

Celebrate SoTL 2021: SoTL 101: Faculty Perspectives



Institute for the Scholarship of Teaching and Learning

Centre for Teaching, Learning and Technology, University of British Columbia

October 21, 2021, 9:30-11:00 am

Presenters

- **Matt Coles** – Education Program Director, Faculty of Science, Department of Mathematics
- **Christine D’Onofrio** – Associate Professor of Teaching, Faculty of Arts, Department of Art History, Visual Art & Theory
- **Katherine Lyon** – Assistant Professor of Teaching, Faculty of Arts, Department of Sociology
- **Segun Oyedele** – Associate Professor of Teaching, Faculty of Medicine, Department of Cellular and Physiological Sciences
- **Sally Stewart** – Associate Professor of Teaching, Faculty of Health and Social Development, School of Health and Exercise Sciences



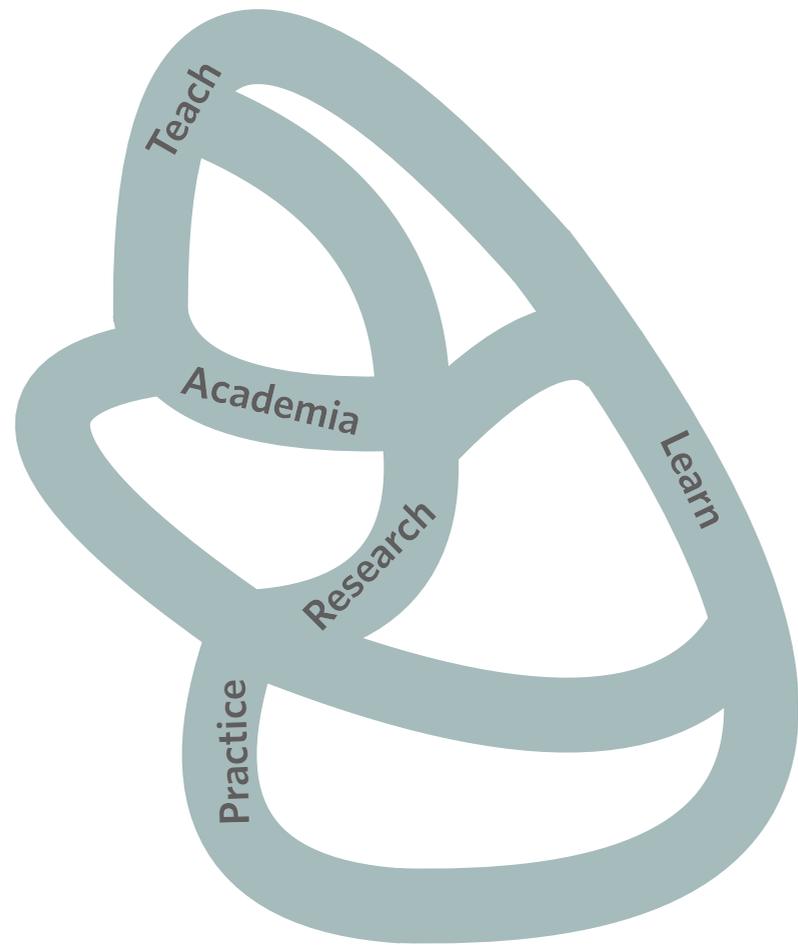
Matt Coles did not have presentation slides, please connect with him to discuss his interesting experiences or reach out to the ISoTL team to receive a recording of the event.

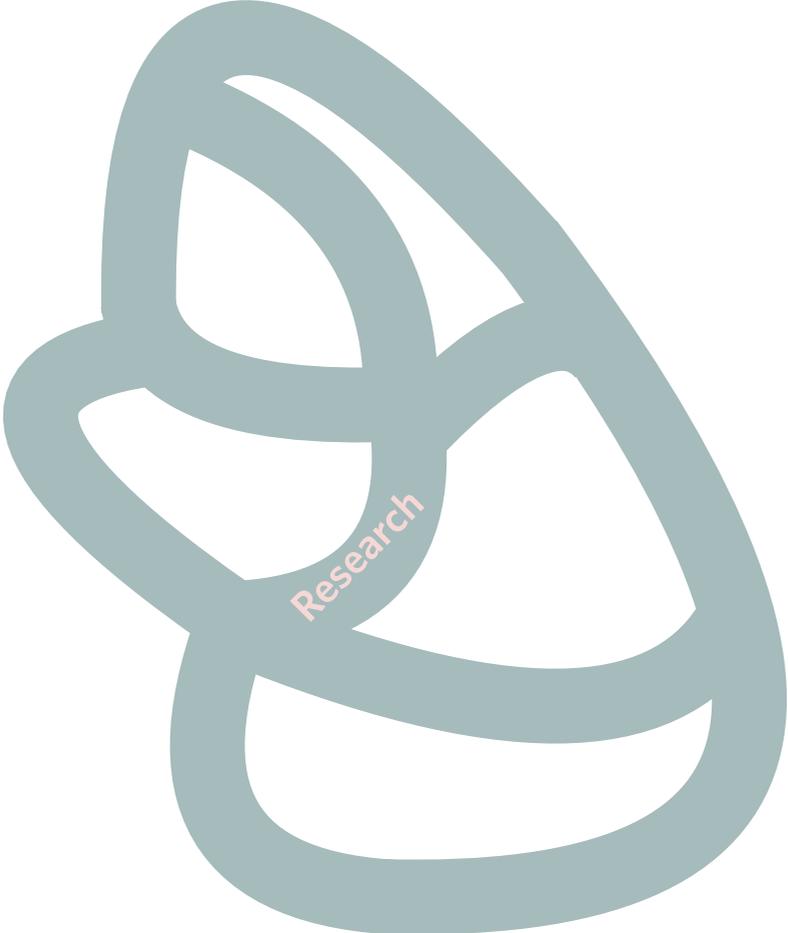
How an artist finds their 'spot' in SoTL

Christine D'Onofrio

Associate Professor of Teaching

Department of Art History, Visual Art and Theory





Research

Discuss

Listen

Reflect

Identify

Inquire

Relate

Read

Observe

Connect

Columbus
TED event



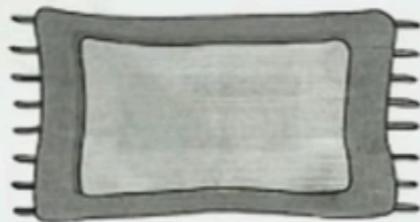
Cindy Foley *Teaching art or teaching to think like an artist?* [Ted Talk 2014](#)

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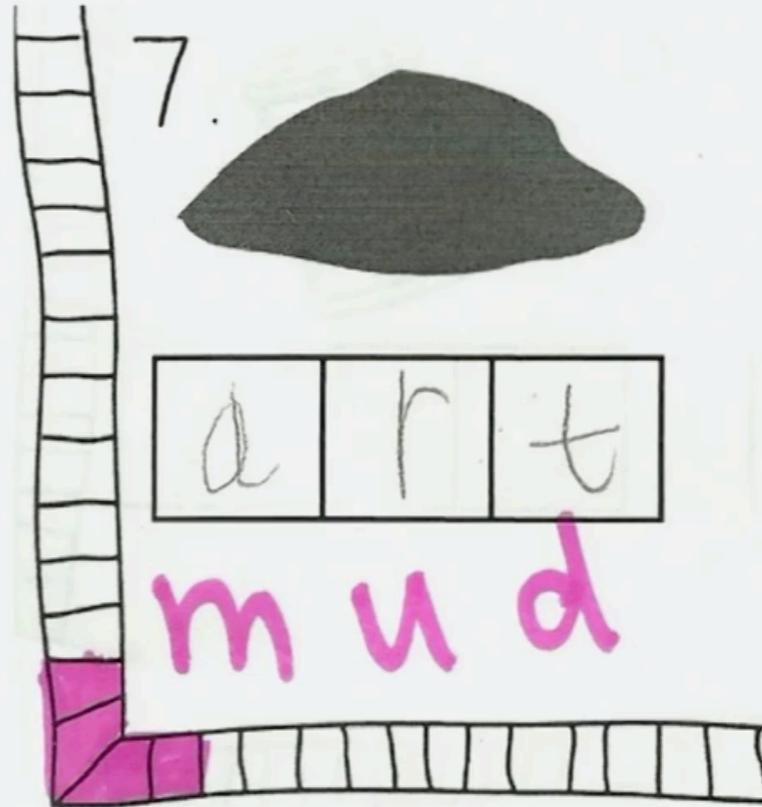


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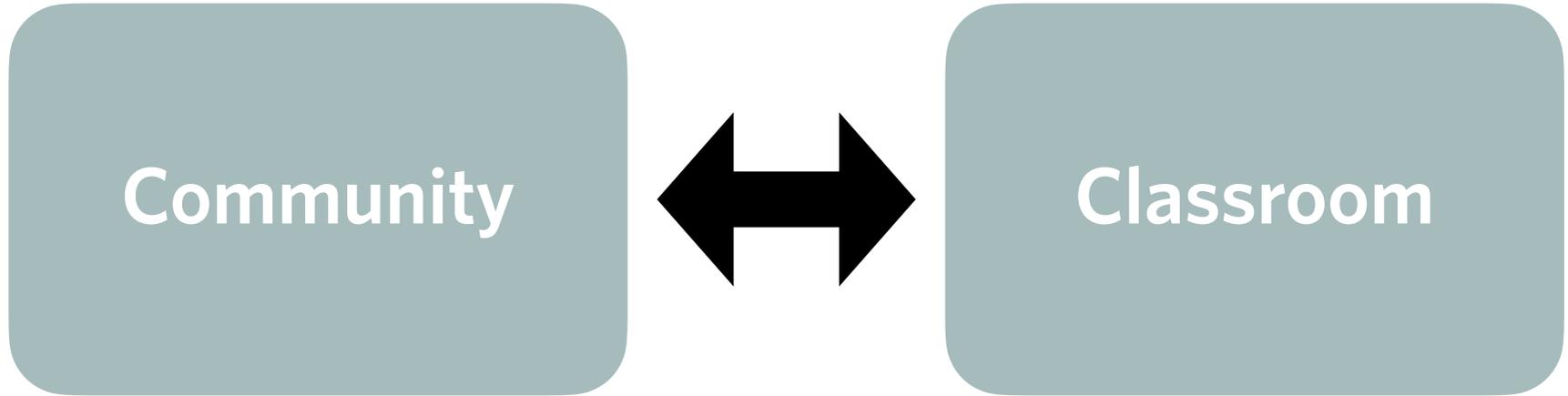


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Community Engaged Experiential Learning in Visual Art

Christine D'Onofrio & Paulina Semenec



Experiential learning contributes to Booth's (2011) vision of "a re-imagined higher education that is multi-dimensional, outward facing and grounded in the complexity and plurality of meanings that characterize contemporary life"

Research

Course Artifacts

Creative Work

Focus Group

Individual Interviews

*BREB

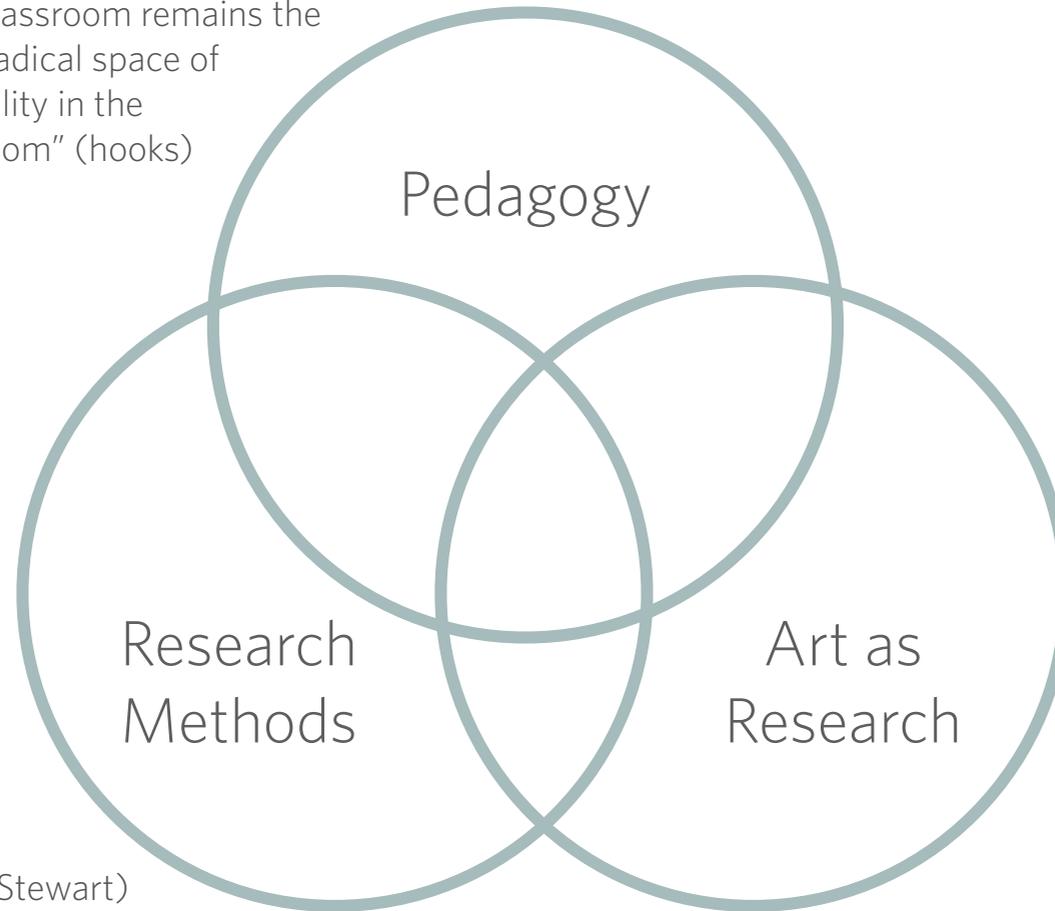
- Valued the experience
- Informed their professional identity
- Practical realities of art world
- New understanding of the artists' role in society
- Collaboration, communication skills
- Workplace knowledge

There is a way to measure how we can know this as mud



But is there a way to measure how we can know it as art?

“The classroom remains the most radical space of possibility in the classroom” (hooks)



“Experimental systems must be sufficiently open to allow these indistinct things to come into view; enough space must be present to produce what we do not yet know.” (Borgdorff)

Revealing:

“**pressure points**”, (Stewart)

“**a particular something**” (Anderson),

“**a glow**” (MacLure) and “**vibrancy**” (Bennett)

How does community based experiential learning inform how students think about becoming an artist?

Christine D'Onofrio & Paulina Semeneć

Visual Arts 375 "Artists in Society"

- Course that partners students with local artists, cultural institutions and artistic programming events to work on customized projects together.
- Bridging theory and praxis - a space for students to analyze, re-examine and discover their values in relation to critical texts, activities, discussion and the project-based learning partnerships.

We were drawn to the "more than sayable", the affective and non-representational aspects of the data that spoke to ambiguity, messiness, uncertainty and unknowing:

- pressure points (Stewart)
- a particular *something* (Anderson)
- a glow (MacLure)
- vibrancy (Bennett)

Thinking about the data as resisting interpretation and being known, we worked within the space of inquiry when highlighting particular moments in the interviews and reflection.

Students came into the class wanting answers, but came out asking more important questions!



Community Based Experiential Learning Reflection

To engage and cultivate habits of self-reflection upon their practical experiences in the visual arts sector, informing their agency, influence and civic responsibilities.

How would you define the role of the artist in society?

Emerging Insights

"It's tough to articulate what artists do... You know when it hits and you feel it. There's something visceral, like, some kind of deep feeling of the world being seen and a new or displaced or complicated or reimagined."

"I wouldn't even know how to answer "what is the artists' role in society". There are parts you want to keep muddy."

"To make art is to try, to hope and to fail, but use each failure as a motivation to keep trying because to resign to allowing one's spirit to be stamped out seems a far worse fate than being a perpetual failure."

SoTL 101: Faculty Perspectives

Katherine Lyon, Assistant Professor of Teaching
Department of Sociology & Vantage One Arts Program

Presentation goals:

- Outline my teaching context
- Share a SoTL Seeds project that grew out of this context
- Discuss decision-making across three project expansions
- Highlight tips for SoTL work

Teaching Context

- Teaching sociology with first year international students who use English as an additional language (EAL)

Part 1: Pursuing a ‘hunch’ through *SoTL Seeds*

“Exploring the linguistic features of multiple choice questions: Evening the playing field for English as an additional language students”

Collaborators:

Mark Lam and Simon Lolliot (Psychology / Vantage)

Jennifer Lightfoot and Daniel Riccardi (Vantage Academic English)

Nathan Roberson (SoTL Specialist)

Part 2: Expanding project scope through the *Arts Work Learn International Undergraduate Research Award*

“EAL and ENL students’ perceptions of multiple-choice questions”

Part 3: Capacity-Building and Resource Development through the *Equity Enhancement Fund*

“Linguistic Justice on Campus: Enhancing Faculty and GTA Capacity to Implement Inclusive Assessment Practices in Multiple Choice Exams with a Linguistically Diverse Student Body”

Tied to UBC’s Inclusion Action Plan, Section 4: Teaching and Learning (2020)

SoTL Insights / reflections

- Some of the best research questions grow from interactions with students
- Begin with your own classroom.... but don't end there
- Think in small project 'stages' and reframe as appropriate
- Take breaks for reflection between stages
- You are not alone! SoTL is great for collaboration and complementary skill sets

Thank you!

Katherine.lyon@ubc.ca

My SoTL journey at UBC

Olusegun (Segun) Oyedele, MBChB, MSc, PhD
UBC Faculty of Medicine, Southern Medical Program

SoTL



- For me, having had a medical and basic sciences background, SoTL research was new, puzzling and out of my comfort zone. Much like being in a black box

Professional development


a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF EDUCATION
Strategic Academic Leadership in University Contexts:
The Scholarship of Educational Leadership (SEL)

International Program for the Scholarship of Educational Leadership:
UBC Certificate on Curriculum and Pedagogy in Higher Education

Formal and informal training was therefore needed



272 Visitors from around the world

Make connections, engage with the CHES community, collaborate on research projects!
Learn about CHES' Visitor Program

conferences improve effectiveness includes working individual acquisition optimize output
 development level job workshops seminars training
professional
 skills function attendance all relevance field expertise individual's involves higher activities endeavours together empower


THE UNIVERSITY OF BRITISH COLUMBIA
Vancouver Campus
Centre for Teaching, Learning and Technology





CUTTING EDGE SPEAKER SERIES
WHAT I'M THINKING ABOUT

November 9, 2021

DR. WENDY HU & TAGRID YASSINE
 School of Medicine & Translational Health Research Institute,
 Western Sydney University Australia

Place and Learning in Context

Grants
 CHES DME
 Aspire
 VP Research & Innovation
 SOTL Seed

My current (ongoing) SoTL work

Feedback as a pedagogical tool for CBL – Is it working?

Olusegun Oyedele, Emmett Campbell and Trinh Nguyen

Background

- o At UBC Faculty of Medicine, case based learning (CBL) is a major pedagogical format.
- o Within CBL, feedback is a major tool, used to assess students' achievement of learning.
- o Anecdotal and other evidence suggests wide variability in CBL feedback practice
- o No systematic study exists to measure effectiveness of feedback within CBL

Research Questions

- o What is the perception of UBC MD students regarding the effectiveness of feedback they receive in CBL?
- o What is the perception of tutors regarding the effectiveness of feedback they give?
- o What alignment exists between curricular goals of feedback and the experience of students and tutors?

Methodology

- o Mixed quantitative and qualitative
- o Questionnaire survey, focus groups and interviews
- o UBC FoM, Southern Medical Program UBCO campus
- o 64 (of 64) students, 8 (of 24) tutors
- o Winter Term 2 (January – April, 2022)

Possible roadblocks

- o Approvals and timelines
- o Recruitment, large enough n to draw valid conclusions

Anticipated findings

- o Ambiguity in student, tutor expectations
- o Mixed effectiveness of feedback in CBL
- o Need for better alignment between stated goals within curriculum and classroom practice



Challenges

Internal constraints

- Steep learning curve
- Learning on the job (workload)
- Finding self-motivation (effort/benefit ratio)

External constraints

- Disparate learning community
- Collegiate value/prestige (2nd- rate?)
- Funding (success breeds success)

Hopeful indicators

- o Increasing support - UBC and CTLT & others
- o Room to grow
- o Fledging community of practice

SoTL

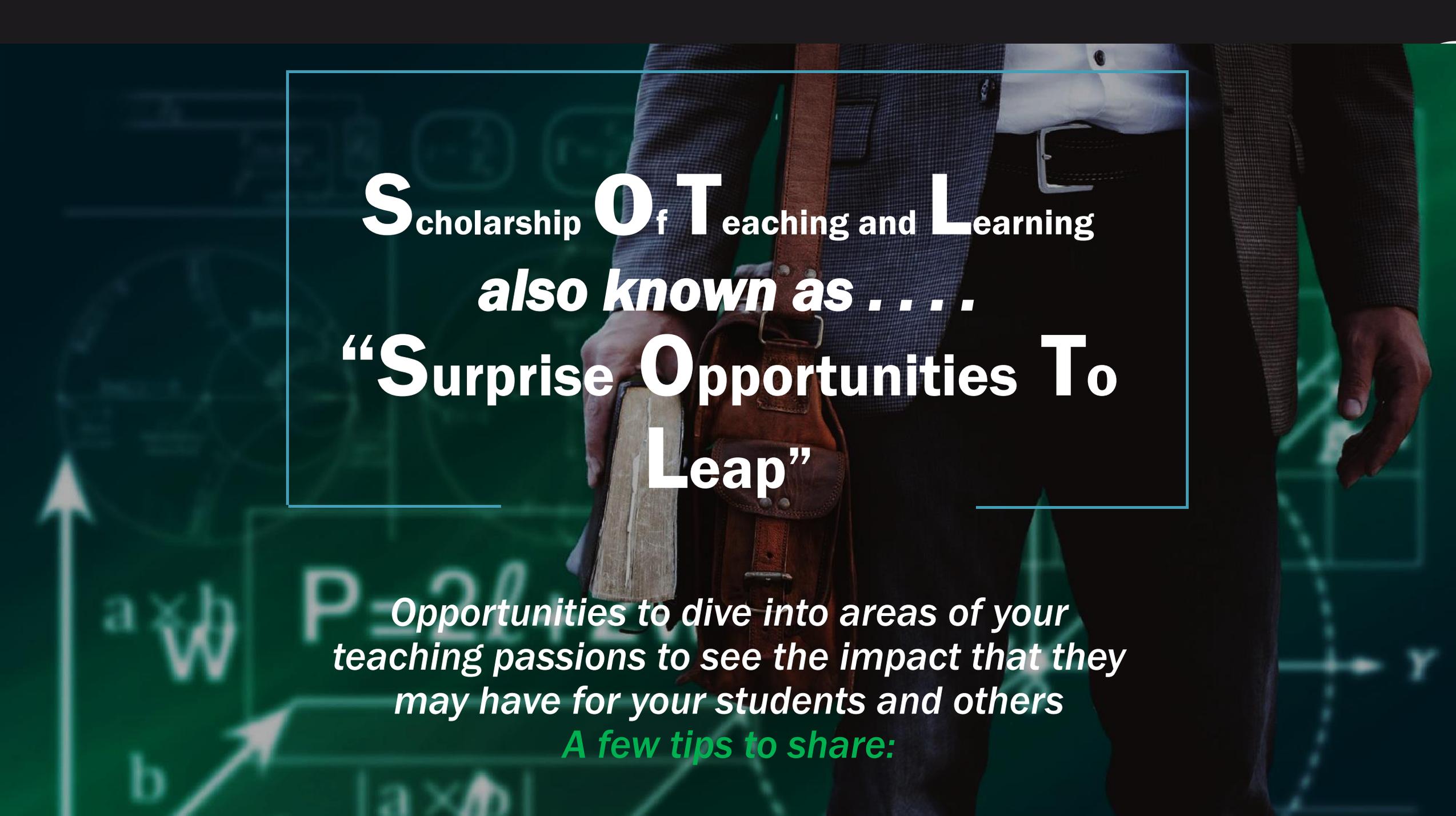


With increasing support and visibility of SoTL work at UBC, I hope that SoTL research will become much less of a puzzle and much more of collaboration and productive work for me.



Scholarship **O**f **T**eaching and **L**earning
FACULTY PERSPECTIVES
PANEL

*Dr. Sally Stewart, School of Health and
Exercise Sciences, FHSD, UBCO*



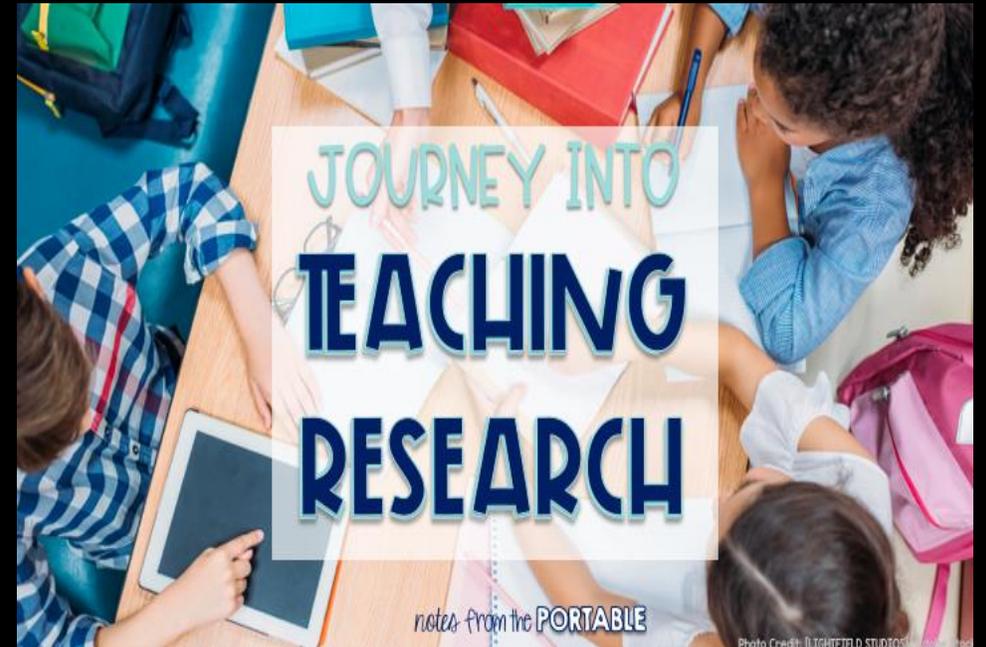
Scholarship **O**f **T**eaching and **L**earning
also known as
**“Surprise Opportunities To
Leap”**

*Opportunities to dive into areas of your
teaching passions to see the impact that they
may have for your students and others*

A few tips to share:

- 1 “no act of kindness ever wasted”
 - 2 What’s your teaching perspective? (TPI; enjoyment, wellbeing, satisfaction)
 - 3 Teamwork and mentorship
 - 4 Create; but remember it doesn’t have to be perfect
-

SOTL



- *ELNET mentoring program
 - eg. *TEACHERS Project
 - *HEAL 100
 - *Nutrition Education Center
 - *Course Themes
 - *Experiential Learning Tasks (ELTs)
 - *Intentional Kindness
 - *Flexible deadlines
 - *Random Acts of Exercise
 - *Stand up desks
-

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