

Judy Chan

TEAMWORK: I love it, but do they?

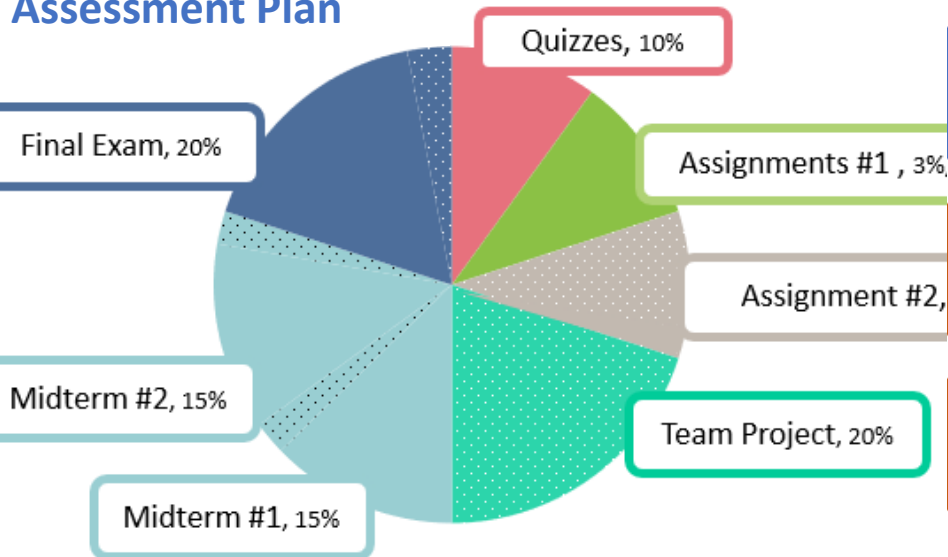
Does teamwork support students' learning?

What can I do **more or less** to foster teamwork and learning?

Data Gathering: July and August 2022

- FNH 200 942
- Summer: 6 weeks, 107 students
- 90% from outside LFS, wide range
- A very intensive course
- Don't want to add more work
- Support Vs Privacy

Existing Assessment Plan



2 Week Before Pre-course Survey	<ul style="list-style-type: none">• Describe a good experience. What support it? Describe a less idea experience? What did you learn? What can I Help?
Week 2 Team Contract	<ul style="list-style-type: none">• A range of questions to support teamwork
Weeks 3 and 6 Peer Evaluations	<ul style="list-style-type: none">• How well did you contribute to the team?
Week 6 Team Project - Reflection	<ul style="list-style-type: none">• Describe what you experienced and learned as a team
Post Course Survey	<ul style="list-style-type: none">• 7 Likert questions, with option to add details• 1 open-ended
Post Course Focus Group	<ul style="list-style-type: none">• 3 time slots

Romina Sardari



CREATING AN ETHICS SCREENING TOOL FOR SOTL WORK AT UBC AND QA/QI FOR BROADER USE

ROMINA AMIR SARDARI¹; SIMON ALBON¹
UBC FACULTY OF PHARMACEUTICAL SCIENCES

Background:

Currently, UBC and national Tri-council guidelines provide very little concrete direction on how to treat SoTL and QA/QI studies in academic contexts

Objective:

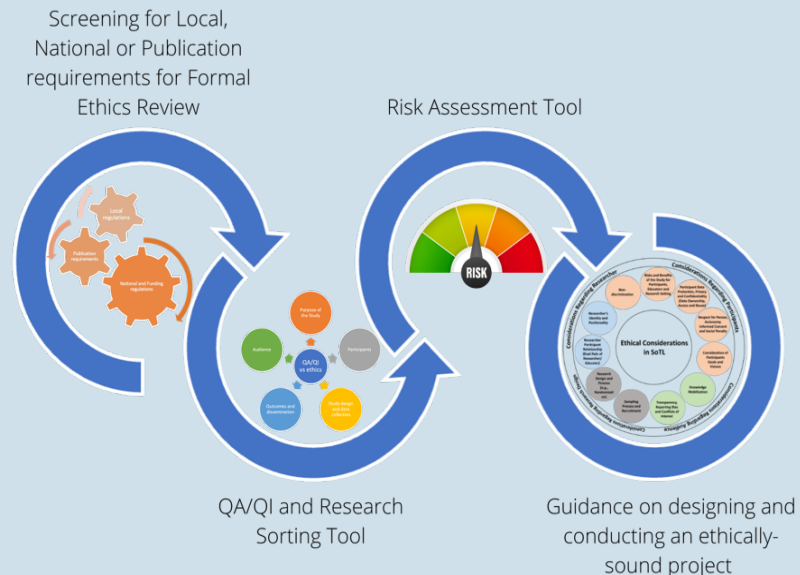
To create an ethics screening tool for SoTL and QA/QI work at UBC and broader contexts including BC's health authorities

Methods:

- **Phase 1:** Environmental scan
- **Phase 2:** Creating an Initial Working Prototype
- **Phase 3:** Peer-review

Results:

An easy-to-follow decision tree model with glossary and comprehensive guidance notes for conducting ethically-sound SoTL and QA/QI studies and glossary



Next Steps:

- Building the tool on the delivery platform
- Establishing a broad peer-review process

Acknowledgments:

The authors would like to thank UBC Faculty of Pharmaceutical Sciences, as well as the Chair of UBC's Institute for SoTL, UBC's Office of Research Ethics and Research Ethics BC for their kind guidance and contributions to this project.

Christine D'Onofrio

Disciplinary coherences: Building dialectics through paired interview methods

Christine D'Onofrio, PJ Rayner, Scott Robertson

Disciplinary Awareness

- Knowledge transfer and sharing
- Recognized how individual disciplines function
- Identified how embodied disciplinary contexts operate

Cohort Building

- Impact on building a teaching community
- Participant traits and motivations was important component
- A renewed investment in the program

Dialogic Process

- Supportive safe space for different views
- Space for unknown, unsettled, changing vision
- Organized pragmatic structure allowed room to 'play' with ideas

Led to....

- Degree revisions and new curriculum development
- Determined program areas to facilitate interdisciplinary
- Co-teaching, co-creation, and team teaching opportunities
- Modelled dialogic process that was reflected in new degree structure
- Useful analysis of paired interview process, such as how to make pairings, facilitate, protocols, build artifacts, etc

Ingrid Price

“A recipe has no soul. You as the cook must bring soul to the recipe.”



Ingredients for a faculty-student group mentoring program in Pharmacy Education.

Ingrid Price

Start with students

1st & 2nd years
“learners”

3rd years
“in the middle”

4th years
“transition & change”

Mix in mentors

Relationship,
connection & support

Awareness of &
flexibility in response
to group needs &
interests

Add, as needed

Stress management

Emotional support

Success in the program

Career paths

Silvia Bartolic

Student Input in Developing an Undergraduate OER Textbook

Silvia Bartolic, Ph.D. | Department of Sociology | Celebrate SoTL Lightning Talk | October 21, 2022

CHALLENGE:

How to create a textbook that is both **diverse in content** and **inclusive in accessibility**?

COST:

25% of students highlighted **cost as a barrier** to obtaining required reading materials for class

DELIVERY:

91% of students reported the ability to download the readings without an internet connection is important

SURVEY: (n = 33)

- student perceptions of textbook costs and their accessibility
- beneficial interactive features of textbooks
- preferred delivery format of course reading materials

FEATURES:

- **87%** of respondents said **definitions of key terms** are helpful
- **84%** of respondents expressed desire for **real-world examples**
- **69%** of respondents said **chapter summaries** were beneficial to their learning along with **chapter review questions** (54%)

IMPLICATIONS:

Having course materials open and available online will impact student learning due to **decreased costs, increased accessibility, better organization of learning material, and ease of use**

Bruce Moghtader

Social Impact Lab Toolkit

I am looking for a **Learning Outcome** ▾ that aligns with the theme of **Select...** ▾

The Social Impact Lab (SIL) Toolkit is a modular and adaptable online resource that connects educators with tools to help students achieve systemic change in collaboration with community partners. The tools included here guide students through values exploration, working in diverse groups, systems analysis, and project planning.

Evaluation of Social Impact Lab (SIL)

- 2022 and 2023: Pilot in 8 courses
- Focus group with 8 faculty members
- Pre and post survey with students enrolled in SIL courses
- UBC School of Information usability study of the website: <https://sil-toolkit.ccel.ubc.ca/>

Already know what you're looking for?

Search



Xiaowen Xu

Hello, May I Please Join Your Group Writing Projects?

Xiaowen Xu, Ph.D. (xiaowen.xu@ubc.ca)

Celebrate SoTL 2022 Lightning Talk, Oct 21, 2022, IKB 302

"Enhance Students' Engagement with Group Writing Project by Optimizing Division of Labours" (2020-21)

Xiaowen Xu, Trish Varao-Sousa, Bosung Kim

My Action Research (2018-2022)



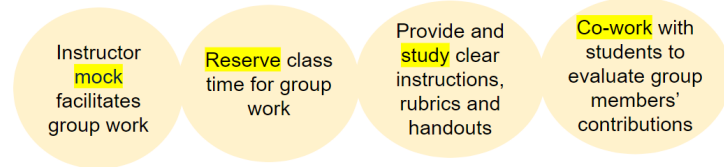
2020 Reflections and Proposals for Actions: Instructor's Role in Students' CW Projects



CW Challenges Facing Students

- Difficult to encourage participation from all members
- Hard finding time to meet
- Work was not always equally allocated

Instructor's role in students' CW: Jump into the Student's Shoes/Boats



- Course-centered lecturer
- Learning-centered assessment designer
- Partner to students' learning journey

Teaching paradigm → Learning

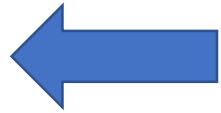
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Nicol, D., Thomson, A., & Breslin, C. (2014). "Rethinking feedback practices in higher education: a peer review perspective." *Assessment & Evaluation in Higher Education*, 39(1), 102-122.

Moberley Luger

Equitable Pedagogies of Speaking + the PASS



Performance – Communication Continuum (Motley)



- Presentations akin to figure skating performance (cannot “make a mistake”)
- Emphasis on normative appearance, gesture & speech (“speak clearly,” dress professionally”)
- One size fits all – tips/ tricks



- Presentations as genre and discipline-specific
- Emphasis on communicating knowledge, speaking as part of the research process
- Learning through precedents: what are the norms of the particular speaking situations?

Pheroze Unwalla

Emotion(ality) and Emotive Writing: Assessing the Impacts on the Middle East Studies Classroom

Pheroze Unwalla, Assistant Prof. of Teaching in History, Chair of Middle East Studies (MES)

PROJECT DESCRIPTION

In MES300 The Middle East: Critical Questions & Debates, students examine the troubled history of Middle East Studies (MES) and then work to decolonize and resituate the field within a social justice framework. This project evaluates the impact of emotion(ality) in MES300 and beyond. In particular, it assesses the transformative potential of classroom emotion(ality) and emotive writing on students' ability to...

- a) ...produce inclusive and just visions of the Middle East and MES;
- b) ...upend inequitable academic conventions and modes of expression;
- c) ... attend to emotional wellbeing in courses with traumatic subject matter (and in fraught times more generally).

MES 300 EMOTIONALITY INTERVENTIONS

- MES 300 emotionality interventions
- Against 'neutrality': Call to emotionality and critical hope in syllabus
- Instructor vulnerability and emotionality
- Emotive short reads and MES scholarship that broach emotion, positionality, social justice, our interlocutors, critical hope, and activism in academi
- Dedicated time for openly emotive small group discussion
- Major emotive writing and critical hope assignments

SoTL STUDY COMPONENTS

- General survey
- Reflective survey on emotive writing assignment
- Focus groups

SAMPLE SURVEY RESULTS

94% of student respondents agreed that MES300's classroom emotionality interventions helped them challenge academic conventions

91% agreed that the interventions helped them envision a more equitable and inclusive form of scholarship and academia

88% agreed that the interventions positively impacted how they thought about the Middle East and Middle East Studies

79% agreed that the inclusion of emotionality and emotive expression in class and assignments positively impacted their emotional wellbeing

88% agreed that the opportunities for emotionality helped them to express their perspectives/feelings on the course content

91% agreed that the interventions created a more open and honest classroom atmosphere compared to other courses they had taken