Graduate Students in Teaching, Mini Conference 2017

Schedule at a glance

To register for each session, <u>click on the session title</u> or visit <u>http://events.ctlt.ubc.ca/event-category/professional-development-for-grad-students/</u>

Day 1: 9:15-4:45 - All sessions take place in I. K. Barber, Lillooet Room 301

9:15-10:45	**OPENING:** Dr. Joseph Topornycky, Manager of Graduate Student Programs, CTLT, UBC
	60 min Participatory session: <u>Breaking the Ice: Exploring Icebreakers and their value</u> (Arnab Ray & Katharina Rothe)
10:45-11:00	Break
11:00-12:00	**60 min Participatory session:** <u>The Fundamentals of Developing Effective Learning Outcomes</u> (Gurprit Randhawa)
12:00-12:45	Lunch Break
12:45-2:30	**Icebreaker/ energizer** (Jens Vent-Schmidt)
	90 min participatory session: <u>Designing Classrooms that Promote Learner's Awareness</u> (Mabel Ho, Arnab Ray & Jens Vent-Schmidt)
2:30-2:45	Break
2:45-3:45	**60 min participatory session:** <u>Guidelines for Developing an Impressive Teaching Dossier/Portfolio</u> (Gurprit Randhawa)
3:45-4:00	Break
4:00-4:20	<u>**Round tables:**</u> 1. Fostering community of practice to support undergraduate learning (Stephanie Cheung, Laura Super, Analise Hofmann & Lachlan Caunt) 2. How important is historical context within introductory

Poster session: (spans 3:45-4:20)
1. Connecting the Dots: A Practical Approach to Transforming Lesson Design (Mabel Ho & Jens Vent-Schmidt)

4:20-4:25 (Break and Rotate)	classes? (Analise Hofmann, Laura Super & Stephanie Cheung) 3. Facilitating content connections to undergraduate students' daily lives (Laura Super, Stephanie Cheung, Sina Fazelpour & Amir Maleki) 4. Understanding Learners & Learning (Shawn Hetherington) 5. How should learners be changed by my discipline? (Joseph Topornycky)	2. Sociology TA Training (Silvia Bartolic) 3. BioTAP: Biology Teaching Assistant Professional Development Program - Building a teaching community (Kathy Nomme) 4. TA Professional Development in UBC Physics and Astronomy (Deborah Good, Jeff Bale & Dominik Neuenfeld)
4:25-4:45		

Day 2: 9:30-4:30 - All sessions take place in I. K. Barber, Lillooet Room 301

9:30-11:15	**Icebreaker/ energizer** (Mabel Ho) -- **90 min participatory session:** Creating Inclusive Classrooms: Universal Design for Learners (Deborah Chen & Mabel Ho)
11:15-11:30	Break
11:30-12:30	**60 min participatory sessions:** Integrating Reflection into your Teaching Practice (Jason McAlister)
12:30-1:15	Lunch break
1:15-1:45	**30 min Presentation:** Students as Public Scholars In Training (Madeleine Ransom)

1:45-4:00	**Panel:** Graduate Students in Teaching
	      Dr Glenn Deer, English Department, UBC
	      Dr Silvia Bartolic, Sociology, UBC
	      E. Jean Buckler, PhD Candidate, School of Kinesiology, UBC
	      Christine Sumner, PhD Candidate, Animal Welfare, UBC

4:00-4:30	**CLOSING**

Graduate Student in Teaching, Mini Conference 2017 Program

Day 1 : May 2, 2017 **Location:** Lillooet Room (I K Barber Building - Room 301)	
Opening & Session 1: 60 min Participatory session:	9:15-9:45 **Opening: Graduate Students in Teaching** Dr. Joseph Topornycky, Manager of Graduate Student Programs, Centre for Teaching, Learning and Technology, UBC

	9:15-10:45
	Breaking the Ice: Exploring Icebreakers and their value
	Facilitated by: Arnab Ray & Katharina Rothe
	
	Why do we need icebreakers? There are many reasons! For example, for learners they provide an opportunity to get to know the person they are sitting next to and may work with. For instructors, icebreakers play a role in building group cohesion and discovering group dynamics. But, not all icebreakers are the same. So, the question then becomes, when should we be using certain types of icebreakers over others? In this workshop, we will experience some icebreakers and explore the value they bring to your classrooms and learning activities that you may consider designing.
	
	Learning Objectives:
	    1) Experience and examine the utility of icebreakers in the context of teaching and learning
	    2) Reflect and evaluate on the purpose and appropriateness of different icebreakers

Session 2: 60 min Participatory session:	11:00-12:00 **The Fundamentals of Developing Effective Learning Outcomes** **Facilitated by:** Gurprit Randhawa Learning outcomes are statements that indicate what students should be able to do by the end of a module, course, or program (Kennedy, 2007). Many times, learning outcomes are incorrectly considered to be synonymous with learning goals, objectives, and aims. Instead, learning outcomes are the "common currency" (Kennedy, 2007) that should be used in teaching at the local, national, and international levels. The emphasis on learning outcomes suggests an international shift from a teacher-centred approach to a student-centred approach. As such, learning outcomes should be the first step in course design and development, as they guide selection of instructional strategies, sequencing of course materials, and evaluation methods. Without

	effective learning outcomes, student learning cannot be effectively delivered and measured. Consequently, the quality of course design/course development may be adversely affected.
	By the end of this session, participants will be able to: (1) define aims, objectives, and learning outcomes, (2) correctly distinguish among university, program, course, and module-level learning outcomes, (3) describe the key components of a complete learning outcome, and (4) develop learning outcome statements for a target module, course, or program. Participants will learn about domains of learning, Bloom's Taxonomy, and how module-level learning outcomes can guide the design of instructional strategies, sequencing, and assessment. Through interactive exercises, participants will develop learning outcomes and provide supportive and constructive formative feedback to their peers. Using Kennedy's Checklist for Writing Learning Outcomes, participants will be able to self-evaluate the quality of their learning outcomes both in the session and in their future teaching endeavours.

Session 3: 90 min Participatory session:	<u>12:45-2:30</u> We'll start this session off at <u>12:45</u> with an Icebreaker facilitated by: Jens Vent Schmidt
	
	Designing Classrooms that Promote Learner's Awareness
	Facilitated by: Mabel Ho, Arnab Ray & Jens Vent Schmidt
	
	Promoting student's own awareness when learning cultivates mastery of the course. However, how can we achieve this goal? One way to resolve this objective is to have learners feel like they are part of the learning community in the classroom. As instructors, we can design lessons to promote our learner's ability to reflect and monitor their own learning. When learners begin to deliberate about the process of "how they learn", they begin to reflect about their role as a student in the classroom and in the discipline. Join us in this interactive workshop, to collaboratively explore these questions and develop strategies to design lessons that guide students through the learning process in the classroom.
	
	This workshop is for participants with working knowledge of basic lesson components (learning objective, motivation, active learning, assessment) as acquired through an Instructional Skills Workshop (ISW) or other professional development workshops. We strongly recommend refreshing your understanding of these components as we will be building on these components in this workshop.
	
	By the end of this workshop, participants will be able to:
	    a) Design a lesson that is well-aligned to course objectives while providing learners space to monitor and reflect on their thinking and learning
	    b) Appreciate the impact of well-designed lessons to support learning in the classroom and discipline

Session 4: 60 min Participatory session:	<u>2:45-3:45</u> **Guidelines for Developing an Impressive Teaching Dossier/Portfolio** **Facilitated by:** Gurprit Randhawa

	The teaching dossier/portfolio is a key tool for documenting one's teaching journey through a collection of supporting documents and materials that illustrate their teaching experience and strengths. Teaching dossiers/portfolios are often used to apply for teaching positions, teaching awards, tenure, and promotion. Many graduate students (teaching assistants and sessional instructors) are not aware of the advantages of starting a teaching dossier/portfolio early on in their teaching careers. Supporting graduate students to get a head start on developing their teaching dossier/portfolio will help them to cultivate a life-long practice of teaching self-reflection and continuous improvement. By the end of this session, students will create their own teaching dossier/portfolio draft. Specifically, participants will: (a) discuss the teaching characteristics of former instructors who have influenced their teaching style, (b) learn about the components of a teaching dossier/portfolio, (c) create personal claims of teaching strengths to form the framework of their teaching narrative statement, (d) brainstorm examples and supporting evidence (from themselves, peers/colleagues, and students) to support their teaching claims, and (e) discuss the practice of self-reflection through the teaching dossier/portfolio.
Session 5: Round Tables and Posters	<u>4:00-4:45</u> **<u>Round tables and Posters:</u>** **Round Table 1:** *Fostering community of practice to support undergraduate learning* *Facilitated by: Stephanie Cheung, Laura Super, Analise Hofmann, & Lachlan Caunt* A community of practice (CoP) is defined as a group of people, who share a common set of concerns or interests, engage with each other to exchange knowledge, which in turn builds a repertoire of resources (Wenger et al, 2002). It is the active "give-and-take" by the community members that stimulates the enrichment of the repertoire, causing the community to evolve as a whole. A successful example of CoP is the establishment of Wikipedia pages, an open database collectively constructed and maintained by the public. The collaborative features of Wikipedia allow users to view, cross-edit and provide feedback to each other; as a result, this review cycle allows the learning to sustain and grow (Parker and Chao, 2007). In undergraduate education, a well-developed CoP could be beneficial to student learning. CoP could be established among educators, whether it is for same or cross-discipline, for exchanging ideas and experience on teaching. It could also be set up among students, for instance the use of editing or writing "Wiki" posts as a learning tool (Wong et al, 2016). Nonetheless, the biggest challenge the community faces is the dying of CoP due to poor maintenance. In this session, we will discuss how to cultivate a CoP for students' learning, and how to spice it up by appropriately incorporating technologies and platforms available in the 21st century in order to sustain and nourish the learning community. This workshop will be an opportunity to help participants brainstorm ideas for incorporating their own ongoing learning platforms. **Round Table 2:** *How important is historical context within introductory classes?* *Facilitated by: Analise Hoffman, Laura Super & Stephanie Cheung*

We learn from our mistakes, and with an understanding of how things were done in the past we can make advances and avoid previous pitfalls that may have been a result of predominant ways of thinking at the time. The question we want to address is, when is it appropriate to present material in the order and context of history, and when is it more appropriate to switch to the context of today? What are the pros and cons for a novice? A commentary, by Dr. Redfield (2012), on the narrative used to teach introductory genetics describes how the traditional historical context, following the order of discoveries, is obsolete and a hinderance to the learning of students within an introductory genetics class. Conversely, a more recent commentary on the topic, by Dr. Zaman in the engineering field (2016), makes the opposite argument that narrative and historical context are important for student learning. Despite the two sides of the argument, both agree that narrative is crucial for teaching content to non expert audiences whether or not it is within a current or historical context. This is a discussion not unique to one field, and a roundtable discussion would compare and contrast considerations that are made in different disciplines while deciding what type of historical narrative and context is the most useful to learners.

Round Table 3: *Facilitating content connections to undergraduate students' daily lives*
Facilitated by: Laura Super, Stephanie Cheung, Sina Fazelpour & Amir Maleki

Learners in undergraduate classes may or may not use the material in a particular course again. However, often introductory courses across disciplines provide information that the students could apply to their daily lives during the course and after. How do we help students better make those connections? This session focuses on helping students and teachers make authentic connections, through activities and technologies, to foster learning in and outside the classroom in meaningful ways. For example, biochemistry students could use a mobile phone app to scan in food labels at food places they frequent (coffee shops, grocery stores, etc.), and then in class do an activity to link scans to energy use in the human body mentioned in their textbook. In a first year philosophy course, students could go on a learning trail using technology to explore at different locations on campus how the ethics they are learning in class relates to their daily life interactions (Chow et al., 2015); a possible extension is to also have a class discussion to apply ideas to current events in the news. Classroom teachers in introductory genetics could discuss ways to revamp curricula to cover topics most likely to be used by students in their daily lives (Redfield, 2012) and adopt a community of practice that stresses the whole-person (Cheung et al. 2016) in relation to applying genetics. Join this session to discuss and share these and more ideas about making relevant connections and to learn about implementing new activities in the classroom.

Round Table 4: *Understanding Learners & Learning*
Facilitated by: Shawn Hetherington

This round table discussion will be centered around understanding student learning in the classroom. The idea is to create discussion on methods and approaches to understanding how your students are learning (and maybe why they are/are not). The questions will include seeking input from the audience on different methods

used in their teaching to understand/evaluate student learning while bringing up key methods I believe to be vital in understanding student learning.

Objective: Provide insight on how to go about understanding and building professional relationships with your students. This helps you understand the needs of your learners while also building their trust in you as an instructor. Lastly I will present ways that I have used in my teaching and the feedback I have received in an attempt to validate the proposed thoughts and methods.

I have conducted a SoTL project looking at perception of teaching/learning methods between students and instructors. This may prove a beneficial addition to the discussion depending on direction it takes

Round Table 5 : *How should learners be changed by my discipline?*
Facilitated by: Joseph Topornycky

This round table discussion will focus on the goals and aims of our teaching. What changes are we trying to support when we teach? Do we simply intend for students to be able to repeat content? Or is there something deeper? How do these things relate to what disciplinary practitioners (biologists, journalists, philosophers, engineers) actually do when they are engaging in professional practice? Finally, how does what we teach and the way we teach it relate back to these practices?

Poster 1: Connecting the Dots: A Practical Approach to Transforming Lesson Design
Presented by: Mabel Ho & Jens Vent-Schmidt

As facilitators for diverse teaching and learning workshops, we work with faculty and graduate students across many different disciplines. We witnessed many workshop attendees struggling with the application and alignment of all lesson components, which were often seen as discrete rather than interconnected. Educational researchers (Ambrose et. al, 2010; Herrington et. al 2014; Kolb, 1984; Major and Palmer, 2006) emphasize the importance of designing lessons that
- continuously motivate learners
- have clear learning objectives
- use well-aligned experiential learning techniques that enable learners processing their learning through different stages
- create spaces for students to reflect on their learning, for example through well-aligned assessment techniques

To address this lack of appreciation of interconnectedness, we developed and facilitated a lesson planning workshop that centred on creating authentic learning experiences using a design thinking approach. In this workshop, participants shared their lesson design practice and developed a toolkit of how to generate meaningful learning experiences. With this poster, we report our lessons learned from this workshop and reflect on future iterations in diverse settings.

Poster 2: Sociology TA Training Program
Presented by: Dr. Silvia Bartolic

Poster 3: BioTAP: Biology Teaching Assistant Professional Development Program - Building a teaching community
Presented by: Dr. Kathy Nomme

BioTAP offers a series of seven workshops to graduate student teaching assistants through which they develop their teaching skills and are introduced to best practices in pedagogy. Senior TAs serve as facilitators and informal mentors. Similarly Instructors are invited to share their wealth of teaching experience with novice TAs. The result is a network of TAs (novice and experienced) and instructors that support each other in the delivery of quality undergraduate learning experiences.

Poster 4: TA Professional Development in UBC Physics and Astronomy
Presented by: Deborah Good, Jeff Bale & Dominik Neuenfeld

The Department of Physics and Astronomy Teaching Assistant Professional Development program consists of three main components: a two-day workshop for incoming TAs, a Mentor TA program, and a course-specific training program led by course-specific Head TAs in large first year courses. Four graduate student coordinators manage, implement, and ensure proper realization of these elements. All new TAs participate in the core workshop and it serves as the foundation of their professional development as educators. The workshop is structured to help TAs gain exposure to effective classroom pedagogies, such as Socratic questioning, to develop the general teaching skills and competencies, and to introduce them to a learner-centred teaching philosophy. The Mentor TA program gives new TAs the opportunity to have one-on-one discussions with and to get feedback from a more experienced TA in an informal and comfortable setting. The course-specific training program supports early-career TAs and provides more directed training resources.

Day 2 : May 3, 2017
Location: Lillooet Room (I K Barber Building - Room 301)

Session 1: 90 min Participatory session:	9:30-11:15 We'll start this session off at 9:30 with an Icebreaker facilitated by: Mabel Ho **Creating Inclusive Classrooms: Universal Design for Learners** **Facilitated by:** Deborah Chen and Mabel Ho Students enter the classroom with a variety of motivations, interests, expectations, and experiences - but, as instructors, how might we welcome all perspectives while ensuring that activities and assessment fit the needs of the learner and align with learning objectives? In this interactive workshop we introduce the Universal Design for Learners, a research-based framework, to reflect on the process of how we can create and sustain

	inclusivity in the classroom and leverage diversity to enhance student learning. By the end of this session, participants will be able to: a) define universal design for learning; b) identify the challenges involved in creating universal design for learning, c) incorporate at least 2 strategies for maintaining and creating inclusive teaching strategies, and d) redesign an existing lesson to incorporate a different/new participatory learning technique.
Session 2: 60 min Participatory session:	11:30-12:30 **Integrating Reflection into your Teaching Practice** **Facilitated by:** Jason McAlister (Remote) Reflective practice offers a method for teachers and learners to benefit from personal feedback, providing opportunities to improve teaching and learning (Jay and Johnson, 2002; Rodgers 2002). Together in this interactive workshop we will consider reflection from the perspective of both teachers and learners. We will discuss a range of perspectives on reflection from the peer-reviewed literature and how you can directly apply reflection in your teaching practice. For example, reflection has been shown to promote beneficial traits for teachers, including evaluating their teaching experiences, adapting to situations, and increasing confidence (Griffiths, 2000). From the learner's perspective, engaging in reflection can promote metacognition, benefiting learning and increasing nodal connectivity. Therefore, we will explore a model to develop reflective active learning in the lessons you teach, including exploring the benefits for students and identifying opportunities for teacher support. Join us as together we investigate reflection through multiple lenses and explore ways you can adaptively integrate reflection to innovate your teaching practice.
Session 3: 30 min presentation	1:15-1:45 **Students as Public Scholars In Training** **Facilitated by:** Madeleine Ransom In this presentation I discuss an open project that I gave to students in my class last semester. The purpose was to get them to bring philosophical ideas that we covered in class to the broader public. They produced podcasts, short stories, videos, songs, artworks, movies reviews and blog posts, all of which was posted online in a class blog. I will cover how I did this, show a few sample projects, and discuss some of the difficulties I ran into.
Session 4: Panel	1:45-4:00 **Panel: Graduate Students in Teaching** We bring together panelists with a diverse set of experiences teaching *as or with* graduate students to discuss the role of graduate students in teaching, and teaching in the professional lives of graduate students. In what ways are graduate student already contributing to the teaching mission of the university? How might they? How does teaching make contributions to their overall role as disciplinary practitioners and scholars? What has been

	helpful for them to think about in placing teaching, and developing as teachers into the large and demanding list of tasks and responsibilities that graduate students face during their degree? Join us for what promises to be a lively and interesting discussion.
	
	Panelists:
	    Dr Glenn Deer, English Department, UBC
	    Dr Silvia Bartolic, Sociology, UBC
	    E. Jean Buckler, PhD Candidate, School of Kinesiology, UBC
	    Christine Sumner, PhD Candidate, Animal Welfare, UBC

Closing	<u>4:00-4:30</u>