curriculum.

In 2022, The Career and Experiential Learning Department, Co-op Team successfully applied for a SoTL grant, participated in TRU's Curriculum Redesign Institute and SoTL Retreat while also completing SAIL Pilot 1 and 2. This presentation will explore the process utilized to create new learning outcomes, new curriculum and a new moodle site for co-op work term courses. In the second phase of our project, we seek to understand connections between student's career development and reflective practice. Join us to learn how we integrated various TRU CELT programs to redesign our curriculum."'

(1) Ideas to Enactment

Cassy Magliocchi, Maggie Shamro, Devon Graham   TRU

Considering Student Wellness in your Teaching Practice

University students across the country are experiencing mental health issues in increasing numbers (Rashid & Di Genova, 2022). A study conducted across multiple post-secondary institutions revealed that 84% of students identified anxiety as one of their major health concerns (Rashid & Di Genova, 2022). The use of support services available through Thompson Rivers University (TRU) and the experiences of different faculty members suggest that similar student findings exist at TRU. Students who are experiencing stress in their personal lives will often see this transfer to their academic lives putting strains on their wellness and leaving them with an overall sense of imbalance. The President's Mental Health and Wellbeing Task Force at TRU released a report identifying desirable student outcomes for the future of the university. This report highlights that "learners will thrive in an educational and social environment where they are surrounded by a community that cares about their well-being and are aware of and have access to campus and online spaces for mental health supports" (TRU Summary Report, p.7). In aligning with this vision, faculty in the School of Nursing can adopt a teaching philosophy that supports student wellness in the classroom while continuing to strive for excellence and high standards in our students. This presentation will outline tools that faculty can use to foster wellness in our teaching practice in hopes of leading with compassion and collective care.

(5) Courageous Compassion and Collective Care

Amna Qazi, Laiba Qureshi, Sourajita Panda, Kulrajbir Singh Sandhu, Matty Michel, and Amie McLean

TRU

Teaching for Transformation: Student Leaders' Perspectives on Equity, Inclusion, and Intercultural Teaching Practices

The goal of the panel is to amplify the voices of student leaders – particularly those who are members of equity-denied groups – on the topic of equity, inclusion, and intercultural teaching practices at TRU. Members of the TRU community are calling for change in creating an equitable and inclusive engaged campus culture where all members feel welcome and able to both benefit and contribute to their fullest. Engaging in intercultural teaching and learning enhances a person's capabilities to learn and communicate with people who are different from them – skills critically important in current educational, social, and political contexts. It is also a core reconciliation responsibility, as per the Truth and Reconciliation Commission Calls to "build student capacity for intercultural understanding, empathy, and mutual respect" (TRC, 2015, Call 63.iii, p 7) and for "skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism" (TRC, 2015, Call 24, 27, 28, 57, 92 iii). In this session, Amie McLean will facilitate a dialogue on the relationship between equity, inclusion, and intercultural teaching practices. You will have the opportunity to learn from a panel of TRU student leaders working to advance intercultural engagement on campus. Panelists will speak to their lived experiences to highlight the importance, complexities, and impacts of specific intercultural teaching practices.

(4) Reinforcing Respectful Relationships - Equity, Diversity, and Inclusion

Lorry-Ann Austin, Alana Hoare   TRU

SAILing into Assessing of Student Achievement

What knowledge and skills do students take with them after successfully completing their program of study? What methods of program level learning outcome assessment are currently engaged within faculties at TRU? What about assessment of institutional learning outcomes? In seeking ways to assess and further understand student achievement of program and institutional learning outcomes, faculty from across TRU engaged reflexively in meaningful dialogue, co-developed institutional rubrics, and cross-assessed student artifacts in two pilot studies. A third iteration exploring capstone courses and program level learning is currently underway. These projects are titled Strategic Assessment of Institutional Learning (SAIL) 1.0, 2.0, and 3.0. This presentation interactively engages with participants to discuss program and institutional level student learning outcome assessment. We will share the themes that emerged during the action research planning cycles of the SAIL pilots: student informed consent, trust and community, assignment selection, rubric clarity and disciplinary variation, framing the degree of student achievement, implications for course redesign, and faculty motivation to participate in SAIL. In addition, we will identify key implications for the assessment of learning outcomes and then engage with the audience for ideas in the development of a model for ongoing reflection and curricular improvement at TRU.

(1) Ideas to enactment

Rebecca Fredrickson   TRU Williams Lake

Knowledge Production in the 21sth Century: Recrafting Introductory Composition Courses through Self-Location

Knowledge Production in the 21sth Century: Recrafting Introductory Composition Courses through Self-Location will describe the pedagogical value of including self-location practices in the assignments of introductory composition courses. Self-location is the practice of introducing ourselves with specific details that demonstrate an awareness of our situated perspectives. The practice of self-location requires us to acknowledge our privileges, alliances, and responsibilities in relation to a given context. When students self-locate, they think about their dynamic identities and the social, political, economic, and spiritual forces that shape these identities.

When including the practice of self-location in English 1100 courses, my goal is to help students to take responsibility for the effects of the discourse they produce, with the understanding that there is no neutral or objective perspective in theoretical writing.

This presentation will outline the methods that I've used to integrate self-location into English 1100 courses. I will talk about the readings, exercises, assignments that I've included in these courses, and I will also describe student responses and the outcomes of past courses.

(4) Reinforcing Respectful Relationships - Equity, Diversity, and Inclusion

Rhonda McCreight, Dian Henderson   TRU

Panel session: An Instructional Skills Workshop devoted to hybrid learning.
The Instructional Skills Workshop is a foundational experience aimed to give novice instructors a blanket of tools to build a great teaching portfolio! This workshop is also incredibly helpful for on-going and experienced educators who want to refresh or re-envision their teaching pedagogy and practice new and creative skills.

With the pandemic nipping at our heels and the realization that using hybrid models to teach can and should be used in an on-going manner, a HYBRID ISW was offered at TRU where participants could deliberately practice and create hybrid teaching strategies. This INAUGRAL session happened at the TRU Williams Lake campus in August of 2022. Co-facilitators Dian Henderson and Rhonda McCreight bring you the WL HYBRID ISW panel session where participants will discuss their experience during this innovative week-long session. Join us for a review of this amazing new adventure.

Facilitators: Dian Henderson & Rhonda McCreight

Participants: Michele Bebault, Mason Dragovan, Patti Boyd, Dallas Hengstler, Melissa Svendsen & Rebecca Fredrickson.

(4) Reinforcing Respectful Relationships - Equity, Diversity, and Inclusion

Lorraine Weaver, Meng Sun, Thishara Perera   TRU

Hybrid Teaching in the Masters in Environmental Economics Program
Offering synchronous teaching for both in-class students and individual online students simultaneously can support more students engaged in lifelong learning as it enables students farther along in their careers who are unable to move to Kamloops to participate in niche programs like the Masters in Environmental Economics. But how have we supported student engagement with other students and their faculty members in this program? This presentation will discuss some of the literature related to hybrid teaching, preparations that faculty and Teaching Assistants (TAs) make as well as some of the experiences, challenges, and tips/tricks of faculty and supporting TAs. Presentation co-presenters include a faculty member, TA, and instructional designer. (1) Ideas to Enactment

Jenna Goddard   TRU

Creating a Counterstory: Decolonizing Academic Writing Through Spoken Word Poetry
Historically, academic writing centres and processes have reflected traditional (colonial) writing conventions that affirm the authority of white literary "masters" and convey an implicit rubric for the "right" way to write; this effectively maintains a status quo that unfairly privileges white students (Chavez, 2021). Often, it is the technical and physical elements of "improvement" (product) that are emphasized in academic writing rather than equally important emotional, psychological, and civic elements of improvement (process) (Chavez, 2021).

Spoken word poetry – the creation, the articulation, and the sharing – appears to be the anti-academic writing: oral, rule-less, un-assessed, emotional, and creative; however, research indicates that including opportunities for SWP within the classroom builds community, enhances students' confidence, encourages expression of authentic voice, and improves students' academic writing (Moore, J. & Paris, D., 2021; Williams, W., 2021; Woodard, R. & Coppola, R., 2018).

This interactive workshop invites participants to build community through co-creating and performing a spoken word poem – their own counterstory – to disrupt traditional perceptions of literacy, and to consider how writing spaces and expectations may be transformed to re-imagine the future of academic writing spaces through creative process.

(2) Indigenous Pedagogy and Decolonizing Education

Trent Tucker   TRU

Active and HyFlex Learning: CoP Launch
Let's be honest – university classrooms haven't changed much since the 15th century. More comfortable seating and better lighting — yes. Less draughty for sure — but the physical design — students seated at tables in rows with the professor professing at the front is the same. It doesn't have to be this way!

I've taught in "active learning" classrooms and used those experiences to design, develop, and debug other active learning spaces at my previous institution. This year, I have the privilege of being a CELT Teaching Fellow for Active and HyFlex Learning. Part of this project is to start a Community of Practice (CoP) of like-minded academics who are interested in active learning, hyflex learning, and the physical learning spaces we have on campus. The purpose of this session is to find those like-minded people and start a conversation — whether you're doing active learning in you class most days or a new faculty member who is wondering what this is all about. We'll talk "hyflex" (hybrid / flexible)

classrooms too — bringing remote learners in virtually to a face-to-face class with their peers. If you'd like to be a part of this CoP from day one or just interested to learn more about active learning — please come to this session.

(1) Ideas to Enactment

Brenna Clarke Gray TRU

The Robots Are Coming: Artificial Intelligence and the Education Revolution
This TPC session, a companion to the 2023 TRU Digital Detox, explores the latest thinking on how artificial intelligence is changing education -- and how our pedagogies can adapt to keep up. Participants will discuss how to develop writing and other assignments in the wake of the emergence of tools like ChatGPT, but will also think about how higher education has participated in, and even encouraged, the rise of AI tools.

(1) Ideas to Enactment

Christina Cederlof, Joy Demsey TRU

Developing World Connections
Interested in International Service? Consider Developing World Connections!   Have you ever thought of doing (or doing more) international service and community development? Would you like to spend time shoulder to shoulder helping others while learning and appreciating another's culture and way of life? This fall Christina Cederlof from the Education and Skills Training (ESTR) program went to Peru to give support to a school in the outskirts of Lima with Developing World Connections (DWC). Come see what going on a DWC service trip is like. Joy Demsey with DWC will also share how you can get involved with established and sustainable projects in Nepal, Costa Rica, Guatemala, Kenya, Cambodia, India, Philippines, and/or Peru.

(5) Courageous Compassion and Collective Care

Carolyn Ives, Diane Janes, Jessica Allingham, Alyssa Piva, Simon Ward-Able, Florriann Fehr TRU

The Instructional Skills Workshop: What I Did on My Winter Vacation (and Why You Should Do It, too)
While the Instructional Skills Workshop (ISW) began as a grassroots movement in BC in the 1970s, many faculty members around the world continue to engage in the ISW today as a professional development opportunity to improve their lesson planning skills and try new teaching strategies to foster student learning in their courses. Because the workshop invites participants to be vulnerable through trying new lessons and classroom strategies—and then receive feedback about these from colleagues—participants often strive to support and encourage each other, which makes for a positive learning experience. While TRU's Centre for Excellence in Learning and Teaching (CELT) offers the ISW multiple times per year, facilitators don't always follow up to see how the workshop has impacted participants weeks or months after the workshop is over. We would like to change that, starting with this session. For this synchronous session, we are proposing a panel discussion hosted by CELT coordinators and featuring five participants with diverse disciplinary backgrounds from the ISW offered in December 2022. The participants will share their main takeaways from their time in the ISW, and they will also share the impacts of their learning on their lesson planning and classroom practice. The CELT coordinators will also share their learning and insights, both from this specific ISW, but also from years of facilitating ISWs.

(5) Courageous Compassion and Collective Care

Mateus Arantes Fandino TRU

Computation for science with Python
In recent years, the advent of interpreted, quick-to-start and easy-to-use programming languages has made it possible to introduce coding to physics courses at all levels including first year university and even high-school. Several advantages can be associated with this approach: providing an active learning environment, allowing for a focus on the concepts and on more complex "real-life" problems rather than (often artificial) problem-solving, helping to bridge the gap between the physics content and the mathematics content in initial years and developing transferable skills. There are also pitfalls to be avoided: overload of science students and spending too much time on the programming part so that the science content gets overlooked. An intuitive and easy-to-use programming language is essential to avoid those risks. Python has been one of the most successful interpreted languages of the past decades and offers many advantages: free and open-source, easy to install (or not installing at all), intuitive, concise syntax. I will describe our experience with introducing computation to an intermediate mechanics course at TRU. This includes the use of Jupyter notebooks through the online server syzygy, recently made available to TRU students. The material developed is made available to other faculty who would like to use it as a template for their own courses.

(1) Ideas to Enactment

Nazlee Sharmin   University of Alberta

In-class gaming to improve students learning experiences in dental education.

Background

Higher educational institutes increasingly focus on incorporating games to enhance student engagement. Gamification refers to using or adopting game mechanics, and techniques in a non-game platform, like education. Many health professional education courses have applied gamification. Online games like Kahoot are shown to increase student satisfaction, motivation, and collaboration. Gimkit is a recent addition to the field of gamified learning. Gimkit is a live-learning digital quiz game that works for groups and independent study. Using this platform, instructors can make trivia quizzes on any device. The instantly generated code by the host allows students to enter live games without having an account or registration. Quiz questions are randomly repeated in the game, helping students to learn and practice facts without realizing it.

Method

We conducted a descriptive study to describe the impact of live quiz games on the student's learning experience. Students' performance in the game and the summative exam were evaluated. An anonymous survey was administered to collect data on the perceived benefit of the game.

Results

Our study has identified Gimkit as a potential learning tool, especially for the content area that requires memorization and learning of facts. Data indicated a positive impact of in-class gaming on knowledge acquisition and retention.

(3) Open Education Opportunities

Nazlee Sharmin   University of Alberta

Whiteboard Animation for Dental Education

Background:

Whiteboard animation is a style of animated videos where the content appears to be hand-drawn on a school whiteboard and narrated in a storytelling manner. This technique has all the benefits of traditional animations, with an added ability to combine visual thinking and storytelling. Whiteboard animations were successfully applied to explain health-related topics. Creating a successful whiteboard animation requires paid software, time, and drawing skills. Most whiteboard animation software is designed for business advertising and does not provide the graphics gallery needed to explain health science-related topics.

Methods:

We used traditional PowerPoint and hand-drawn digital images to create whiteboard animation explaining topics for dental education. Procreate, apple pencil, and iPad were used for drawings that were exported in PowerPoint. The built-in animations of PowerPoint were used to animate the images and supporting text. Screen-hunting software was used to record the animation screen as a video with a voice-over narration.

Results and Conclusion:

We aim to create a series of whiteboard animations for dental students. According to Dewey, learning is a social activity resulting from human interactions. Studies found that the on-screen appearance of avatars, cartoon characters, dialogues, and simulated real-world settings in animated videos serves an essential social function in engaging students.

(3) Open Education Opportunities