



INSTL

INSTITUTE FOR
INNOVATION AND SCHOLARSHIP
IN TEACHING AND LEARNING

Learning Matters @ KPU

June 2014 | Issue 2



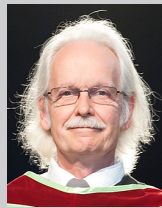
Diane Salter, BSc.,
MSc., PhD. Vice Provost
Teaching and Learning

Happy Summer!

Welcome to the second edition of the INSTL newsletter 'Learning Matters @ KPU'. The focus of this issue is a celebration of Teaching and Learning at KPU starting with heartfelt congratulations to our KPU 2014 Award Winners.



Dr. Gira Bhatt
Faculty of Arts
Recipient of the
Distinguished
Scholarship Award



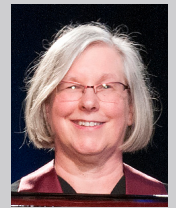
Dr. Warren Bourgeois
Faculty of Arts
Recipient of the
Distinguished Service
Award, Faculty Division



Dr. James Matteoni
Faculty of Science
and Horticulture
Recipient of the
Distinguished Teaching
Award, Full-time
Faculty Category



Nargis Ghadiali
Recipient of the
Distinguished
Teaching Award,
Part-time Faculty
Category



Judy Isaac
Circulation
Technician, Library
Recipient of the
Distinguished Service
Award, Staff Division

During the past year, many of my conversations at KPU have involved discussions around the development of KPU's Academic Plan. Building on Vision 2018, this plan provides the foundation for KPU to develop a Teaching and Learning Plan and strategize how best to support faculty in achieving their goals to continue to enhance the student learning experience.

In this, and subsequent issues, the 'Faculty Focus' segment of the newsletter will provide a forum for 'narrative reflections' about teaching and learning from across the KPU community. This issue features Gira Bhatt, Warren Bourgeois, Judy Isaac, and Julia Murray who reflect on their experiences, sometimes from their perspectives while a student, and some in their current roles as educators.

Cognitive psychologist Jerome Bruner describes how self-narrative serves as a type of code for defining behaviours, beliefs, and customs of family members (Bruner, 1988). Similarly, Polkinghorne (1988) describes how we organize our experience in narrative ways to 'meaning-make' through narrative at the cultural, societal, and individual level. The stories we tell and share about our personal and working lives provide a vehicle to describe where we are from and where we are heading (Barthes, 1977; Cox, 1973). I hope that by sharing stories from across the many perspectives of the KPU community we can continue to explore the complexities of the beliefs and approaches that contribute to the KPU narrative, and that this exploration will contribute to the achievement of the goals of the Academic Plan.

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Salvador Ferreras,
Provost and Vice
President Academic

Message from the Provost

Last summer KPU launched a strategic plan, Vision 2018, that set the general course for the development of our university, our educational community, and our engagement with our region. This past May 26th, Senate endorsed KPU's first Academic Plan, a high level and high content document that will serve as our polytechnic compass over the next four years. The Academic Plan represents the culmination of countless consultations, dialogs, forums, workgroup sessions, Senate meetings, and good old hallway conversations. This engagement exercise allowed our academic plan task force a close encounter with the values and principles that guide our educational mission and a direct contact with just what matters most to our educators, leaders, students, alumni, and staff. Its rich and community-driven content will guide our academic planning and inspire our teaching and learning through strategies and actions aligned to four overarching academic goals:

- To offer exceptional learning environments attuned to learners
- To increase experiential learning opportunities
- To define learning outcomes and methods of demonstrating student capability
- To ensure student success and well-being.

The official launch of the plan in September 2014 will position KPU as a thought leader in post-secondary educational delivery while highlighting timely approaches to our polytechnic mandate. The plan recognizes the complexity of the contemporary career and labour market and sets a course to provide learners with high quality, high touch educational experiences informed by current pedagogy, industry, experiential learning, scholarship, and research.

As a teaching-intensive polytechnic university, KPU is singularly focused on teaching and learning. The Academic Plan 2018 articulates our collective approaches to learning and projects positive actions to fulfill our unique mandate.

On behalf of all of us on the task force, I express our deepest appreciation to the many individuals that lent their voices to the creation of this plan. We look forward, and with excitement, to its full realization over the next few years.

For details and registration for these and other INSTL events, please visit the Teaching and Learning Website at kpu.ca/teaching-and-learning/events

INSTL Upcoming Events

Experiential Learning Roundtable (June 10)

Interdepartmental Collaborations and the Promotion of Independent Learning in English: Successes and Challenges (June 25)

Competency Based Education Webinar (July 8)

Aligning Assessment with Learning Outcomes (August 12)

Using Rubrics to Enhance Student Learning (August 13)

Introduction to Learning and Teaching at KPU: Basics and Beyond (August 20 and 22)

Moodle Basics Workshop (August 27)

Brown Bag Lunch Conversations (September, October, and November)

Introduction to Learning and Teaching at KPU: Basics and Beyond (October 7 and 10)

For resources on open learning, visit the Teaching and Learning website at kpu.ca/open-kpu

Open Learning

On March 10, INSTL hosted the KPU Open event, which provided an opportunity to hear about new developments in Open Learning and to discuss KPU's involvement with Open Learning and Open Resources. A panel discussion included (L to R) Sal Ferreras, Wade Deisman, Tak Sato, Wayne Tebb, Mary Burgess, David Porter, and Todd Mundle.



OERu

The OERu is a virtual collaboration of like-minded institutions committed to creating flexible pathways for Open Educational Resources (OER) learners to gain formal academic credit.

In May, the OERu launched an open strategic planning consultation on the use and development of OERu courses.

Dr. Alan Davis, President of KPU, Chair of the OERu Council of Chief Executive Officers says:

While good progress has been made on the launch of the OERu, it is important now for us to engage in a systematic process whereby our bold vision is clarified and codified in the form of strategic goals, and that we identify ways they can be achieved. In this way our global partners can more clearly commit to their roles in OERu, and can better ensure that their efforts are coordinated and synergistic.

Find out more at oeru.org/news/oeru-launches-strategic-planning-consultation/

Open Textbooks

BCcampus held an Open Textbook Summit, April 16 and 17 attended by 130 participants from Canada and the USA including a number of KPU faculty. Diane Salter, KPU and Kate Cotie, from the BC Ministry of Advanced Education (AVED) co-presented at the Summit on 'Government and Institutional Policy'.

A summary of the Summit proceedings is available on the BCcampus website: bccampus.ca/2014/04/22/five-lessons-learned-at-the-open-textbooks-summit-2014

Some interesting comments about the Open Textbook Summit can also be found on Tony Bates' blog at tonybates.ca/2014/04/23/what-i-learned-from-the-open-textbook-summit

See point three of Tony's blog for mention of two of our KPU faculty involved in the Open Textbook initiative Tak Sakato and Rajiv Jhangiani.

"We had always shared educational resources at KPU. I didn't know these resources had a name (OER) – we just always said 'Feel free to steal my stuff.' We are good at sharing, but it wasn't always well organized, and not many were developed into textbook form." – Takashi Sato, Physics Instructor, Kwantlen Polytechnic University

Assessment Matters @ KPU

A successful 'Assessment Sprint' took place in March and April consisting of a number of workshops and seminars about assessment held at the Surrey, Langley, and Richmond campuses over a two week period. The sessions were facilitated by INSTL and co-led by INSTL Visiting Scholar, Gordon Joughin, and Diane Salter, Vice Provost Teaching and Learning. Over 70 KPU faculty participated at the various events over the two week period. Resources from the sessions can be found on the INSTL web site at kpu.ca/teaching-and-learning/resources in the 'past events' section. Feedback from the sessions was collected to see what future sessions would be helpful and INSTL will have sessions in the summer and fall term to continue the conversation around types of assessment, rubrics for assessment, and alignment of assessment with learning outcomes.



Assessment session with Gordon Joughin, Visiting Scholar, University of Queensland, Australia March 31, 2014

Get a head start on planning for the fall semester by participating in the summer INSTL Assessment Workshops

- Session 1 Aligning Assessment with Learning Outcomes
Tuesday August 12, 12:00-2:00
- Session 2 Using Rubrics to Enhance Student Learning
Wednesday August 13, 12:00-2:00

For additional details and registration please visit the INSTL website at kpu.ca/teaching-and-learning/events

NEW: Brown Bag Lunch Conversations

No need to register, no fixed agenda, no need to arrive at the beginning or to stay for the whole time!! Just join when you can for conversation and sharing – so bring your ideas, suggestions, questions, and your ‘brown bag’ if you would like to have a conversation over lunch. Sessions will be held at each campus once a month during the fall semester, from 11:30-1:00.

For details/venue see the Teaching and Learning Website at kpu.ca/teaching-and-learning/events.



Meg Goodine, Manager,
Learning Technology



Donna Hrynkiw,
Moodle “Angel”

LEARNING TECHNOLOGY UPDATES

Moodle News

All of our Moodle sites were successfully upgraded during the short period between the spring and summer semesters, thanks to some long days for Donna Hrynkiw, our tireless Moodle administrator. With the new themes, Moodle courses will now look and work much better on mobile devices.

Over the summer, we will be making some further changes to improve our Moodle services with a move to a new infrastructure hosted by Thompson Rivers University (TRU). This improved infrastructure and working arrangement has been developed as a collaborative partnership between KPU and TRU, bringing together the technical expertise from both organizations to deliver enhanced, responsive services to support a highly available environment for Moodle.

Through June and July, our various Moodle sites (development, Trades, and our main Moodle site) will move to the new location. We will also be taking this opportunity to update the URL to the new kpu.ca address. We will be providing updates on these moves through Today@Kwantlen and the Moodle mailing list.

Quality Standards for Online and Blended Courses

In an effort to ensure and sustain a culture of quality in online and blended course delivery, INSTL drafted a set of quality criteria based on current research and best practice at other Canadian institutions. These guidelines were distributed for review to the Advisory Committee on Teaching and Learning in December 2013. Working with faculty volunteers from this advisory group, the draft was revised and in addition, a course planning guide and quality checklist were drafted to accompany the guidelines.

INSTL is now actively using and promoting these guidelines and planning tools. The documents are now posted on the INSTL website as a resource for faculty at kpu.ca/teaching-and-learning/resources.

If you would like to provide feedback on these documents, please contact Meg Goodine at meg.goodine@kpu.ca.

ADVISORY COMMITTEE ON TEACHING AND LEARNING

This group was formed in September, 2013 and includes representation from the KPU community. Membership will be reviewed over the summer. If you are interested in representing your department on this committee, please contact Diane at diane.salter@kpu.ca.

Terms of Reference

The Advisory Committee on Teaching and Learning will focus on determining academic development needs, priorities, and activities. The Advisory Committee provides guidance to the Vice Provost Teaching and Learning and the INstitute for INnovation and Scholarship in Teaching and Learning (INSTL). The Advisory Committee provides input to the IT Governance Executive Committee on learning technologies.

Structure

The committee is chaired by the Vice Provost Teaching and Learning. Members include: the Deputy Provost; Deans; Associate Deans and Academic Faculty nominated by Deans; representation from the Library and the Learning Centre.

Purpose of the Advisory Committee

- > to serve in an advisory capacity to make recommendations and provide guidance to the emerging academic development unit (INSTL)
- > to provide a forum for members to engage in strategic thinking about the types of teaching and learning methods and subsequently the types of academic development initiatives that would best serve the KPU community to align practice with the KPU Strategic Plan and the Academic Plan
- > to make recommendations to the IT Governance Executive Committee
- > to serve as a communication link with the wider KPU community on teaching and learning matters discussed at the Advisory Committee meetings
- > working task force groups from the Advisory Committee will be established as needed to explore suggestions that come up for innovation or academic development (this may include learning technologies, planning for academic development, other) to inform decisions on issues related to teaching and learning strategies and practices including learning technologies
- > when appropriate, the Advisory Committee will formulate recommendations that will be brought to Senate as needed

Operations

The Advisory Committee will meet monthly. Membership is for a one-year term. The inaugural meeting was held on September 24, 2013.

LIBRARY NEWS

Library News will be a regular feature in 'Learning Matters @ KPU'

Have you met your Liaison Librarian?

KPU Libraries, through its liaison librarian program and other services, are here to help support the teaching and learning needs of faculty at all 4 campuses. Librarians provide support for course development for all delivery modes: face-to-face; blended; and virtual learning environments. The liaison librarian program designates a librarian for each department who is available to select and organize information, tools, and resources for use in teaching and learning.

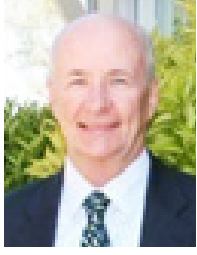
Some of these tools may be familiar, such as the classic collections of books (print and online), journals (online and print), databases, eReference materials, and government documents. In addition, you may not know that liaison librarians can also help faculty to find images, DVDs, video streaming, building codes, music, data, statistics, learning objects, and so much more and help you incorporate these types of resources into your courses.

We are providing access for an increasing number of 'open educational resources' (OER) and are placing them in an OER subject guide (libguides.kpu.ca/OER) to help you find what you need to embrace or create an open textbook or provide open readings for your students. The librarians will also work with you to embed library resources in your Moodle site (libguides.kpu.ca/friendly.php?s=moodle), use our tutorial to avoid plagiarism (libguides.kpu.ca/friendly.php?s=academicintegrity) in your courses, as well as help faculty to design assignments utilizing library resources that are available to students. Ask your liaison librarian (kpu.ca/library/services/feedback#liaison) how she can support you.

Each issue of this newsletter will highlight a different product, service, or tool that the library can offer with a goal of providing support to faculty to enhance their courses with the use of traditional library resources, as well as the growing number of open resources. Faculty can use these resources to expand assessment options and enhance course content. The library builds these services and collections to support faculty and if there is anything you would like us to do for you, or if there is an area you would like us to focus on for providing additional support, please let us know. You can contact your liaison librarian directly or send me an email and I'd be happy to have your liaison librarian (kpu.ca/library/services/feedback#liaison) follow up.



Todd Mundle,
University Librarian



Tom Carey, Visiting Senior Scholar, INstitute for INnovation and Scholarship in Teaching and Learning

Experiential Learning in a Polytechnic University – a personal perspective

Tom Carey is a Visiting Senior Scholar in Kwantlen's INstitute for INnovation and Scholarship in Teaching and Learning. He is helping us to define the Institute's structure and programming, as well as working on strategic Faculty projects for exemplary teaching and learning (the first projects are in Design and Arts).

In the previous issue of Learning Matters @ KPU (Jan 2014), I wrote about my personal perspective on how a Polytechnic University has a distinctive position in the knowledge cultures of higher education, focusing on the ways that a polytechnic university education develops, integrates, and values a full range of knowledge and ways of knowing in teaching and learning. This article will follow up with some thoughts about how this distinctiveness could play out in one particular form of teaching and learning that is particularly appropriate for a Polytechnic University: Experiential Learning. As always, the views expressed will be my own, as shaped by my interaction at KPU and the other colleges and universities with which I have been working.

First, it would help to have a common definition of Experiential Learning: otherwise, we will be left with the very-true-but-not-very-helpful statement that "all learning results from experience". As I write this article, KPU's INstitute for INnovation and Scholarship in Teaching and Learning (INSTL) is getting ready for a KPU Roundtable on Experiential Learning on June 10. At this event, we will explore together the essential characteristics for Experiential Learning – by combining expertise from our participating KPU faculty with evidence from research and insights from exemplary practices at other institutions.

For now, though, here is my own current working definition, adapted from a handbook at the University of California Davis¹:

What is essential in Experiential Learning...is that the phases of knowing, experiencing (doing), reflecting and applying are present and inter-related. The explicit connection to reflection and application are what make experiential learning different and more powerful than the models commonly referred to as "learn-by-doing" or "hands-on-learning".

The Association for Experiential Learning goes further by documenting how Experiential Learning can be a personally authentic experience for students – as whole persons – and engage them in reflection, critical analysis, and synthesis. Their characterization² of effective Experiential Learning opportunities includes the following properties:

- structured to prompt students to take initiative, make decisions, and be accountable for results
- requiring students to pose questions, investigate, experiment, solve practical problems as they occur, assume responsibility, and construct meaning from their experiences
- engaging students intellectually, emotionally, socially, soulfully, and/or physically
- developing and nurturing relationships: student to self, student to others, and student to the world at large.

If you find that all a bit long-winded, try this description from the state of Wisconsin's polytechnic university (UW Stout): *hands-on, minds-on, hearts-on learning*. UW Stout reports³ that nearly 90% of their graduating students have successfully completed Experiential Learning opportunities. And you can probably guess that their goal is to have the 'top 100%' of their students participating in the future. Similarly, KPU's Strategic Vision 2018 (kpu.ca/president/strategicplanning) proposes that by 2018, Experiential Learning will be 'integrated into every KPU program, connecting theory to application and application to the community'.

So how does the distinctive nature of Kwantlen as a polytechnic university affect how we approach Experiential Learning? Reflecting on this has helped me to enhance my own thinking about how a polytechnic university education differs from what might take place in a technical institute or a typical university. The key characteristic I suggested in the previous *Learning Matters @ KPU* article was that

A polytechnic university education develops, integrates, and values a full range of knowledge and ways of knowing within a subject domain...including both craft and conceptual knowledge.

My current – and ever evolving – view adds one new phrase and one new word:

...develops, integrates, and values a full range of knowledge and ways of knowing about a subject domain and about ourselves...incorporating craft, experiential, and conceptual knowledge.

This description places Experiential Learning at the heart of what we do, and gives equal emphasis to developing whole persons as well as skilled artisans, technicians, and professionals. With respect to Experiential Learning, that may mean that KPU students receive more encouragement to reflect on what their experiences teach them about who they are as persons, not just about what they need to do and know in their work domain. Will our students begin to think of the different types of knowledge more in terms of continuing to learn from both our own experience and the experiences of others (in formats such as evidence from research and the wisdom embedded in craft)? Perhaps we will find some creative ways to develop reflective practice even in programs with a short duration and a more technical focus⁴.

We will explore these questions at the Roundtable on Experiential Learning on June 10, so please follow up on the great ideas from the Roundtable on our website (kpu.ca/teaching-and-learning), and join our ongoing discussion. On the same webpage you can also sign up to receive our email notices about future KPU Roundtables on Teaching and Learning. Remember, all of us together are a lot smarter than any one of us alone.

¹ University of California Davis (2011). 5-step experiential learning cycle definitions.
www.experientiallearning.ucdavis.edu/module1/el1_40-5step-definitions.pdf

² Association for Experiential Education (2011). What is Experiential Education.
www.aee.org/about/whatIsEE

³ www.uwstout.edu/parq/intranet/upload/indicator5-2.pdf

⁴ One example that comes to mind: the recent research on *Rethinking Undergraduate Business Education: Liberal Learning for the Professions* highlights across-the-curriculum approaches to developing student capability to “abstract particular experiences into more general knowledge for use in new contexts” and to “use multiple models to make sense of complex issues”. Could some of the methods in the early years of those exemplary programs be adapted in shorter diplomas and certificates?

University Transitions (UT) – It's All About Students

We continue to make good progress in the implementation of the admissions changes that will take place for Fall 2015. Our new Admissions and Transfer Credit policies will go forward to Senate for approval in late May, and Faculties are now bringing forward their proposals for Faculty-level admissions requirements.

The shift from having admissions requirements embedded in each program (about 140 in total across KPU) to admitting students into a Faculty is a big one for KPU. While it signals a move away from our community college roots, it also allows us to better serve today's students. By admitting all students into a Faculty we provide them with a place to call home, a place to explore course and program options, and a place to interact with other students with similar interests. Some students do know (or think they know) exactly what area of study they wish to pursue and these students will still be able to indicate, upon admission, the program they intend to pursue. Students wishing to enroll in our cohort-based, limited intake programs, such as those in the Chip and Shannon Wilson School of Design and Nursing can still do that, although these Faculties are discussing new programming that may provide students with new opportunities to explore a broader range of courses and ideas and work together across program areas.

A work group is now mapping out Faculty Pathway Programs that will allow students who are not admissible to undergraduate studies the opportunity to complete upgrading coursework while sampling some first-year undergraduate courses. The intention of the Pathways is to provide students with a clear and supported roadmap to completing the courses they need that will allow them to be successful in undergraduate studies, while getting a head start on their chosen field of study. We'll be able to closely monitor students in their Pathways and provide them with the advice and support they need to be successful.

We've tried to engage the KPU community as much as possible in our discussions about the UT project. Our recent Hallway Conversations were well attended, and we hope that you're receiving regular updates from your Faculty representatives on the Transitions Advisory Group. If you'd like to know more, or have comments for us, please visit the website at: kpu.ca/transitions or email us at transitions@kpu.ca



Jane Fee, Deputy
Provost and Associate
VP Academic

FACULTY FOCUS

Pursuit of Distinguished a.k.a. “Polytechnic” Scholarship



Dr. Gira Bhatt
Recipient of the
2014 Distinguished
Scholarship Award

Gira has been a faculty member of the Psychology department at KPU since 2003. She is the Principal Investigator and Director of the federally funded (SSHRC) Acting Together: Community University Research Alliance (CURA) project which is aimed at prevention of youth violence and gang involvement. As a member of the RCMP “E” division Gang-prevention Committee, she contributes to the police plans for community outreach. She is a board member of the International Relations committee of the Canadian Psychological Association. Since 2008, Gira has been supervising the psychology practicum program and has facilitated 52 student placements with over 40 career locations. She also contributes articles to main stream newspapers including the Vancouver Sun.

Growing up in India, I always remember my undergraduate psychology classes at the University of Mumbai. All our psychology textbooks were from North America, and the internet had not been invented yet. Our favorite topic was from the social psychology textbook titled “Interpersonal attraction”. We were absolutely fascinated by the psychology of attraction, falling in love, the criteria of what draws men to women and vice versa, and then, what may bring the romantic journey to an end with the D word. It was all very scientific and research based, of course, and as 19 year olds, we loved it all. There was one minor problem though. It had absolutely no relevance in the culture of arranged marriages!

Later as a graduate student at SFU, I recall my seminar class on “Developmental Psychology”. Again, I had to struggle against the inferences; supposedly universal, on child rearing practices, adolescent angst, and the older people’s need for independence and self-reliance. “That’s not true in many cultures” was my oft-repeated mantra in these seminars.

Thus began my quest for applied social psychology, one that would be relevant to our social and cultural context. Academic research, learning, and teaching had to have a connection with daily life, daily happenings, and daily encounters with people around us. Although knowledge-for-the-sake-of-knowledge is a fine ideal, a disconnect of knowledge from practice carries a potential risk of elitism and ivory towers of scholars living an existence of out of touch with reality. As well, those who have knowledge have power. So keeping knowledge within the confines of the walls of the institutions of higher education can only create lopsided development of a society.

Also, a narrow definition of academic scholarship can only allow a narrow range of knowledge. The history of psychologists’ search for the valid and reliable IQ test is quite interesting in this regard. In the early 20th century, the IQ tests were developed based on the abilities such as abstract thinking, vocabulary, memory, numerical problem solving, and spatial models. Several court cases against IQ testing and several decades of new research compelled psychologists to reexamine what IQ tests should capture. It was recognized that human intelligence is multidimensional and multi-faceted that goes beyond the academic domain. It is analytical, as well as creative and practical which develops in response to environmental demands. For example, the abilities needed to survive in the arctic are different from the abilities needed to survive in the tropics. As such, the one size fits all approach to assessing and weighing abilities, excellence, and knowledge is misguided.

Acknowledging that academic scholarship should encompass and reach multiple domains of excellence, the “polytechnic” of the KPU mandate makes perfect sense. Scholars do research, but research should not be limited to enclosed laboratories. Scholars are thinkers, but thinking should not be limited to building castles in the air. Scholars make their scholarship public, but this should not be limited to academic conferences and academic journal publications. Scholars teach and impart knowledge, but this should not be limited to classrooms.

While I am deeply humbled and honored by KPU’s Distinguished Scholarship award, I believe it is KPU’s culture of polytechnic scholarship which has allowed me to pursue multiple pathways to distinguished scholarship.

Helping Students See the Practical Worth of the Arts

Warren is a professor in the Philosophy department and has been teaching at KPU since 1982. He previously taught at the University of Salzburg, Austria, the University of California, San Diego, and the University of British Columbia. Warren coauthored Kwantlen's original research ethics policy and procedures and chaired the Research Ethics Board through its first half decade. Since 1977 he has been a director of the BC Civil Liberties Association. He has helped to found and served on two hospital ethics committees locally. Publications include Persons: What Philosophers Say about You and the textbook Debating Health Care Ethics 2010, coauthored with Doran Smolkin and Patrick Findler. His latest publication is on conceptions of sustainable development forthcoming in the journal Environmental Ethics.

Periodically, for political reasons, the puerile claim resurfaces that liberal arts are of no practical import and should be replaced by skills training. 'Stop teaching sociology, history, psychology, and philosophy' seems to be the implication. 'Avoid high-flown theory. Stick to what's practical. Create a work force that does not ask whether to do a task but only how to do it.' We should not forget, in our weary rejection of such nonsense, that some of our students in the arts may take this for sound, common sense and lose incentive. To combat this, we need to explain that there are not silos in education, one for theory and one for useful techniques. The great value we put on both particular skills and general critical thinking should be made clear to each new cohort of students.

Those of us in the arts need always to motivate students by showing them the relevance of what we do to their lives even when those lives are lived distant from the academy. With your indulgence, I will use some examples from my own teaching to show how I have tried to do this in philosophy – not a subject that students easily see as practical. With a few changes, these stories can be told in most arts subjects.

When I was teaching bioethics to nursing students, I was in the habit of asking them why this was an appropriate course in nursing education. Not a few had no answer. Not only sophomores were mystified. A physician in one of my workshops at a medical specialists' conference once said, "I am a technician. What has ethical theory got to do with my practice?" This sort of question invites some expression of incredulity. A beginning teacher (as I was back in the Dark Ages) may impatiently draw out the theoretical presuppositions of the questioner and even note the inconsistency of those presuppositions. That is fine in a debate among equals but works poorly with students who are already annoyed at having to be in your class.

Rather than a clever application of theory, which tends to sail right over the heads of such annoyed students, a direct appeal to self-interest is a better place to begin the student's long journey. For instance, nursing students knew there were ethics boards in hospitals that could ask them to explain their actions. Even those students who thought ethical theory was fairy dust could see the importance of understanding how theories could generate complaints about their practice. Students immediately appreciated their need to know how best to respond to such complaints. To see what I was teaching as mere self-defense was not to make a noble portrait of the class, but it did gain enough grudging acceptance from the skeptical students to move us forward. To borrow a metaphor from the formidable Wittgenstein, this kind of acceptance of the discipline was a ladder the student could toss away after ascending to a better understanding.

Classmates' input is another fine tool in the crafty old professor's kit. A few, sometimes a good few, students in the class will immediately see their need for what you are teaching. A little Socratic questioning will draw that out. Motivation by other students is often more powerful than whatever we can imagine to get unimpressed students going.

When it comes to teaching students why we teach, never underestimate the power of disagreement. Classmates' differences in ethical judgment were my greatest aids to motivate discussion of abstract concepts and theory. It almost always transpired at the beginning of a course that students were surprised at how little they agreed about particular ethical judgments. Of course they already knew they were at odds about controversial matters like abortion, suicide, and euthanasia. These, however, were not things they would probably be faced with in the next practicum. By bringing up everyday challenges and letting them feel the frustration of trying to convince their peers of what they took to be obvious, I got some of them to want the tools I had on offer.

Here's an example. I might ask my students what to do if during a practicum they witnessed a nurse in a hospital treating a mentally disabled patient very roughly. Supposing they judged this to be ethically wrong, would they be required to speak to that nurse even at the risk of getting a poor evaluation of their own work as a result? Would they be required to report it to the charge nurse even if they suspected doing so could lose a placement at that hospital for KPU? Placements are hard to get. Answers to these questions immediately divided most of the class into consequentialists and non-consequentialists in ethics. I had a clear path to one of the fundamental debates in ethical theory. It now meant something to them.

Of course I have no illusions about conveying my own fascination with conceptual analysis to any but a rare few among my students. My aim was not to make budding nurses into ethicists but to get them to see that they already had views in ethics that would inform their practice. I wanted to help them examine those views at least for consistency. Ideally they would get a critical ability that would help them decide whether to do a task, not just how to do it. What could be more practical?



Warren Bourgeois
Recipient of the 2014
Distinguished Service
Award, Faculty Division

Reflections on 30 Years at KPU



Judy Isaac, Circulation Technician, Library Recipient of the 2014 Distinguished Service Award, Staff Division

Judy has been at KPU for 30 years, first as a student and now in her current role as Circulation Technician in the Coast Capital Savings Library at KPU Tech, Cloverdale. Her work experience in the library has ranged from student assistant, to library auxiliary, to most positions in the various public service departments at Newton campus library, Surrey campus library, and Cloverdale campus library.

I had the privilege of starting at Kwantlen as a student 30 years ago at the old Newton Trades campus. That is where I first experienced how committed everyone was to the success of the students, from the faculty to the support staff. It was while working as a student assistant at the Newton campus library that I realized how important the library's role is in supporting the faculty in teaching the students, something I am still passionate about.

Apart from 2 stints at the Surrey Campus library, most of my university career has been with the library at the Trades campus at Newton and now KPU Tech in Cloverdale. The smallest of all the university libraries, it has provided the opportunity to work in a job that encompasses a wide variety of positions which has given me a broader picture. The practical and varied nature of the programs at a Trades and Technology campus has allowed for a unique emphasis on the collection and how it is handled. It has also been important to respond and adapt to the changing and time sensitive needs of the students as the mandate from the ITA (Industrial Training Authority) changes. From providing space for testing, to knowing the collection well enough to suggest alternatives, and liaising with other departments, the work at Cloverdale is much more hands on and requires thinking outside the box at times. The nature of this library has allowed a chance to know faculty and students and their needs at a deeper level and to work closely with other departments.

I am glad to be part of a team at KPU Tech that contributes along with other departments to student success, and I am a firm believer that if we support each other and deliver our services to match the differing and evolving need of our students we are all winners.

Teaching Cultural Anthropology in the Culturally Diverse Classroom

Julia joined the Department of Anthropology at KPU as a full-time faculty member in 2012. Before that she was a faculty member at the University of Calgary and taught at Mount Royal University and St. Mary's University College. At St. Mary's she taught an interdisciplinary course in the Humanities 101 program, a set of free university credit courses for marginalized adult learners. Her other research is on gender and the ethnography of sustainable environment in Yucatec Maya communities in Mexico.



Julia Murphy

Kwantlen students come from many different cultural backgrounds. As instructors we do our best to understand how cultural differences come to play in teaching and learning. But imagine that you are teaching a course in Cultural Anthropology, a discipline focused on cultural diversity. At times teaching about cultural diversity in a diverse classroom can be exciting, but at other times it can produce anxiety and awkwardness for both instructor and students.

Over the last five years that I have taught Introduction to Cultural Anthropology at KPU and at Mount Royal University. I have been attempting to conceptualize the diverse classroom as a learning community and to develop classroom strategies that embrace cultural and linguistic diversity as an opportunity for enriching the teaching of anthropology, rather than fearing it as a minefield of political incorrectness.

One of the strategies that I have used is to survey students about what languages they speak or have some knowledge of. I then present the tally of languages and number of speakers back to the class to spark a discussion about diversity within the classroom. I point out that as a group we know more than any single individual could, including the instructor.

This spring, thanks to financial support from the Faculty of Arts Special Purposes Fund, I am developing a project in the scholarship of teaching and learning that I am calling "Teaching Cultural Anthropology in the Culturally Diverse Classroom." My research assistant for the project is Mary Hogan, a KPU Anthropology major currently completing her third year in the program. She has begun exploring the academic literature, practice-related publications, organizations, and other resources.

In this preliminary phase, our goal is to lay the groundwork for an exploration of anthropological pedagogies that challenge prevailing assumptions about the identity of instructors, students, and research subjects found in many textbooks used for teaching first and second year courses in Cultural Anthropology. One of these assumptions is that instructors, students, and researchers are "western" while research subjects and peoples presented in textbooks are predominantly "non-western." Although the anthropological discipline began long ago to disrupt these categories, their hierarchical relationship, and their implications for ethnographic research and writing, it seems to me that the writing of textbooks and the training of instructors has lagged behind. There is a need for the development of critical pedagogies for the culturally diverse anthropology classroom. The campuses where I teach - Surrey and Richmond - offer ideal settings for exploring teaching strategies and doing research toward this goal. The project has the potential to contribute to discussions about teaching and learning across the disciplines on Kwantlen campuses, to the scholarship of teaching and learning, to the development of new proposals for anthropological pedagogies and curriculum for Kwantlen and other culturally diverse campuses in Canada and elsewhere, and to the anthropological literature on the cultures of educational settings.

I would welcome the opportunity to talk with people at Kwantlen interested in the project!

DEAN'S CORNER



Henry Reiser, Dean,
Faculty of Trades and
Technology

The Importance of Online Resources and Learning Opportunities in Trades and Technology Programs

Henry has accepted a new role as President at the College of New Caledonia. Thank you Henry for responding to my request for your reflections on learning needs for Trades and Technology Programs to share these thoughts before you leave. Wishing you every success in your new role. Diane S.

The use of online materials as a resource that can be used in the classroom or as a remediation tool will help students in Trades and Technology programs become more successful and more engaged in their learning. Many Trades and Technology students are visual and hands-on learners and the use of high quality media compliments traditional lecture delivery. In fact, You-tube is the source of many videos that demonstrate a process in a clear and sequential fashion that many Trades students find useful in learning how to "fix" a specific problem.

For example, an Automotive Service Technician apprentice (or for that matter a Journeyperson) can search for a video that demonstrates the process to repair a defective speedometer in 2001 – 2018 GMC trucks. Many such videos, related to very specific topics, can be found across many subject areas. In addition, technical manuals can be searched online and used as a technical reference without the need to have hardcopy. This process is widely used across industry, the military, the civil service, etc., and can be opened on a number of platforms from smartphones and tablets to computers providing easy access.

The need for appropriate infrastructure is critical for the successful use of these powerful online tools. In addition, an ongoing challenge is for an apprentice to be released from their job to attend Post Secondary Institutions to receive the theory component of their training. With the use of real-time synchronous delivery infrastructure, these apprentices will not be required to leave their workplaces and could receive their instruction online in an instructor mediated environment.

Research has shown that there is higher completion rate for students who go through their academic journey with their cohort.

It has been clearly documented that retention and completion of Technical programs is enhanced when students can access online courseware for remediation purposes and have opportunities to retake a course and still remain within their cohort.

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Learning Matters @ KPU

Learning Matters @ KPU is a newsletter by and for the KPU community published three times a year. Our goal is to share information on KPU teaching and learning activities. If you have any questions or comments on the newsletter or if you have items you would like to submit for future issues, please e-mail: learningmatters@kpu.ca.

INSTL website: kpu.ca/teaching-and-learning

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