



a place of mind



Marketplace

ELNet's 2nd Marketplace Event, CTLT Celebrate Learning Week:

Love it or Lose it: Ideas to keep in your teaching practice and ones to let go Monday, May 17, 4 - 5:30am

Zoom link: <https://ubc.zoom.us/j/68356502885?pwd=Y25VcnN4eGwvOWlUM3ExUUUVXcC9adz09> Meeting ID: 683 5650 2885

Passcode: 106255

Programme

1. Welcome from ELNET (Educational Leadership Network Engagement Team)(10 mins)
2. 3 Minute Thesis on “Love or Lose” Teaching Practices by Presenters (45 mins)
3. Breakout room discussions with teaching practices presenters (30 mins)*
4. Closing statement (5 mins)

Presenters:

Group 1

- Hsiang-ning (Sunnie) Wang, Assistant Professor of Teaching, Asian Studies: *“Empower Students’ Learning Agency through Differentiated Learning”*
- Agnes d'Entremont, Associate Professor of Teaching, Mechanical Engineering: *“My happy place: research paper discussions using Perusall”*
- Loch Brown, Associate Professor of Teaching, Geography: *“Small Group Student Led Breakout Seminars”* • Sunil Kumar Bhatt, Assistant Professor of Teaching, Asian Studies: *“Teaching a film course during COVID-19: Using new tools in future.”*

Group 2

- Patricia Gerber, Associate Professor of Teaching, Faculty of Pharmaceutical Sciences: *“Evolution in Reflective Learning: From Experiences and Events to Identity Formation”*
- Jonathan Graves, Assistant Professor of Teaching, Economics: *“Peer Teaching Projects”* • Oluwakemi (Kemi) Ola, Assistant Professor of Teaching, Computer Science: *“Centering my Identity to Promote Community”*
- Nina Hewitt, Assistant Professor of Teaching, Geography: *“Integrating ecosystem education into remote Biogeography instruction”*

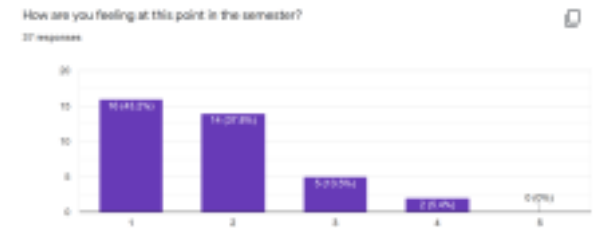
Group 3

- Hessam Dehghani, Assistant Professor of Teaching, Asian Studies: *“Teaching Persian on Nearpod: a case for the post-textbook era”*
- Xueshun Liu, Lecturer, Asian Studies: *“Humorous Moments as Lecture Breaks”*
- Sally Willis-Stewart, Associate Professor of Teaching, School of Health and Exercise Sciences: *“Course Themes”*

Geog 410: Environment & Society

Student Led Topics

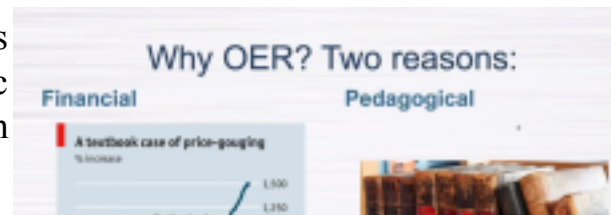
<https://docs.google.com/spreadsheets/d/1TXoBnx1PmvXQfqEcFKqhpdA6OkjHDCKzpfMCQD7M5Qo/edit#gid=0>



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CTLT-ELNet Teaching Practices : “Love it” or “Lose it” Teaching Persian on Nearpod: a case for the post-textbook era

Considering the limitations of classical textbooks and the availability of live access to authentic material and access to the native community, Blyth



& Thoms (2021) suggest to create a place where the opportunity of learning is provided through multiple means for everyone. In other words, they seek “to explore how the disruptive forces of openness are giving rise to a new knowledge ecology within the interacting subsystems of L2 education.” (Blyth & Thoms, 2021: 2-3)

Nearpod platform is a space for curriculum development simultaneously as interactive implementation of it.



Open Educational Resources (Blyth and Thoms 2021: 3)

I “love” Nearpod because:

1. It compensate the lack of text book with its ability to provide systematic curriculum
2. It provides an interactive multimodal environment of communication (ecology)
3. It can support differentiated instruction by recording personal responses of students
4. It helps with Time-management through timed activities
5. It has social media web-page where you can access community Support

May 17, 2021 By: Hessam Dehghani Ph.D.

5/17/21



“LOVE IT OR LOSE IT”^I. Evidence-based and non-judgmental knowledge 4 course themes:

- Set of course values
- Engages students/sense of community/common goals • All course work linked to these

- Experiential learning, final exam integration questions • Personalize, EDI, perception of care for students, social justice
- means to achieve learning objectives
- Eg. 3rd year HMKN nutrition class

translation/nutrition messaging

2. Nourish your body and

soul (physical and mental health)

3. All food fits and how you eat is important (Whole food approach; no 1 best diet)



4. Grace and kindness

Course themes: “Love it!!!”

- Please reach out to me if you have any questions about how to use this “themes” tool; I’m happy to offer ideas and modifications to suit you
- If you are interested in being part of the TEACHERS Project roll out this fall re-integrating super simple wellbeing practices into your classroom; please also reach out to me (the intentional kindness and themes tool are examples!!)
- There are many tools we use and try as educators and I would love to share these 2 to see if they might inspire you, and positively impact your students
- I look forward to chatting. ☺ sally.willis-stewart@ubc.ca

Introduction

In my “love-it” practice, I developed a “peer learning” project, which had student explain and apply the principles of the course while also teaching others about the material.

Educational Context

- “Large” second year classes (100+ students), Economics, Faculty of Arts
- Introductory “pre-major” material; broad mix of students, many different backgrounds
- Course is about “Strategic Thinking” – a mixture of mathematical analysis, modelling, and real-world examples.

Teaching Challenge

- **Key Learning Objective:** *Apply models to the real world, analyzing case studies and other real-life examples using the framework we have developed*
- ...is really, really difficult to actually do, particularly for non-mathematical students.
 - Also not well-measured by other activities, particularly online
- **Inspiration:** students in group office

hours, explaining things to one another, or sharing examples of situation

Idea: Peer Learning

Explicitly lean into this by having student create “Peer Learning” presentations, based on a real-world example.

- Very explicitly ask them to present and focus on learn objectives
- Center their explanation around a miniature model, with a real-world connection

Students develop and answer follow-up questions, as well as explain the analysis.

Learning Experience

In groups of ~4, students created a 15-20 minute presentation, structured as a “mini lecture” which does the following:

- Presents learning objectives
- Introduces a model (case study) and motivates the analysis
- Analyzes the model, illustrating the learning objectives.
- Introduces and solves “follow-up questions” which assess student knowledge

Students submit a video of their presentation, which is evaluated (as well as a peer review).

They also are taught (in tutorials):

- How to work in a group: using a

“professional contract” model, with meeting minutes and dispute resolution mechanisms.

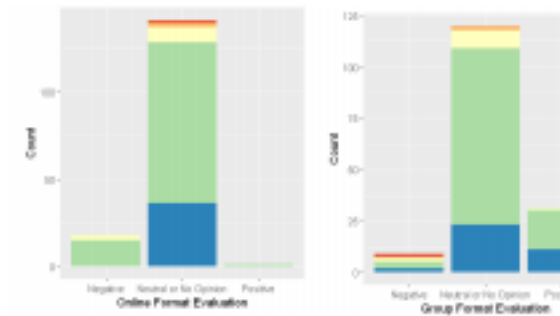
- Basic video production and presentation
- Basic “learning design” principles

This is done in three steps:

- Initial proposal, with formative feedback and revisions
- TA “help session” where they get feedback
- Final submission of project (before exams)

Selected Examples

1. A strategic analysis of the film “The Dark Knight”, exploring how different strategic models imply different results.
 - Realistic, tightly focused analysis of model-choice and results
2. An analysis of how pizza topping choice can be modelled as a set of strategies, and how changes in the way choices are made change the strategy space
 - An analysis of complex, counter intuitive subject using a practical example
3. A model of the 2016 US election, studying how state battlefields emerge from strategic considerations.
 - Clear, model-focused simplifications of complex, real-world topic

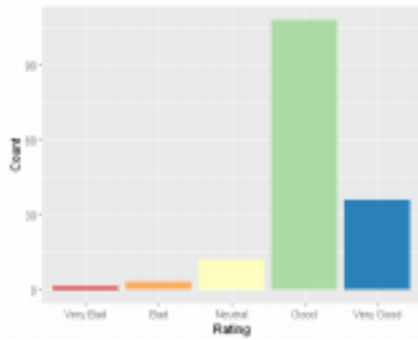


Feedback and Results

Post-project surveys were conducted, to assess feedback. Generally very positive, with strong positive feedback on groups. Quality of project was very high across the board – much more than expected

Figure 1: Student Evaluation of Experience

Student feedback was generally strong, with few negative assessments of the experience.



Acknowledgements

I particularly thank Marina Adshade (VSE, UBC-V) for her suggestion and template for the group contract.

commented on the online interaction with peers as beneficial, even if online learning was not the best.

Fig 2 Student Feedback on Format

Student comments were generally more negative on the online environment, but skewed positive for the group format.

Many particularly



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Celebrate Learning Week 2021

Love it!

- Chat was valuable for engaging with students, especially those who do not traditionally “speak up”
- *Structured like a “livestream” style discussion*

Lose it!

- Assessment online was hugely problematic and posed many challenges for students



Think about it!

- Online learning is not just in-person learning “done” online; it needs to be designed

It's me circa 2018 (with a haircut)

“top-to-bottom” • *Organization organization organization!*



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Introduction

Field education is fundamental to learning in the biogeosciences, providing benefits such as affective domain learning¹ and student retention and inclusion². During this year of remote online teaching, actual field trips were impossible. I had previously developed a series of augmented and virtual reality (AR/ VR) ecosystem tours^{3,4}, and ran two in my UG Geography courses; I present takeaways of offering one of these, an alpine ecology tour, in GEOS 307, Biogeography and Global Change.

What Worked?

“I especially enjoyed the virtual alpine tour which was a refreshing way to learn course material and a new experience of that format for me.” (Anon. comment, GEOS 307 2021)

- The tour experience itself: The novelty of a self-guided, multi-referential landscape exploration and opportunity to examine alternative elements at one's own pace.
- Specific embedded/linked elements: Digital 360 photos; 2D videos and info-panels (Fig. 2, 4); alpine species info on Hewitt's blog site; linked media and articles.

Future Adjustments?

- The Canvas report and tour instructions require streamlining (“tedious”)
- Embedded multiple choice quizzes, were less

generally appreciated (Fig 6) • Gamify? “Add scavenger hunt with ‘easter eggs’ hidden throughout!” (Anon. comment)

Conclusion

Student feedback and assessments suggest this is a valuable learning tool, when in-field experiences are not possible; Even during in person teaching, some trips pose challenges of access, for individuals, or to remote field sites. In these circumstances, VR tours may augment the experiential component to increase accessibility. VR tours are transferable across disciplines, and a variety of tours are currently available as open (CC), online, adaptable (SA) resources (see, e.g., [UBC Geography Virtual Spatial Experiences](#))

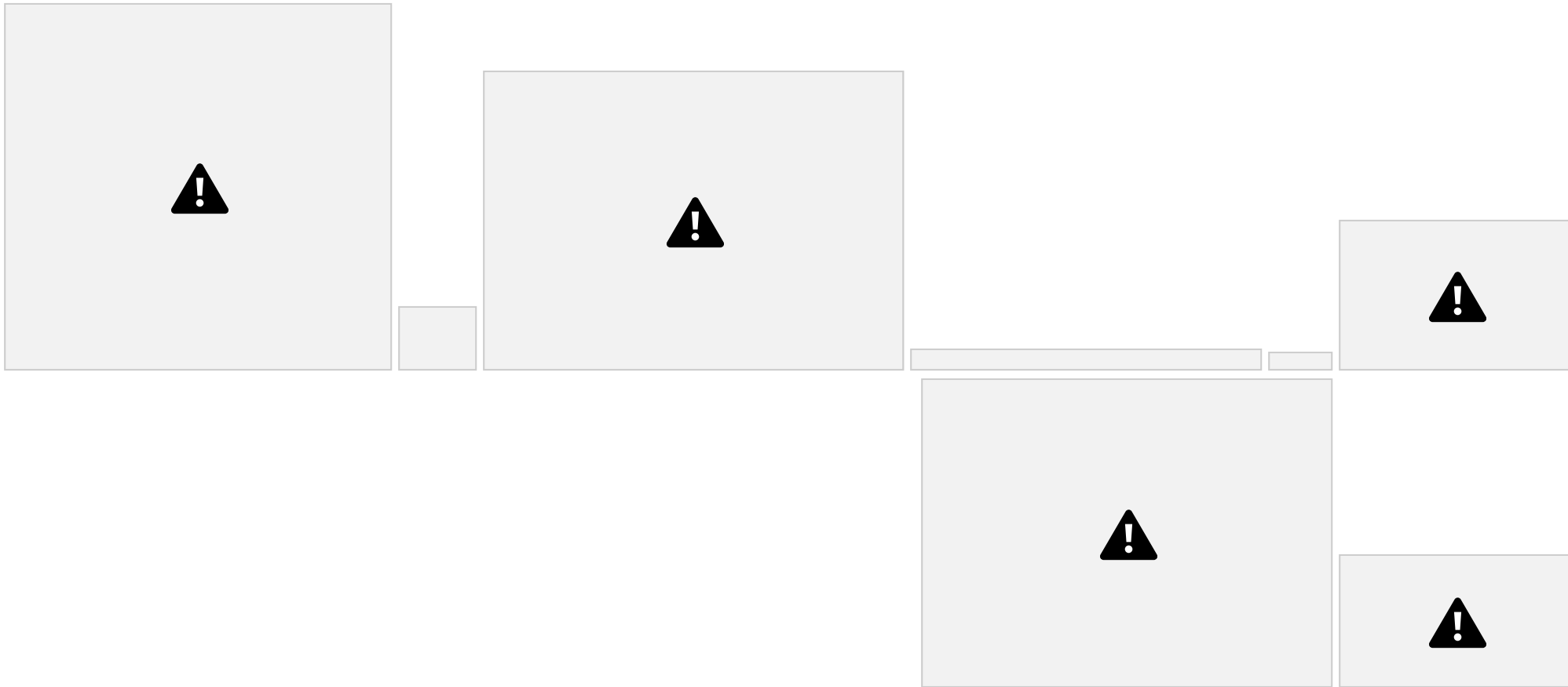


Fig. 1: Screenshot from Canvas: Lab 3, the digital tour of alpine ecosystems and landforms in the S. Chilcotin Mountains.

information panels and navigation arrows; Inset: screenshots of video footage.

ecosystem processes.

Fig. 3: Example for pop-up multiple choice quiz Q/A to reinforce key concepts.

feedback.

The Educational Tool

The tour is an immersive digital experience to explore species, ecosystems and landforms of a portion of S. Chilcotin Mountains Provincial Park, BC (50°58'11" N, 122°48'54" W) (Fig. 1). It leads students through a sequence of 9 stops where 360 photospheres allow users to explore the landscape, and embedded "hotspots" provide additional content (Figs. 2-4). An accompanying GoogleEarth Web presentation (Fig. 5) provides geographic context.

Fig. 2: 360 photo, stop # 4, with pop-up icons for videos,

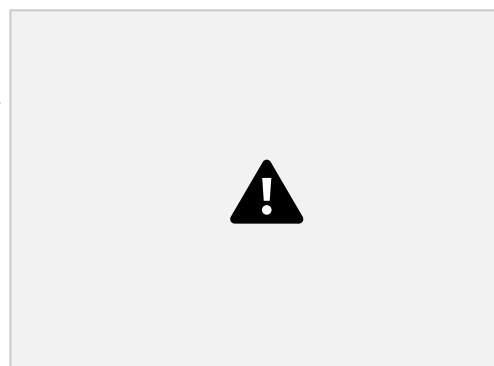


Fig. 4: One of the pop-up Information panels with "Read more" links to online resources (articles or media) about

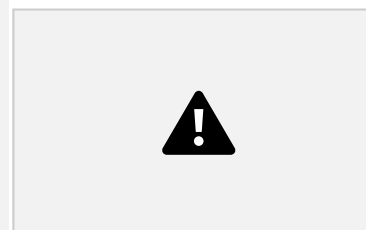


Fig. 5: Screenshot of GoogleEarth Web tour through the 9 sites visited on the tour to orient students and provide geographic context (glaciers, major peaks and other landforms).

Fig. 6: Results of in-class Menti-metre Poll to collect

Selected References

1. [Kuo et al 2019](#), Front. Psychol.
2. [Beltran et al 2020](#), Ecol and Evol. 10: 5184-96
3. [Hewitt, N. 2019](#) (TLEF)
4. [Hewitt, N. and B. Wilson.](#) "Using Immersive Technology (VR/AR) Field Trips to Bring the Class to the World and the World to the Classroom", UBC 1st Yr Experience Educators' Symposium, Feb 20, 2020.

Acknowledgement

The teaching practice was made possible by students via the Teaching and Learning Enhancement Fund.





A

B



Reflections:

Evolution in Reflective Learning: From about “Experiences & Events” to about “Identity Formation”

ACPR, Pharm.D., FCSHP

My Leadership Course:

- Engaging students in reflection about their behaviors, beliefs, values by way of thinking about what they have experienced.
- An important part of learning.
- The literature links students’ reflective learning with the adoption of reflection in their professional practices.

Professional Identity Formation (PIF):

- A developmental, fluid, complex process where we gain a clear view of ourselves and we **identity with our profession**: thinking, feeling and acting as a pharmacist, with knowledge, behaviors, and values consistent with those of competent pharmacists.

- How we perceive ourselves, and how we see others perceive us as members of the profession.

Pharmacy & pharmacists at the forefront of healthcare delivery:

The pandemic has brought the role of pharmacists to sharp focus. The ever-evolving scope of pharmacy practice is now looked at in a new light.

- The pandemic also brought a shift in the student experience
- Pharmacy students learning online
 - Experiencing the front lines in practicums and part-time pharmacy jobs
 - In many cases, shifting thoughts about their future and careers: aspirations, goals, preferences
- Year 3, entry-to-practice Pharmacy degree (PharmD)
- Have always used reflections to support student leadership development by way of students:
 - Setting intentions for the course.
 - Reflecting on class debates, discussions.
 - Reflecting on practicums
 - Maintaining blogs throughout the year.

A shift in the nature of reflective assignments in my leadership class:

- From a focus on “events” to a more “meta” focus on PIF.

- The nature and number of assignments revised to encourage reflection about the “big picture”: students’ career goals, their journey to *becoming* professionals, their strengths and resilience, and the legacy they wish to leave behind.
- Not only an *intentional* intervention on my part but also an *organic shift*.

Love it or lose it?Well, a little bit of both:

- ✓ I love and believe in reflective learning
- ✓ I have shifted the nature of reflective learning activities

- ❖ 1:1 coaching: leveraging on student strengths
- ❖ Eulogy: reflecting on the legacy they wish to leave behind
- ❖ 1:1 discussions: exploring career hopes & dreams: reflecting on their PIF: who they are, who they're becoming, who they wish to be