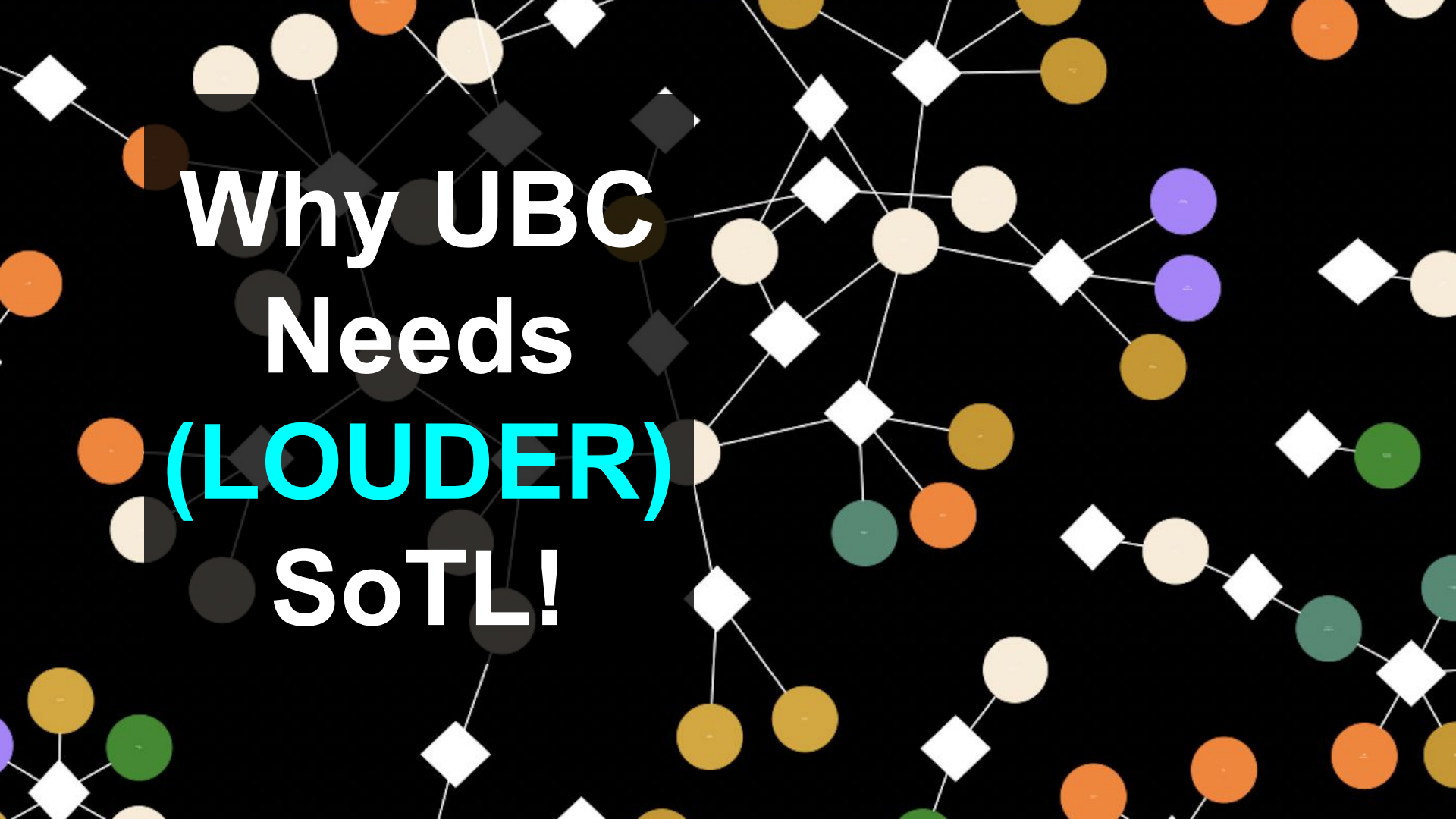
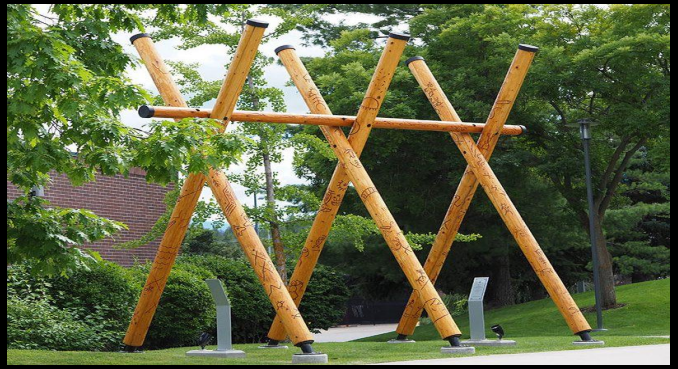
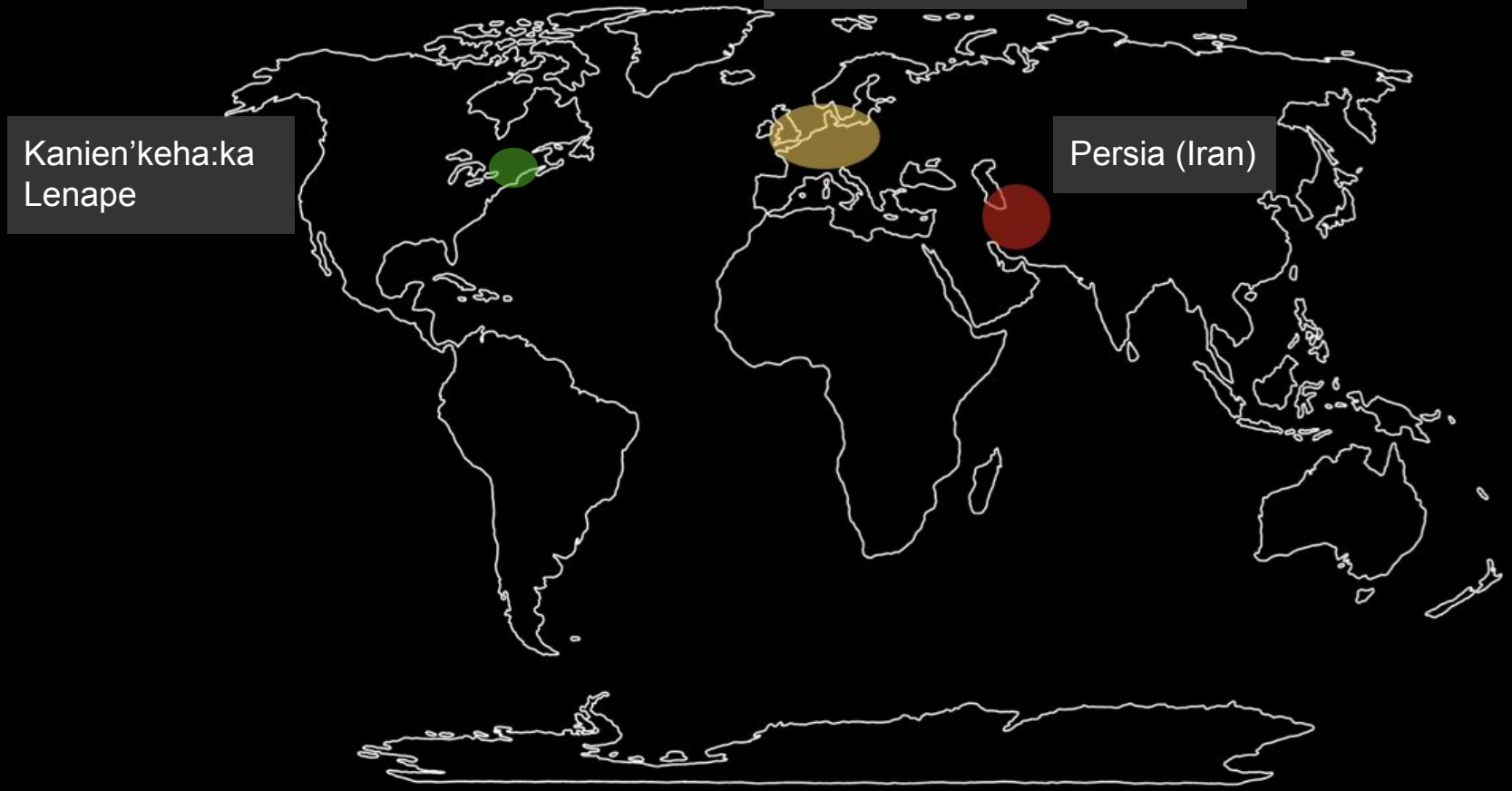

Why UBC
Needs
(LOUDER)
SoTL!

We would like to acknowledge that we are meeting today on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) People.




The Netherlands
Bohemia (Czech Republic)
Kanien’keha:ka
Lenape
Persia (Iran)

Thousands of committed educators (Faculty and Staff) who want to improve education

Teaching happening in over **100 departments**, housed in around **20 Schools & Faculties**

Tens of thousands of students all of whom come here for the best possible education, and who we believe deserve that best possible education

I encountered teaching at a dizzying level of quality

And I began to get the idea that **SoTL was happening…**

2006 (and maybe before)**:**
SoTL was defined in the Collective Agreement

For the scholarship of teaching, scholarly activity may be evidenced by originality or innovation, demonstrable impact in a particular field or discipline, peer reviews, dissemination in the public domain, or substantial and sustained use by others. For example, textbooks and curriculum reform that changed academic understanding or made a significant contribution to the way in which a discipline or field is taught might constitute useful evidence of the scholarship of teaching

2010…
The Dawn of the Educational Leadership Stream

Instructor 1: *Appointment to this rank ~~may be made in the case of individuals who are not expected to qualify in due course for promotion to a professorial rank.~~ normally requires completion of academic qualifications, evidence of ability and commitment to teaching and promise of* ***educational leadership***

2010 Bargaining Round Ratification Document

UBC recognised the intentionality and excellence of its instructors

2010…
The Dawn of the Educational Leadership Stream

3.04 Senior Instructor

~~The rank of Senior Instructor is for those individuals who are given a tenured appointment and are not expected to proceed through the professorial ranks. It is normally awarded only to those who are excellent teachers. Persons appointed to this rank may subsequently be promoted to professorial rank.~~ Appointment at or promotion to the rank of Senior Instructor requires evidence of excellence in teaching, demonstrated educational leadership, involvement in curriculum development and innovation, and other teaching and learning initiatives. It is expected that Senior Instructors will keep abreast of current developments in their respective disciplines, and in the field of teaching and learning. A senior Instructor may be promoted to the rank of Professor of Teaching in the fifth or subsequent years in rank.

New requirement:

evidence based evaluation of teaching excellence

2010 Bargaining Round Ratification Document

Operational approach for evaluating in the **SAC Guide**

(2) Evidence of outstanding and innovative achievement in the field of teaching and learning.

Evidence that supports reflective teaching and learning practices…

Reflection often involves **SoTL**

2014: Educational Leadership was defined in the CA
With **SoTL** as the first example of EL

4.04 Educational Leadership

a) Educational leadership is activity taken at UBC and elsewhere to advance innovation in teaching and learning with impact beyond one's classroom. Educational leadership includes but is not limited to such things as:

- Application of and/or active engagement in the scholarship of teaching and learning;

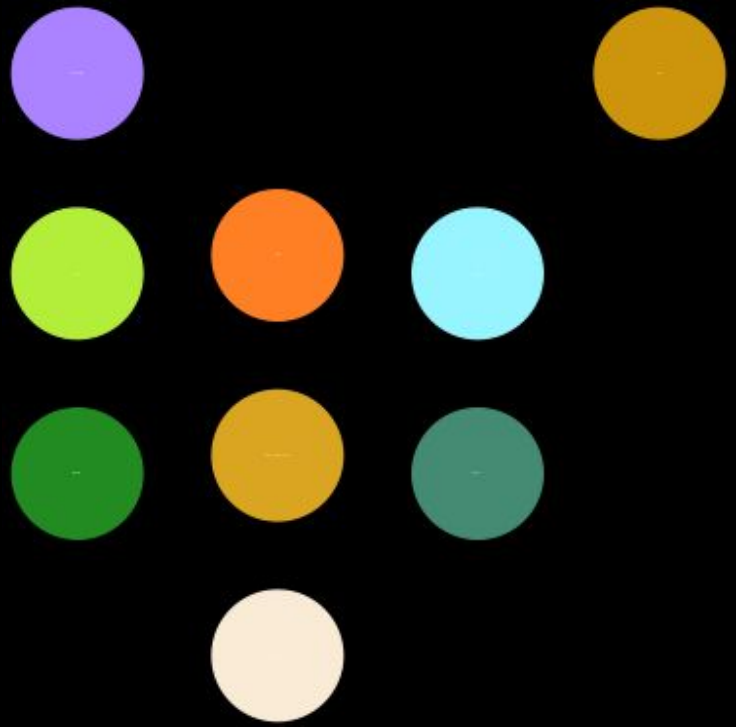
2018 ….
Simon Bates said we needed more SoTL at UBC

Scholars of teaching and learning are prepared to mess with the world even more boldly than their colleagues who are satisfied to teach well and leave it at that. ....**They are not prepared to be drive-by educators**. They insist on stopping at the scene to see what more they can do.

Shulman, Lee. (2002). Forward. In Pat Hutchings (Ed.), Ethics of inquiry: Issues in the Scholarship of Teaching and Learning (pp. v-viii). Menlo Park, CA: The Carnegie Foundation for the Advancement of Teaching

This is true for **all faculty** regardless of rank or stream
Contract faculty, **Research** faculty, **EL** faculty

And since then, we have achieved so much!

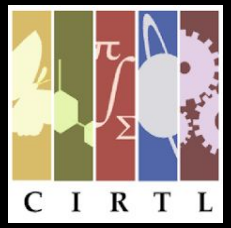


SoTL is happening in **every Faculty** on **both campuses**!

UBC Okanagan CTL

UBC CTLT

UBC ELNET



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

UBC SCIENCE SKYLIGHT

ARTS ISIT

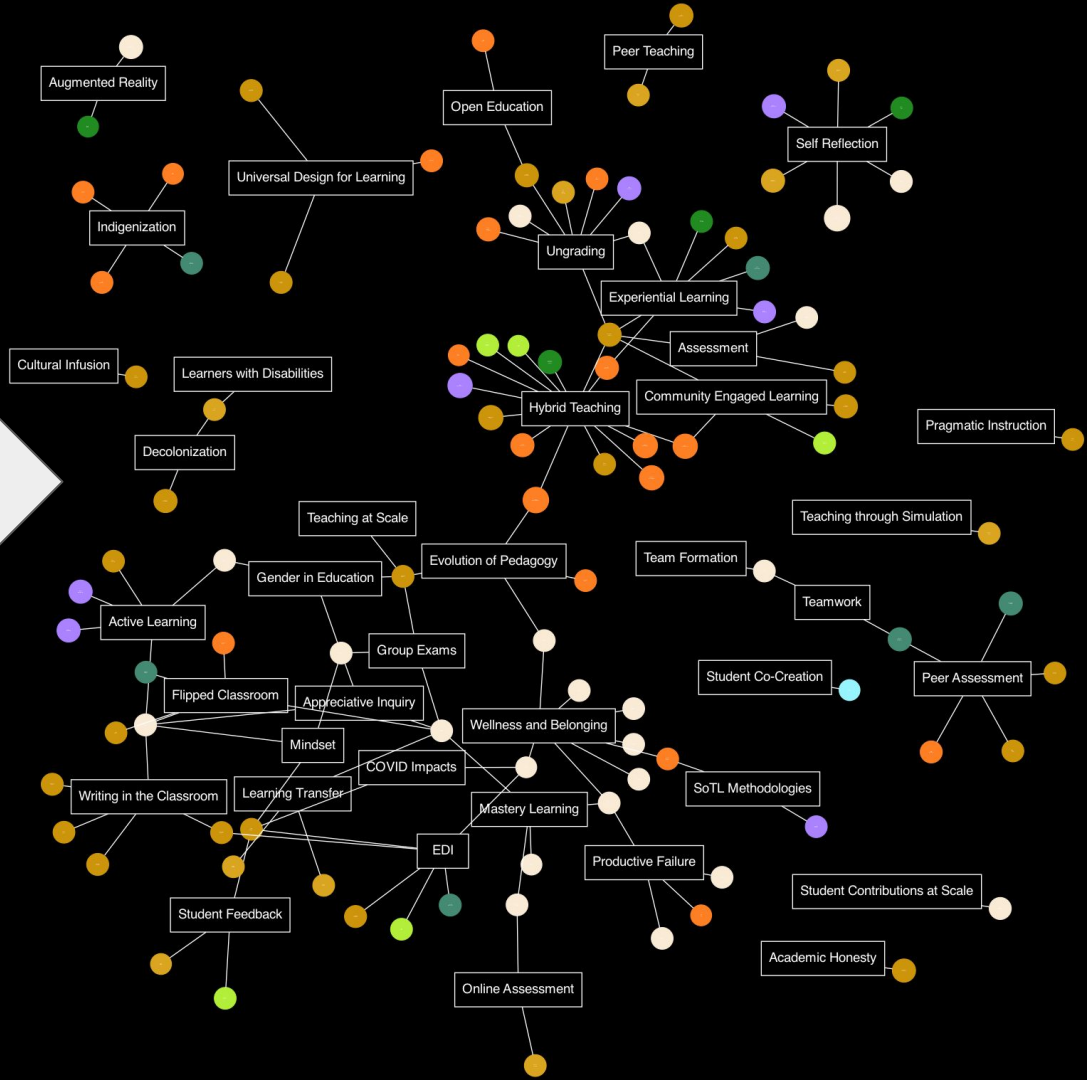
And more!

And SoTL is **supported** and **advanced** by **staff researchers & specialists** across the University!

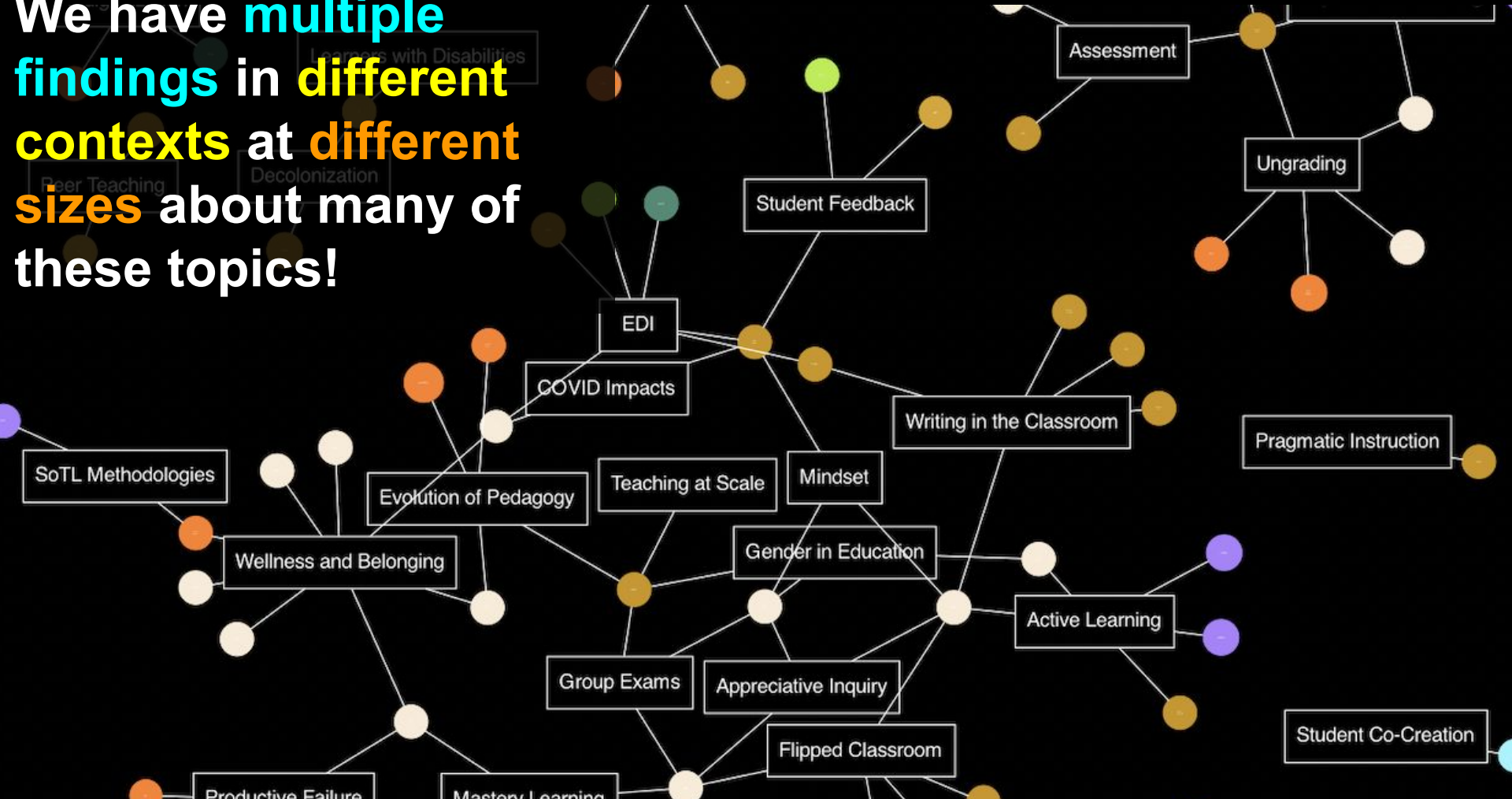
The SoTL we are doing is rigorous and covers so much!

Indigenization
Decolonization
Group exams
Mastery learning
Productive failure
Experiential Learning
Community Engaged Learning
Automated Assessments
Wellness and Belonging
EDI
And more and on and on…

not everything,
not even close



We have multiple findings in different contexts at different sizes about many of these topics!



Different Perspectives; Different Fields

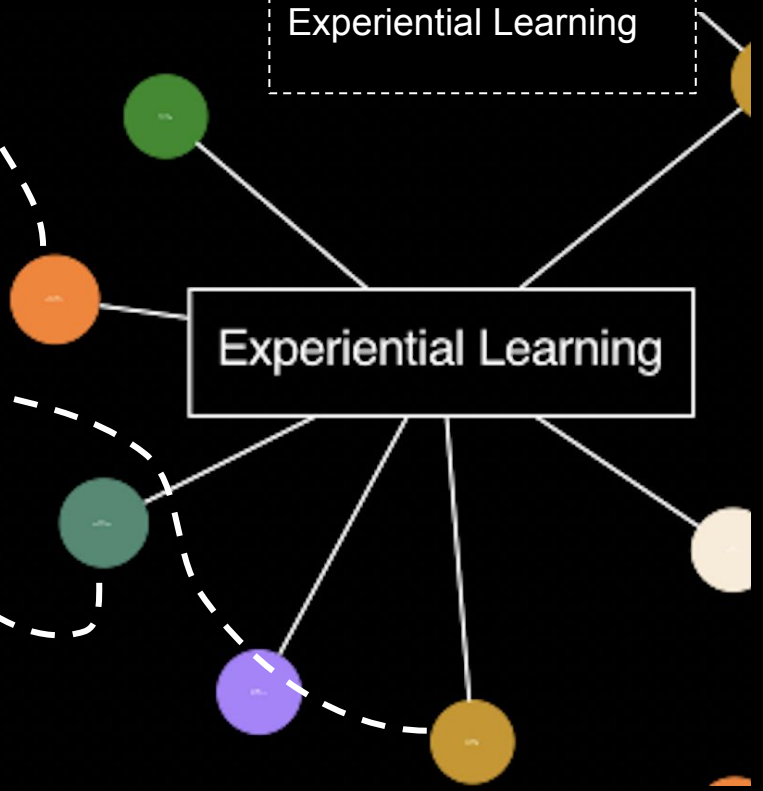
UBC-O is launching a massive initiative in Experiential Learning

Christina D'Onofrio and **Paulina Semenec**

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

Alon Eisenstein and Yue Mao

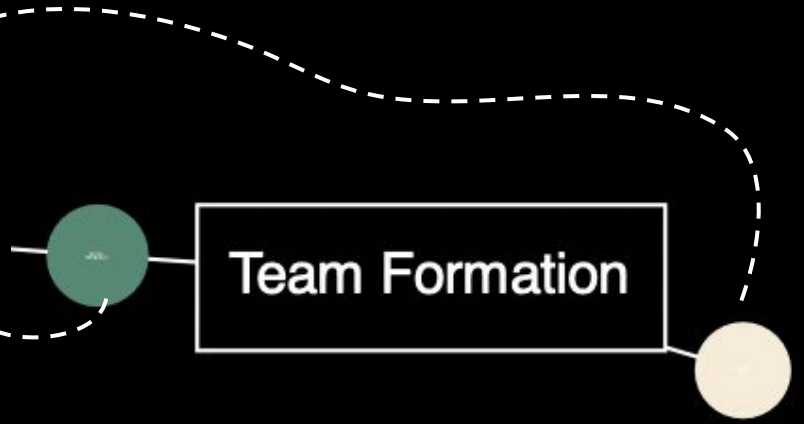
Students work in teams to learn about specific Indigenous communities in BC and submit a recommendation report on how to engage with these communities for a potential renewable energy project, following UNDRIP, DRIPA and TRC



Different Perspectives; Different Fields; Different Campuses

Bowen Hui
Working on strategies and tool support for team formation for the sake of success

Agnes D'Entremont
Found a relationship between low levels of informal (friend group) peer collaboration and lower exam grades. They are analyzing interview data to examine instructor beliefs and practices (supporting or inhibiting) around informal peer collaboration on homework.



Different Perspectives; Different Fields; Different Campuses

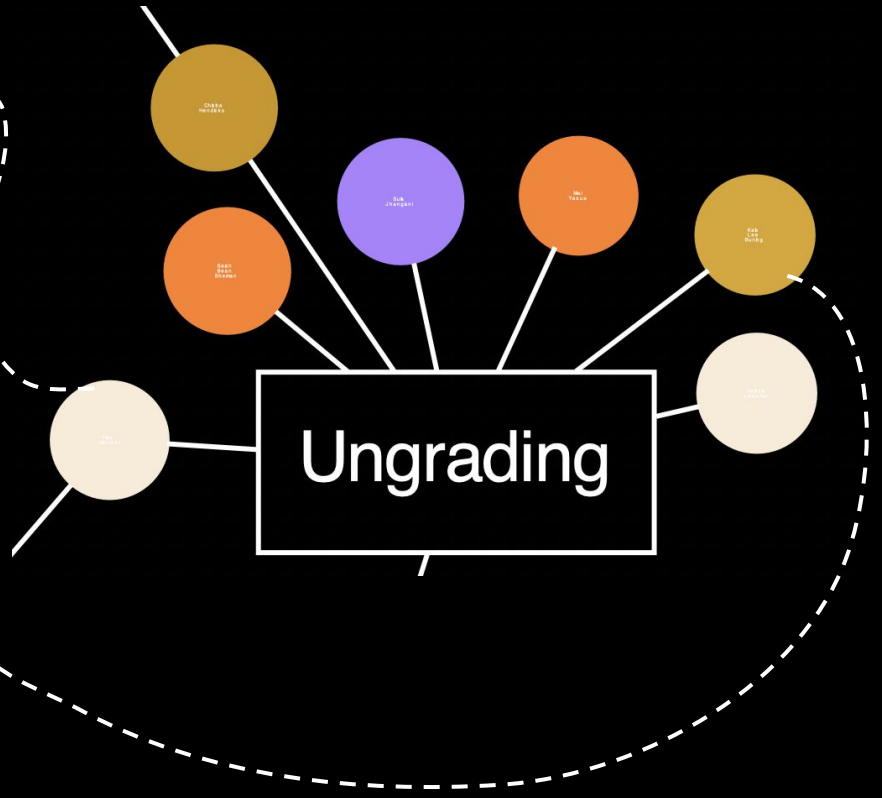
Firas Moosvi

Trying out spec-grading in his class, empowering students to self-assess and collaboratively assess their work

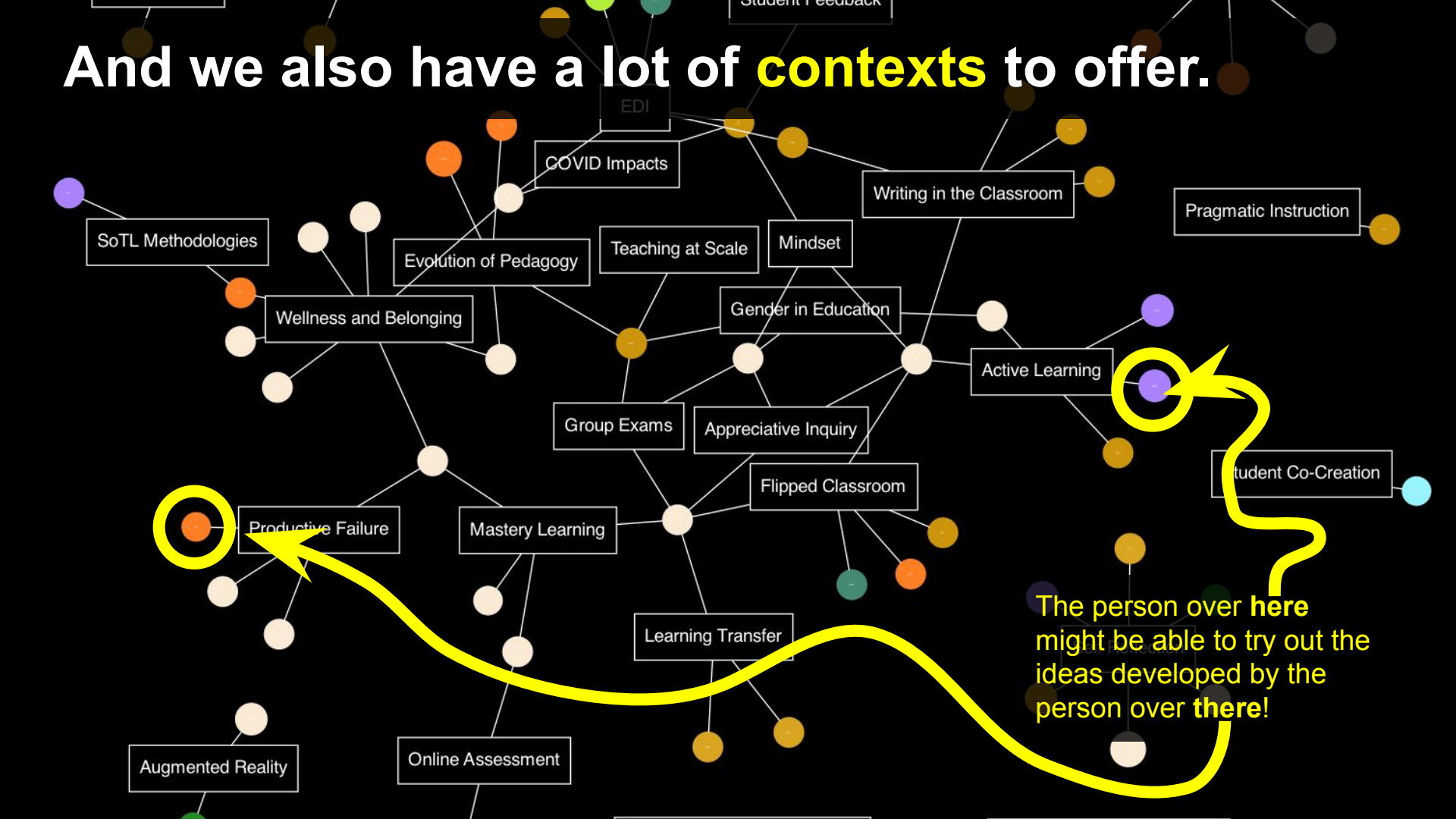
Katie Lee Bunting

“How can I increase agency, choice and partnership in summative assessment of learning? How, through student assessment of learning, can I subvert oppressive power dynamics?”

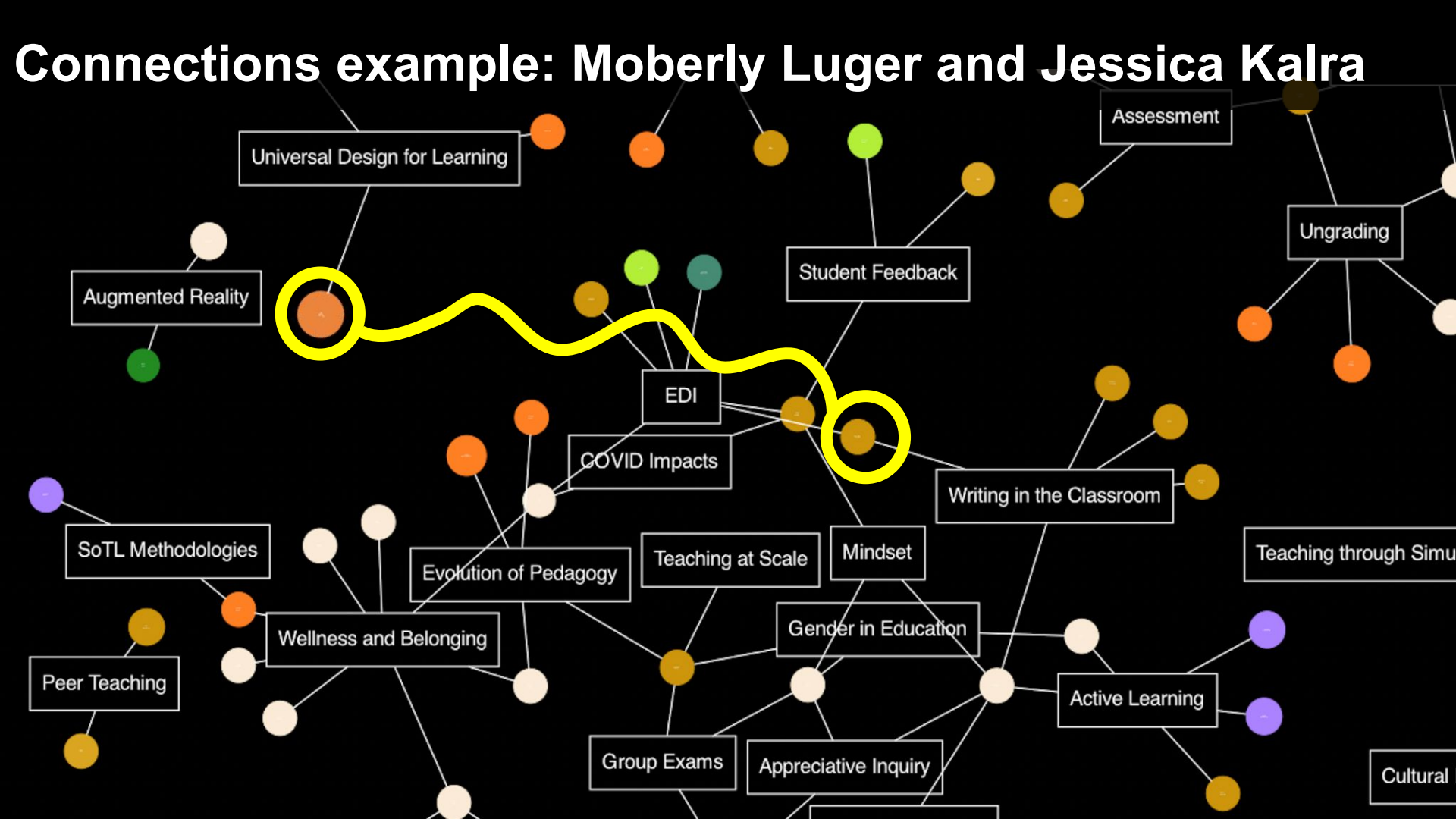
Provided optional self-graded project.



And we also have a lot of contexts to offer.



Connections example: Moberly Luger and Jessica Kalra



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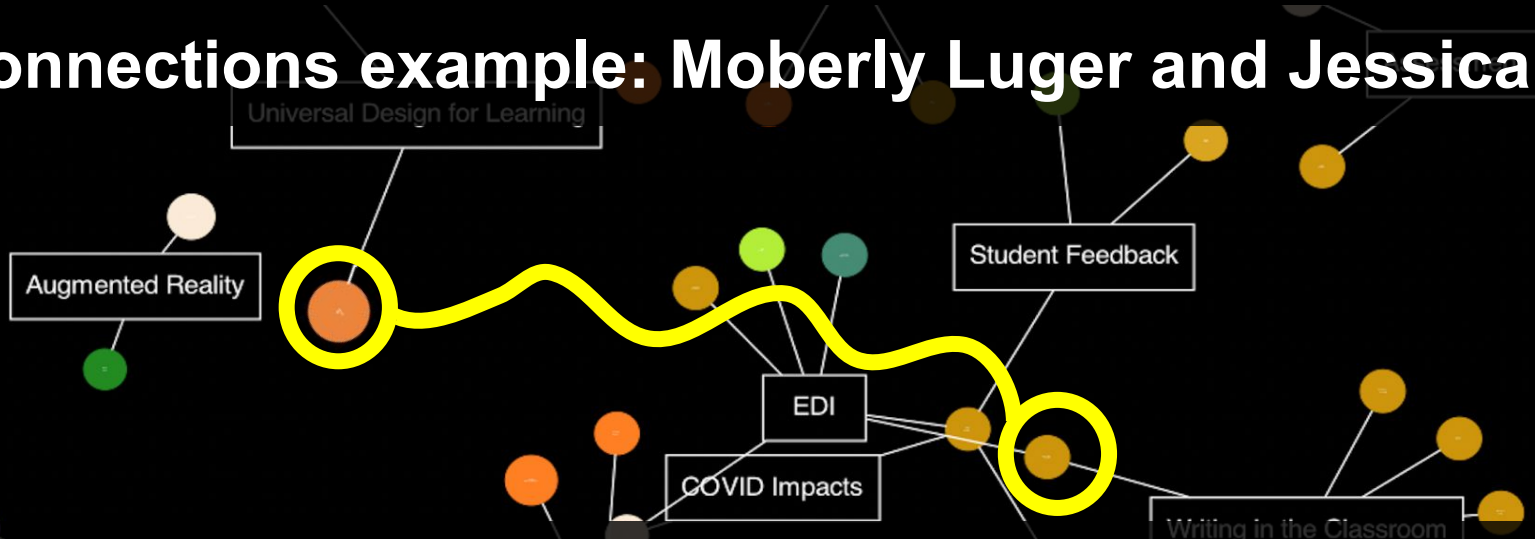
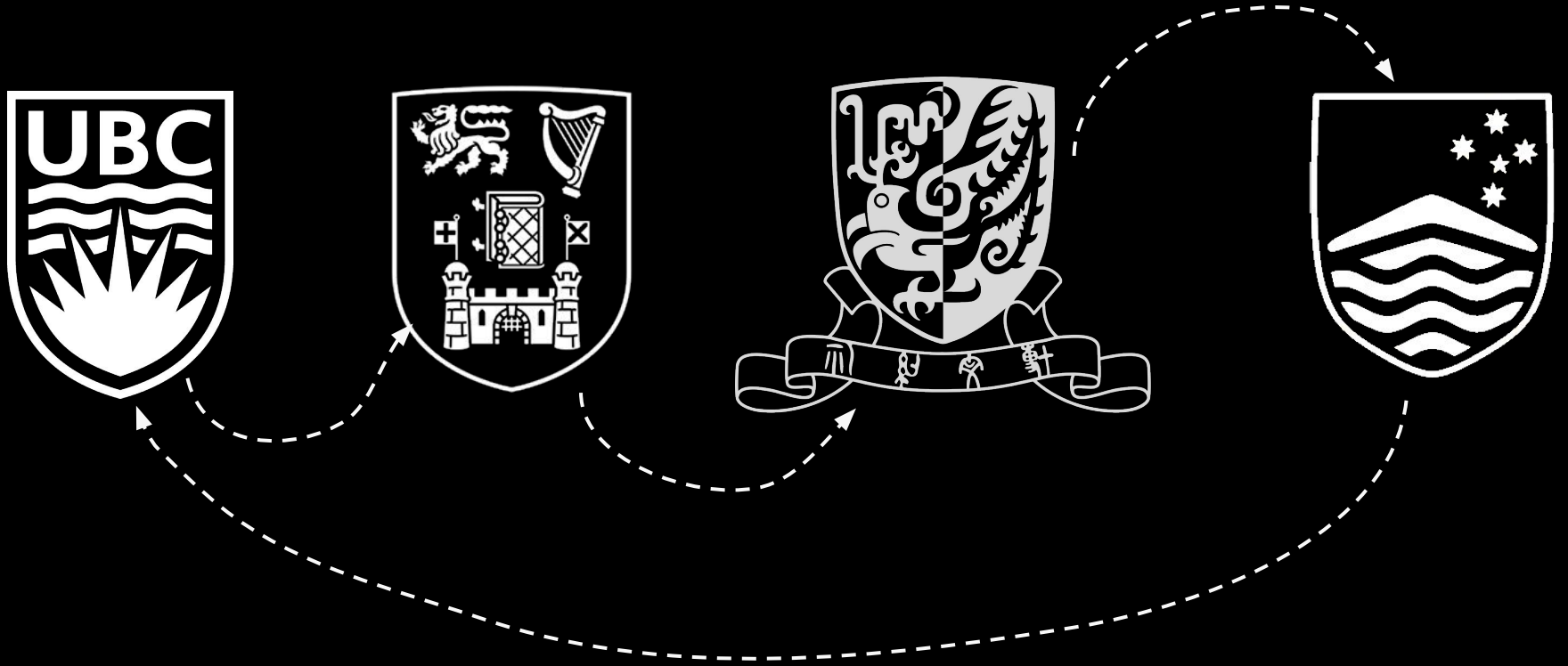


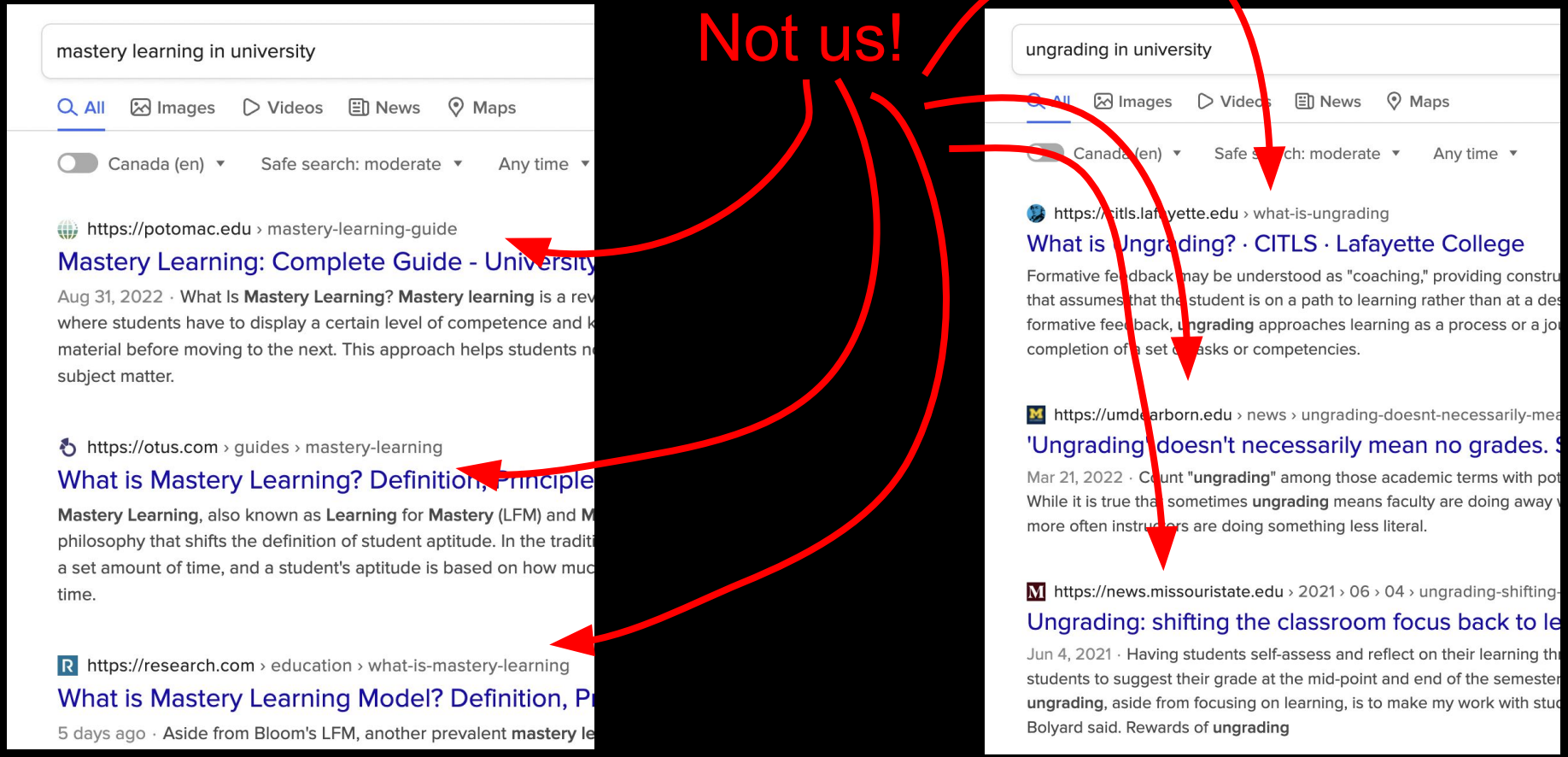
Moberly Luger: EDI approaches to speaking pedagogies through precedents (live guest speakers in the field) (TLEF funded resource: speaking.arts.ubc.ca)

Moberly will be employing her approach in **Jessica's Kalra's** Science Communication class in Pharmacy, and evaluating students' experience with it.

Moberly and Jessica now have a longer term plan to develop a research project on Jessica's course that uses precedents to help students develop science oral communication competencies


UBC

UBC’s amazing and extensive SoTL is its **best kept secret**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https://potomac.edu › mastery-learning-guide
Mastery Learning: Complete Guide - University
Aug 31, 2022 · What Is Mastery Learning? Mastery learning is a rev
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https://research.com › education › what-is-mastery-learning
What is Mastery Learning Model? Definition, Pr
5 days ago · Aside from Bloom's LFM, another prevalent mastery le
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What is Ungrading? · CITLS · Lafayette College
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Mar 21, 2022 · Count "ungrading" among those academic terms with pot
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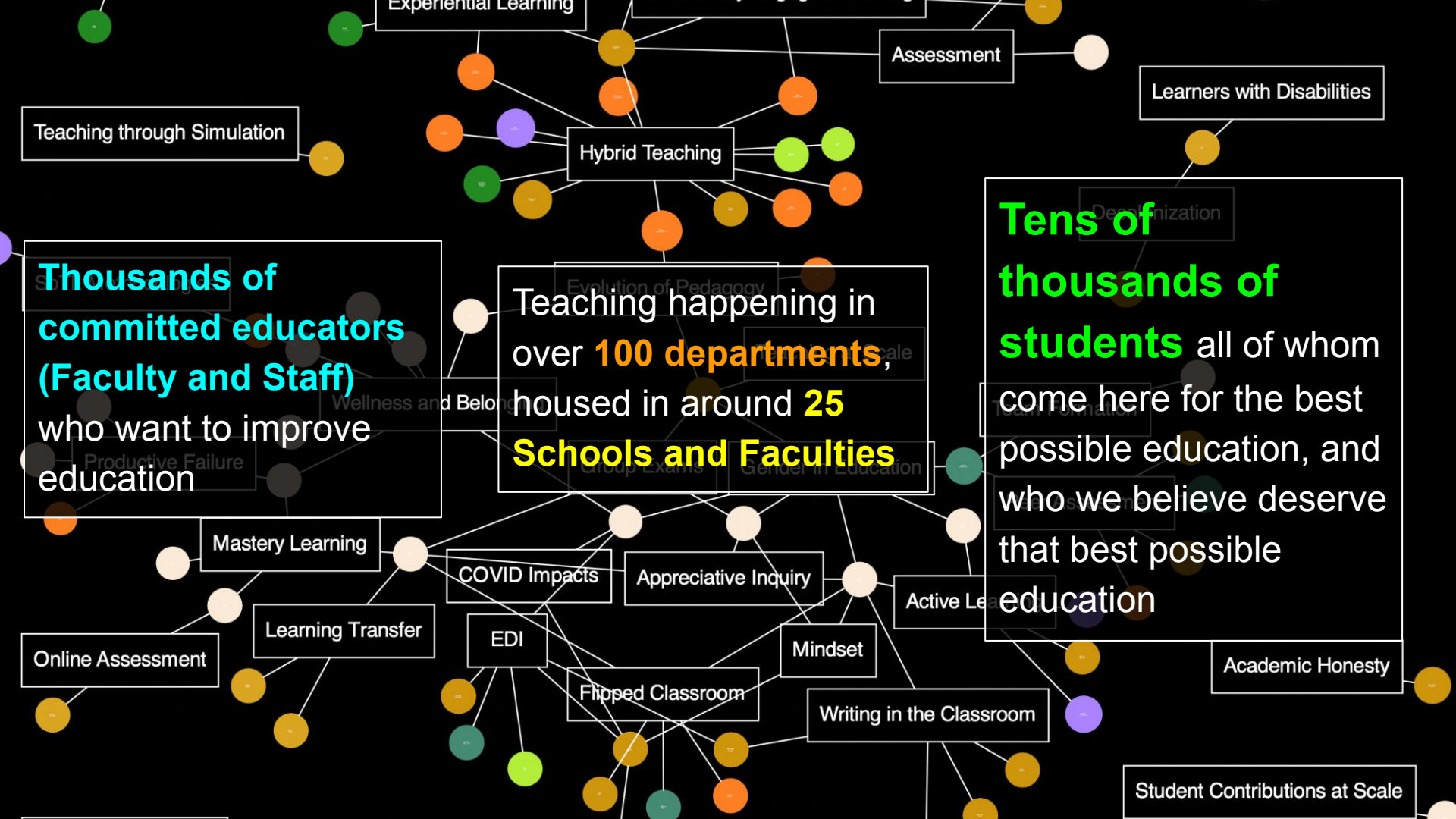
Thousands of committed educators (Faculty and Staff) who want to improve education

Teaching happening in over **100 departments**, housed in around **25 Schools and Faculties**

Tens of thousands of students all of whom come here for the best possible education, and who we believe deserve that best possible education


Experiential Learning
Assessment
Learners with Disabilities
Teaching through Simulation
Hybrid Teaching
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Mastery Learning
COVID Impacts
Appreciative Inquiry
Learning Transfer
EDI
Mindset
Online Assessment
Flipped Classroom
Writing in the Classroom
Academic Honesty
Student Contributions at Scale

These strengths can feel like weaknesses

Thousands of committed educators

How can my **voice** be heard?

I am **lost in the crowd**

How do I find out what's happening in **others' classes?**

100 departments
25 Schools & Faculties

How can I find **collaborators** or make **connections**?

How can I **relate** my SoTL findings **beyond my own class**?

Tens of thousands of students

Education at this **scale is a challenge** unto itself

Capacity Building for SoTL	Availability of SoTL **Funding**	We need our SoTL to be **visible**	We need our SoTL to be **usable**

Capacity Building for SoTL
Availability of SoTL **Funding**
We need our SoTL to be **visible**
We need our SoTL to be **usable**

Our SoTL needs to be visible to **the world** to for external impact

And our SoTL needs to be visible **to UBC** for internal impact

We need our SoTL to be **visible**

Has anyone tried X in a class like mine? How did it go?

We need our SoTL to be **usable**

Has anyone tried ungrading in big classes? How did you get it to work?

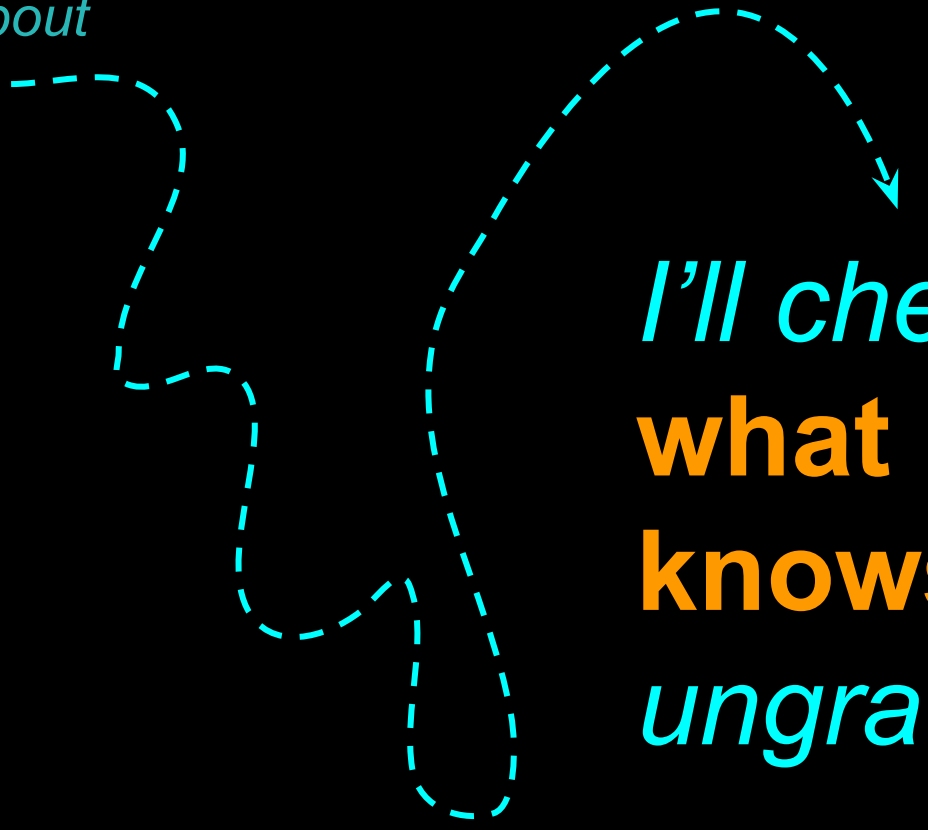
I want to try out mastery learning but is it a lot of work? And does it actually help?

We need help when we need it…

…and we need to know exactly where to look to find it

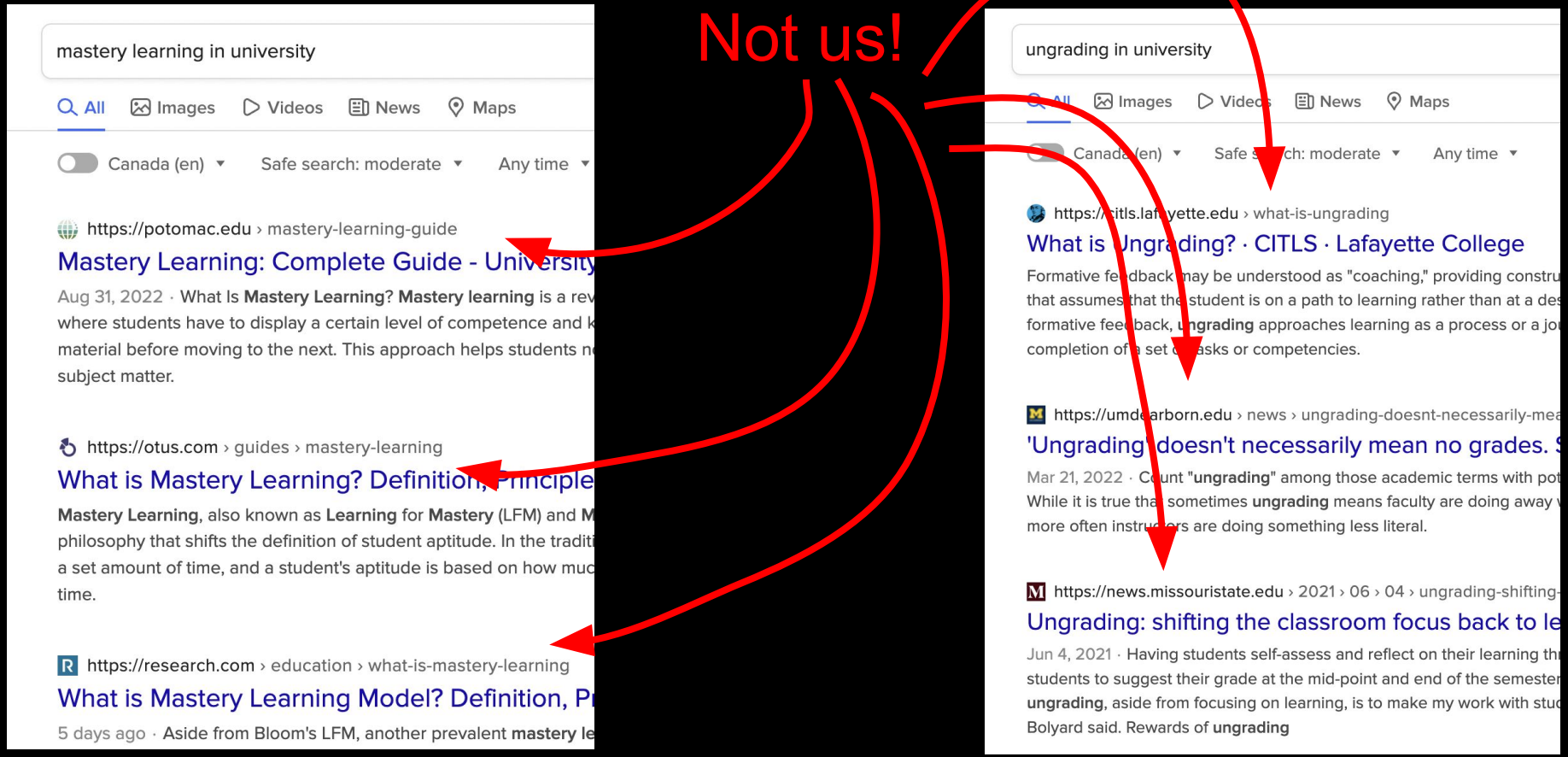
How do we get from this ….

What is known about ungrading?



…. To this

I'll check **what UBC knows about** *ungrading!*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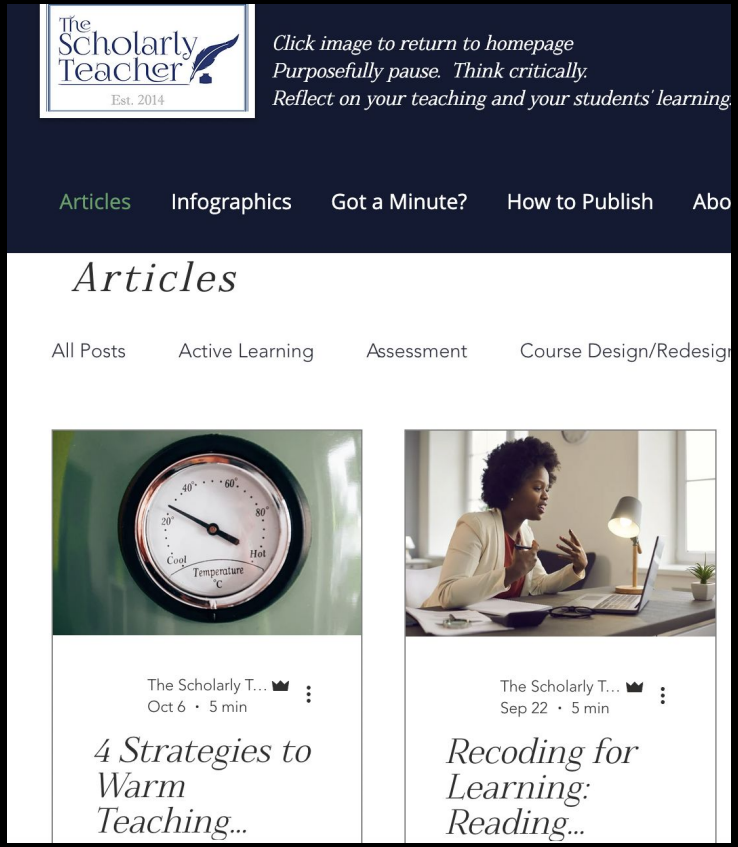
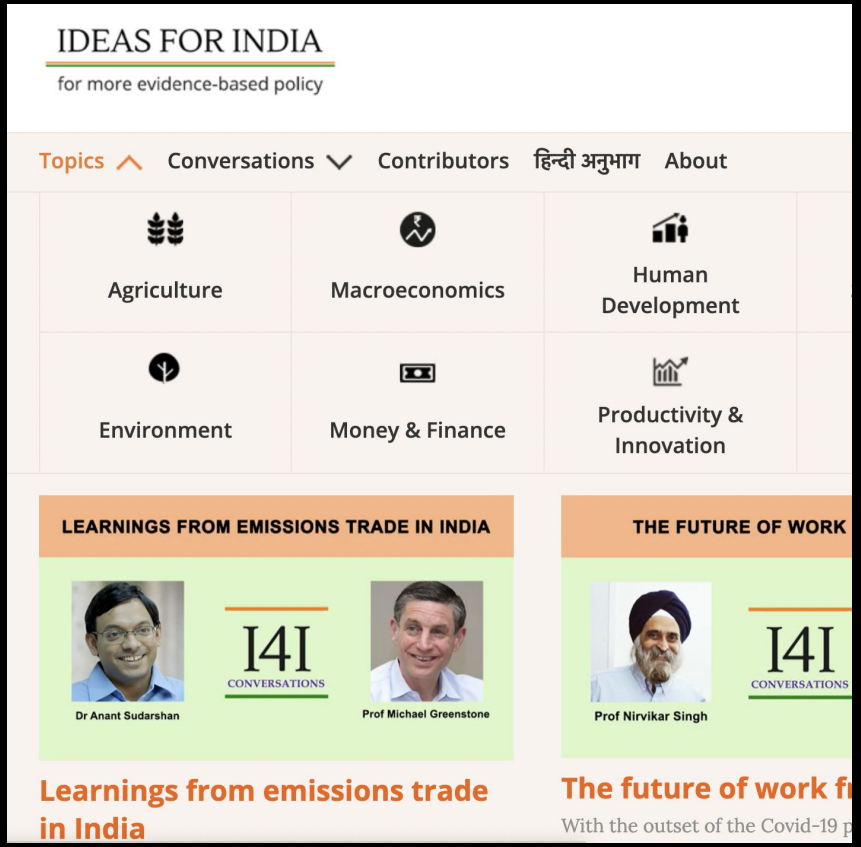
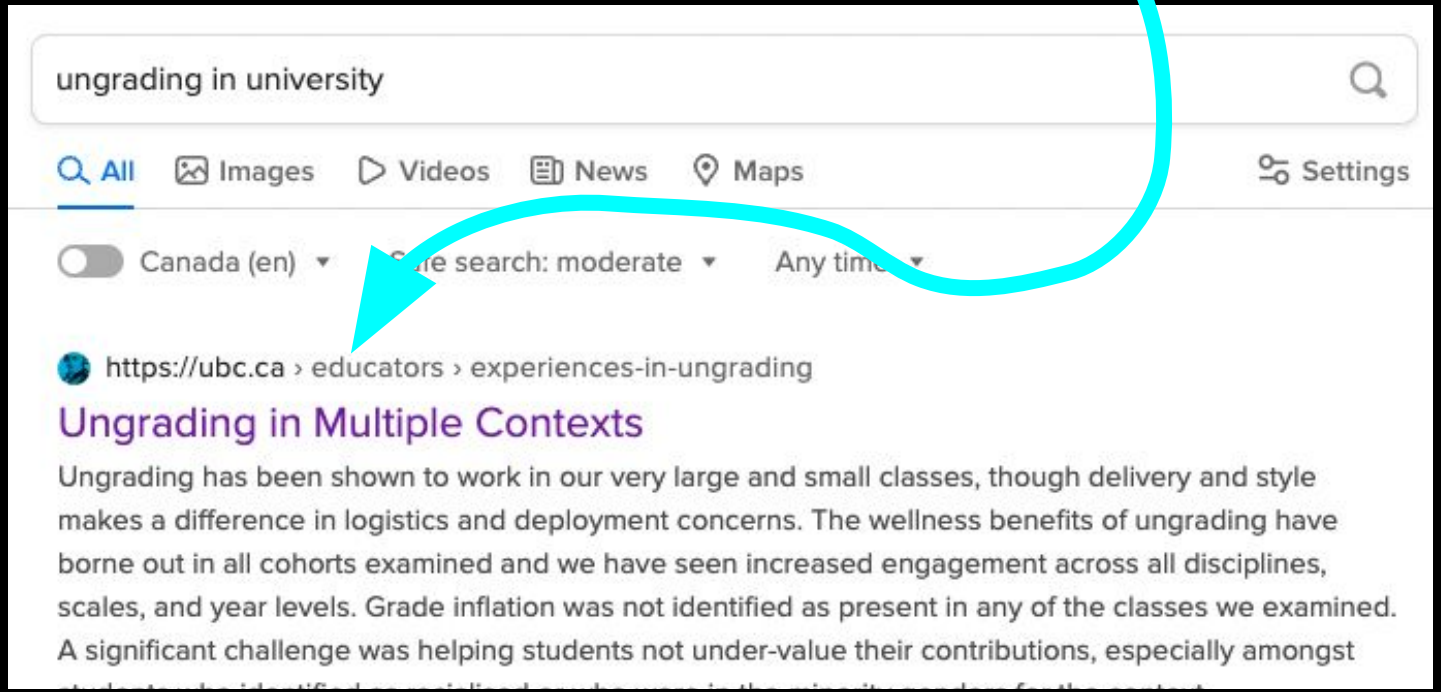
Other Institutions/Communities Showcase their Findings





That’s us!!!


ungrading in university
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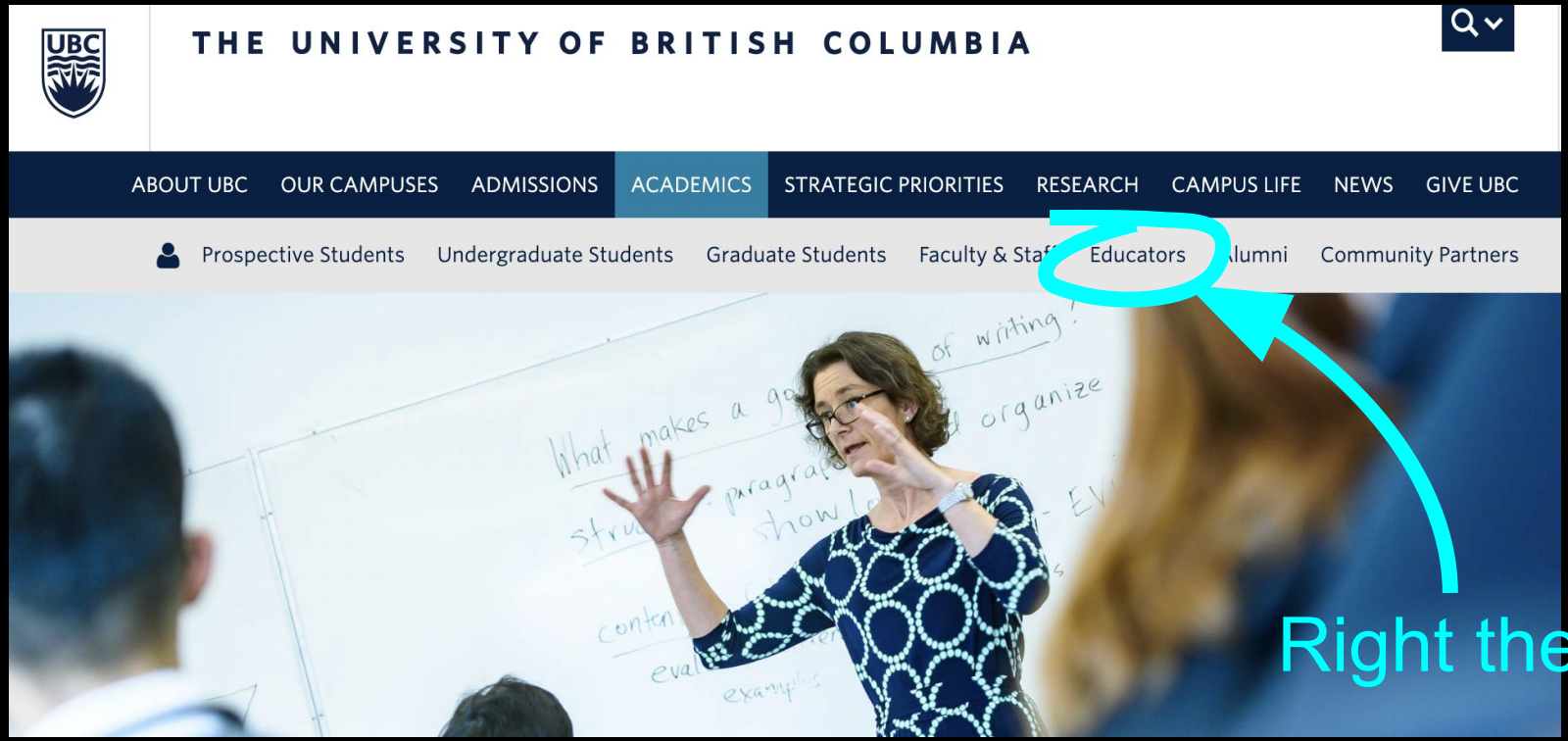
https://ubc.ca › educators › experiences-in-ungrading
Ungrading in Multiple Contexts
Ungrading has been shown to work in our very large and small classes, though delivery and style makes a difference in logistics and deployment concerns. The wellness benefits of ungrading have borne out in all cohorts examined and we have seen increased engagement across all disciplines, scales, and year levels. Grade inflation was not identified as present in any of the classes we examined. A significant challenge was helping students not under-value their contributions, especially amongst


THE UNIVERSITY OF BRITISH COLUMBIA
ABOUT UBC
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ACADEMICS
STRATEGIC PRIORITIES
RESEARCH
CAMPUS LIFE
NEWS
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Educators
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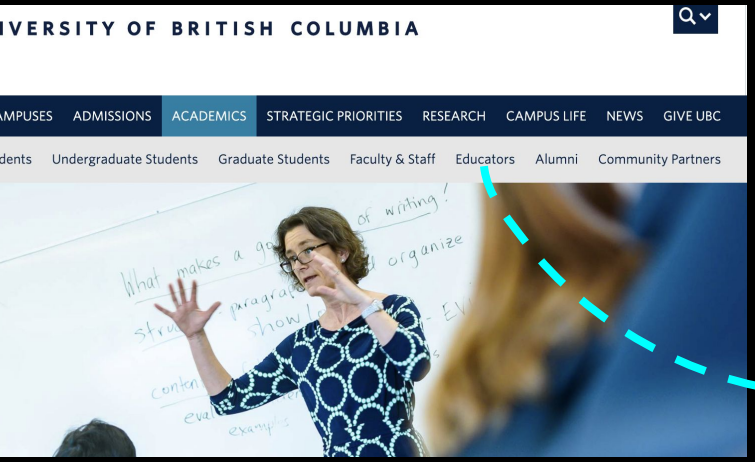
Community Partners
Right there!!!



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ABOUT UBC | OUR CAMPUSES | ADMISSIONS | ACADEMICS | STRATEGIC PRIORITIES | RESEARCH | CAMPUS LIFE | NEWS | GIVE UBC

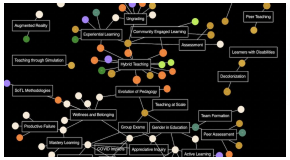
Prospective Students | Undergraduate Students | Graduate Students | Educators | Alumni | Faculty & Staff | Community Partners

Home / Educators

EDUCATORS

At UBC, we engage in world class scholarship of teaching and learning, reflecting and communicating about practices in pedagogy.

Our educators report on their experiences, comparing and contrasting their findings from different contexts, scales, and fields to help inform teaching and learning practice within UBC and beyond.



What UBC Educators Know About...

Indigenization

How might you approach Indigenization in your classroom? What context and connections might you need? We report on experiences and assessments of success from around the university

Find out more!

Hybrid-Learning

Hybrid or Multi-Access learning is now increasingly in demand, as a mechanism for access and also a new pedagogical strength.

Find out more!

Experiential Learning

What does Experiential Learning mean, and how can you use it to invigorate your classroom at any scale?

Find out more!

Ungrading

Ungrading does not mean not grading! It is a way to engage your students in collaboratively grading their work. At UBC we have tried it in many contexts and scales

Find out more!

THE UNIVERSITY OF BRITISH COLUMBIA

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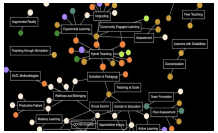

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THE UNIVERSITY OF BRITISH COLUMBIA

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UBCLearned about Learning

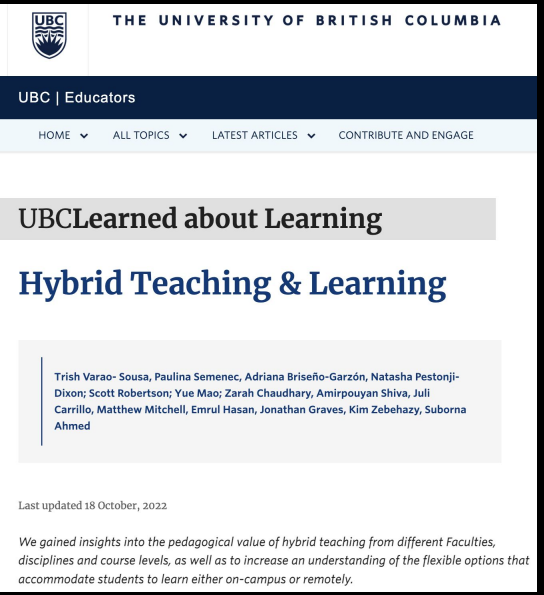
Hybrid Teaching & Learning

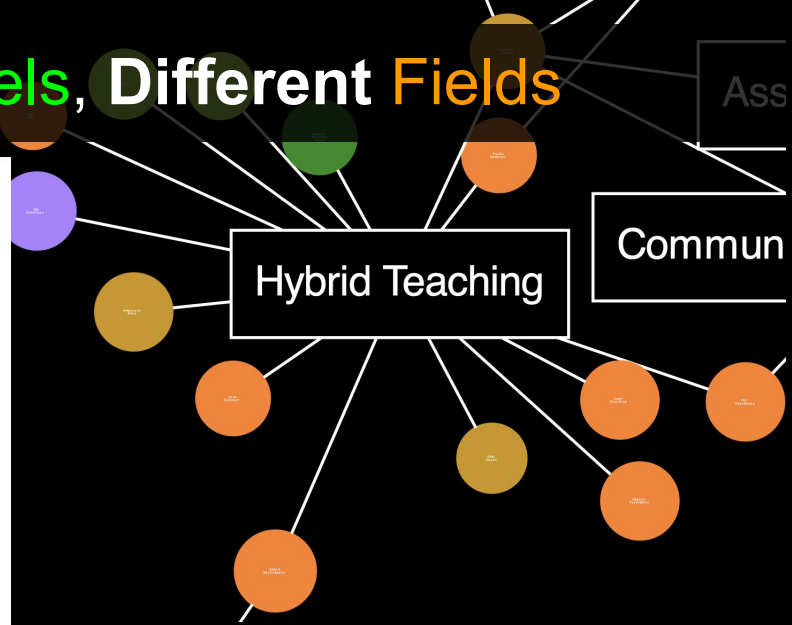
Trish Varao- Sousa, Paulina Semenec, Adriana Briseño-Garzón, Natasha Pestonji-Dixon; Scott Robertson; Yue Mao; Zarah Chaudhary, Amirpouyan Shiva, Juli Carrillo, Matthew Mitchell, Emrul Hasan, Jonathan Graves, Kim Zebehazy, Suborna Ahmed

Last updated 18 October, 2022

We gained insights into the pedagogical value of hybrid teaching from different Faculties, disciplines and course levels, as well as to increase an understanding of the flexible options that accommodate students to learn either on-campus or remotely.

Different Perspectives; Different Levels, Different Fields

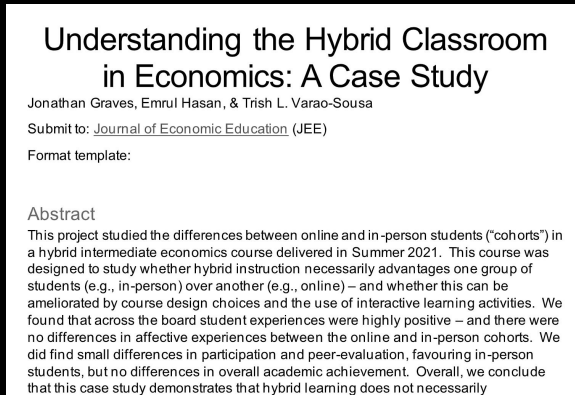




This is a fake webpage …

…But there is a real report!

…And a real paper came out of this work



Understanding the Hybrid Classroom in Economics: A Case Study

Jonathan Graves, Emrul Hasan, & Trish L. Varao-Sousa

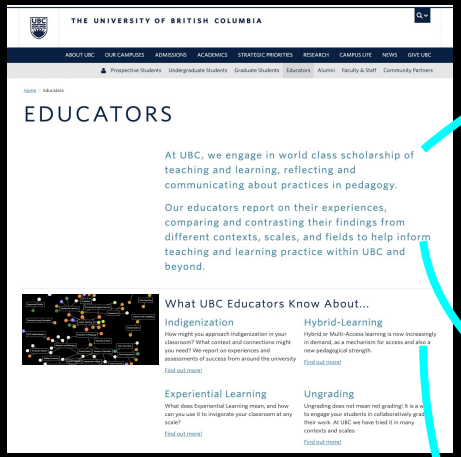
Submit to: Journal of Economic Education (JEE)

Format template:

Abstract

This project studied the differences between online and in-person students ("cohorts") in a hybrid intermediate economics course delivered in Summer 2021. This course was designed to study whether hybrid instruction necessarily advantages one group of students (e.g., in-person) over another (e.g., online) – and whether this can be ameliorated by course design choices and the use of interactive learning activities. We found that across the board student experiences were highly positive – and there were no differences in affective experiences between the online and in-person cohorts. We did find small differences in participation and peer-evaluation, favouring in-person students, but no differences in overall academic achievement. Overall, we conclude that this case study demonstrates that hybrid learning does not necessarily

Our SoTL would be …



VISIBLE

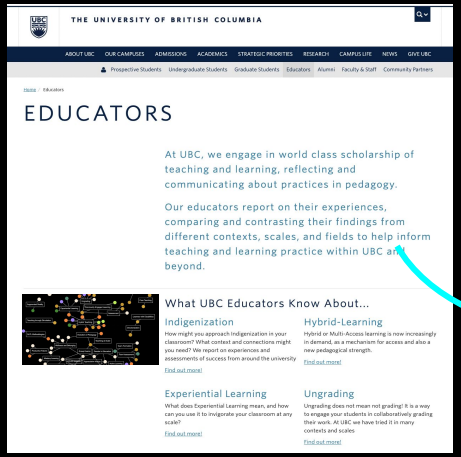
MULTI-FACETED

USABLE

Generate SoTL
Research
Outputs

There is more to UBC Life than the classroom, but in many ways, the classroom is the core of UBC life.

Infusing our classrooms with our strategies and priorities, ensures they will be centred, and not peripheral or performative.

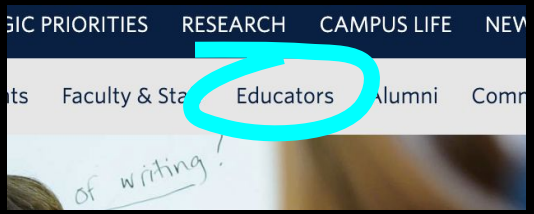


Will **surface** our SoTL findings that support our UBC Vision

UBC Strategic Plan

Indigenous Strategic Plan

Inclusion Action Plan



GO LIVE

Publish articles

Engage all faculty

UBC Okanagan CTL | UBC CTLT | CIRTL | UBC ELNET | ISoTL | UBC SCIENCE SKYLIGHT | ARTS ISIT

Build the forum

UBC is in a moment of **real change**

There is now and will be **new leadership** *at multiple levels*

COVID *has changed our view of and expectations for education*

EDI and Justice *issues are taking centre stage*

This new landscape can make way for new ideas and new initiatives!

The time for **Louder SoTL** is **now**!

Thank you!

Turning it over to you!

Share your **feedback**!	Share your **ideas**!	Would you like to **get involved**?

And then it's Earthquake Time!