



Sal Ferreras  
Vice-President  
Academic & Provost

## Overview of our Spring 2016 Teaching Matters @KPU newsletter

Welcome to our Spring 2016 issue of Teaching Matters @KPU! Let me again begin with my thanks to all our KPU educators for the energy, commitment and expertise that you invest in our teaching and learning environment for student success.

The big news for teaching and learning in the Spring term is the work of our Search Advisory Committee for the position of Vice Provost – Teaching and Learning. As I write, the committee is fully immersed in the selection process. We anticipate a successful completion of the process by mid-February, 2016.

In addition there are several key projects coming to fruition in this Spring term that I wanted to especially bring to your attention:

- The Creative Capital Fund Terms of Reference and selection process are in the final stages of preparation. We look forward to an official announcement later this Spring.
- KPU's Teaching Fellows program, outlined on page 2 below and in my memo at the end of December, has been met with enthusiasm. We are also in the final stages of setting up a review panel to adjudicate proposals.
- BC Campus informed us this past week that KPU has become the first BC institution to have over 100 adoptions of Open Textbooks. This exciting development, which puts KPU at the forefront of Open Education, has saved students over \$200,000. Congratulations to all our Open Textbook leaders.

The text box to the right lists the articles in this issue – you can see that all of our key Academic Plan goals are being addressed. KPU's teaching and learning environment is being enriched with renewed classroom designs and updated learning technology. The articles by Rajiv Jhangiani and David Burns illustrate how our KPU Open plans are advancing.

Building on our Fall newsletter feature on Experiential Learning, Lesley McCannell's article describes some of the ways KPU faculty are using ePortfolios to

help students connect their learning, across courses and with their co-curricular activities. The Academic Plan working group on Learning Outcomes is helping to shape our institutional outcomes by leading discussions with each of our Faculties. You will also see an invitation to explore a new opportunity for our faculty to collaborate on research and innovation in teaching with partners across KPU – and beyond.

### Spring 2016 Teaching Matters @KPU Highlights

KPU's pilot Teaching Fellows program moves forward	p. 2
Calendar of Spring term Teaching and Learning Events (so far...)	p. 2
Lesley McCannell gives us a tour of KPU ePortfolio projects	p. 3
Updated classroom is now available for pilot faculty use	p. 8
Rajiv Jhangiani reports on his term as a Faculty Fellow in the Open Textbook project (and his new role as OER Research Fellow)	p. 9
Academic Plan progress on Institutional Learning Outcomes	p. 10
Greg Chan will lead a February PD workshop on <i>Social Media Profiles: Strategies for Controlling Your Digital Footprint</i>	p. 11
David Burns describes how an innovative course – EDUC 1100 – required an innovative redesign for the online version	p. 12
Meg Goodine highlights what's new in KPU learning technology	p. 14
Invitation to <i>Opportunity Overviews</i> for partnerships in research and innovation with K-12, workplace and community sectors	p. 14

Teaching Fellows Program

Just before the holiday break in December, I announced that we are moving forward with the creation of three Teaching Fellows who will serve as integral parts of the revitalized Teaching and Learning office at KPU. Teaching Fellows will be seconded from their respective faculty appointments through partial time releases to enhance the activities offerings of the Teaching and Learning unit in support of three areas identified as key priorities in our Academic Plan 2018

- **Open Studies:** a 50% time appointment to assist KPU in the realization of our diverse initiatives related to Open Education Practices, Open Textbooks and Open Education Resources.
- **Learning Outcomes:** a 25% time appointment to support faculty in the development of well-defined learning outcomes across all programs.
- **Experiential Learning:** a 25% time appointment to support faculty to realize KPU’s polytechnic mandate through the expansion and enhancement of experiential learning opportunities.

We believe that enabling our own faculty members to serve in this way, as “connector, coach and catalyst” for their colleagues in particular areas of expertise, will be a key way for us to support and advance the quality of our teaching and learning environment. In addition to providing oversight of the pilot, the new Vice Provost for Teaching and Learning will serve in turn as a “connector, coach and catalyst” for these Teaching Fellows.

We are establishing this Teaching Fellows program as a one year pilot. As we assess the results of this pilot phase, we expect to make appropriate revisions to frame the mandate and responsibilities for three ongoing Teaching Fellow appointments – likely for terms of two years each, chronologically staggered over time so as to ensure continuity and the appropriate knowledge transfer across appointees.

Teaching Fellows will be selected through an internally posted competition coordinated by the Provost’s Office. We anticipate the official announcement of the competition to be in early Spring.

P.S. for examples of related programs at other Canadian universities, check out any of the following:

- Brock University Faculty Associates
- Ryerson University Faculty Teaching Chairs
- University of Waterloo Teaching Fellows
- Simon Fraser University Dewey Fellows

Teaching and Learning Events Calendar

- Feb 12:

**Tinker with Us** Learning Technology session on Mahara for E-portfolios (p. 14)
- Feb 22:

Workshop on **Social Media Profiles: Strategies for Controlling Your Digital Footprint** (p. 11)
- Feb 24:

Workshop on **Connecting Learning with ePortfolios** (p. 6)  
Open discussion on a faculty research and innovation opportunity to connect our program outcomes with **Emerging Knowledge Practices in the Workplace** (p. 14)
- Feb 25:

Workshop on enhancements to KPU's **Curriculum & Program Review** process (p. 10)
- Mar 11:

**Tinker with Us** Learning Technology roundtable on **Cool Tech in EDUC 1100 online** (p. 14)
- Mar 21:

Open discussion on a faculty research and innovation opportunity to connect community-service learning to **Open Educational Practices in community & volunteer organizations** (p. 14)
- Mar 24:

Workshop on Scholarly Work on Learning Outcomes - A Case Study in Interior Design (p. 10)
- Feb/Mar

Ongoing Discussions on **Institutional Learning Outcomes** with Faculty Councils (p. 10)

Full Event Listing - [kpu.ca/teaching-and-learning](http://kpu.ca/teaching-and-learning)

Connecting Learning with ePortfolios at KPU  
Lesley McCannell, School of Business

In higher education, ePortfolios serve a range of purposes across multiple learning contexts. They are used to encourage reflective practice and integrative learning (making connections across courses and disciplines), as repositories for the collection and curation of artifacts that demonstrate student learning, and as an external showcase of learners’ skills and accomplishments. Increasingly, we see ePortfolios also being used to support outcomes assessment at the program and institutional level.

Each of the programs currently using student ePortfolios has developed customized approaches that fit their instructional goals and context. Some usages have evolved over time, whereas others have remained largely as originally intended. In this article I’ll highlight these different approaches via excerpts from the case studies the faculty leaders have prepared for our KPU ePortfolio website, and accompany them with excerpts from student ePortfolios in the our BScN Post-Bac program.



For example, the ePortfolios in KPU’s Computer-Aided Design and Drafting program provide a way for students to develop a practice portfolio of their work and a way to share reflections on their emerging careers with their fellow students through an evolving weblog:

- *In the first semester in the CADD 1160 Office Procedures course, the emphasis is on the weblog as a study of opportunities and disciplines in a CADD career*
- *In the third semester in the CADD 2160 Professional Practice course, the emphasis is on the weblog as a reflection and consideration on how value can be added to a CADD career, and on the CADD course work (included in the ePortfolio) as well as the resume, as students are beginning to seek employment at this point in the program. [Massey 2015]*

Similarly, ePortfolios supporting tutor development in KPU’s Learning Centres also highlight their use for reflection and for demonstrating high quality practice:



The Tutor Evidence activity currently asks tutors to reflect on evidence for the following items:

- Tutoring products
- Current and recent tutoring responsibilities and practices
- Professional development to improve tutoring
- Steps taken to evaluate your own tutoring
- Comments from other tutors
- Scholarship of tutoring and learning (publication)
- Outside activities that support tutoring and learning
- Other artifact or sources of information about your tutoring

The Develop a Personal Tutoring Philosophy activity currently asks tutors to draft a statement of tutoring and learning by asking the following questions:

- Actions: What do I do that encourages, enables, and/or empowers learning for myself and/or others?
- Intentions: What do I intend my tutoring to do for myself and/or others?
- Beliefs: What do I believe is important about tutoring and learning? [Benn 2015]



Another aspect of ePortfolio use in our KPU programs is illustrated by the excerpts we have included in this article from various BSCN Post-Bac student ePortfolios. Students are encouraged to use ePortfolios to develop their skills in visual thinking and aesthetic expression (in addition to supporting reflection on their learning and recording their professional development).

One assignment which encourages development of visual thinking includes the following instructions:

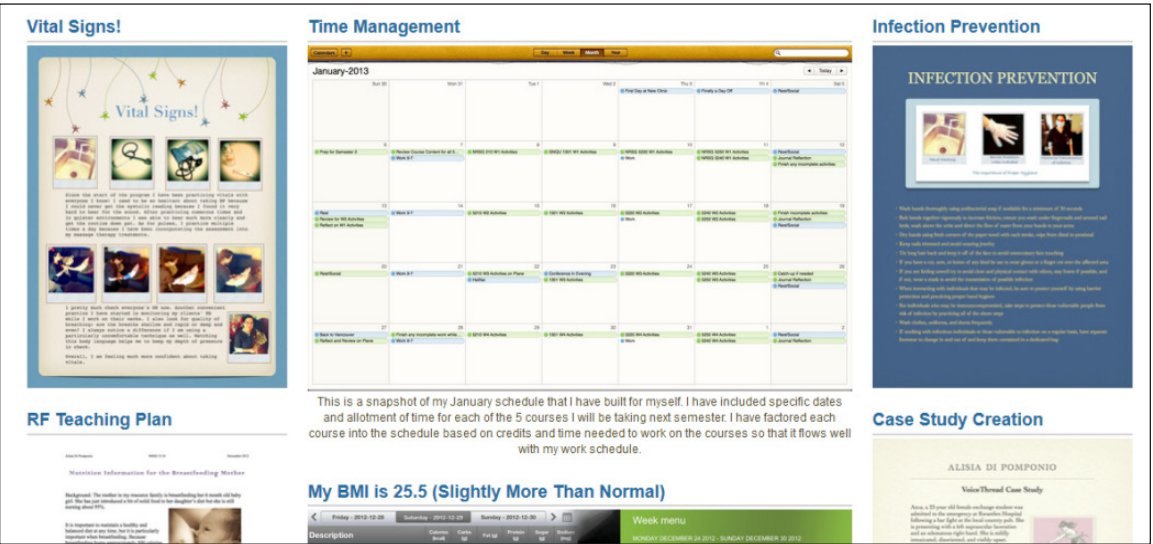
*This assignment gives you the opportunity to visually convey your personal interpretation of relational engagement by presenting pictures that reflect how you 'know' your world. It encourages expression of reflection and creativity through snapshots of what you value, what moves you, what spurs a deeper relational engagement between you and the world around you. [Kaminski 2013]*

Some KPU programs using ePortfolios have enhanced their contribution over time. For example, students in the Human Resources Management program develop comprehensive ePortfolios in a sequence of 7 courses:

The ePortfolios created in the Human Resources Management program were originally used for assessment purposes. All ePortfolio assignments in the HRM program have four common assessment elements:

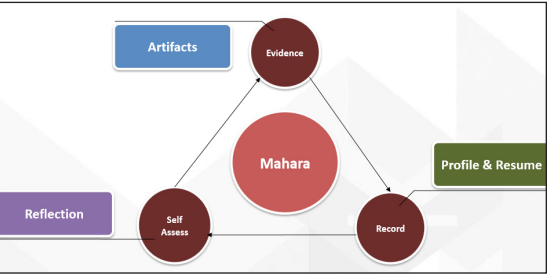
- knowledge documentation - What did I learn?
- learning reflection/journal - What do I think about what I learned/how is it relevant to me?
- toolkit - What will I refer back to to help me apply these learnings in my career?
- Certified Human Resource Professional (CHRP designation) competency evaluation and development plan - How can I demonstrate my competencies in key HR areas and what do I need to do to continue my development? [McCannell 2015]

Over time, students began to use the Human Resources Management ePortfolios to stimulate their professional reflections and to record their professional capabilities:



Many students have also used them as reflection ePortfolios to demonstrate the depth of their capabilities in Human Resources Management and as professional practice ePortfolios to provide examples of their work. [McCannell 2015]

You are welcome to join us at the workshop session on February 23 described on the next two pages of this newsletter. The references below will take you to our KPU ePortfolios website for more examples and guidelines. For example, our instructors have recorded their own reflections as advice to others who may be considering using ePortfolios in KPU courses or programs



- Ensure that marks are given for ePortfolio use. Students are more motivated to use them when they are part of their ongoing course grade.
- Develop a rubric to use when assessing the ePortfolio.
- Make sure students have time to practice using the software in a guided environment e.g. book some computer labs for orientation.
- Encourage self-expression within the ePortfolio - we do give structured assignments and expectations but also encourage self-initiated content. [Kaminski 2015]

References

Benn, L. (2015). Tutor Training ePortfolio Case Study. <https://portfolios.kpu.ca/view/view.php?id=54245>

Kaminski, J. (2013). Mahara as Medium: Feeding the Learning Spirit through aesthetic and reflective expression. COHERE National Conference, Vancouver B.C. <http://nursing-informatics.com/mahara.pdf>

Kaminski, J. (2015) BSN-PB ePortfolio Case Study. <https://portfolios.kpu.ca/view/view.php?id=54243>

Massey, J. (2015). CADD ePortfolio Case Study. <https://portfolios.kpu.ca/view/view.php?id=54244>

McCannell, L. (2015). HRM ePortfolio Case Study. <https://portfolios.kpu.ca/view/view.php?id=54242>

KPU Workshop on Connecting Learning with ePortfolios

1 – 2pm    **Keynote: Connecting ePortfolios, Student Engagement and Integrative Learning**

In this session we will explore how faculty members are helping their students learn to think critically and reflectively and to transfer knowledge from one context to another, and how that learning can lead to responsible citizenship. These approaches - in which ePortfolios can support both faculty and student work - empower learners to engage with challenging learning activities in order to challenge traditional assumptions, to ask critical questions about the world around them, and to make connections between their learning experiences (particularly with a view to making change in the world). Allowing students opportunities to take an integrative approach to their learning by making connections between learning that happens in different contexts (academic, workplace, community) is at the heart of this exciting work.

Tracy Penny Light is Executive Director of the Centre for Student Engagement and Learning Innovation at Thompson Rivers University. Her dual track career has included leadership roles in both traditional faculty roles and in educational development. She has been Director of the Women's Studies program at the University of Waterloo and a faculty member in History and in Sexuality, Marriage and Family Studies. Dr. Penny Light has also served as Acting Associate Director of the University of Waterloo's Teaching Resources Office and as Senior Instructional Project Manager for Strategic Innovation Projects in the university's Office of the Associate Vice-President, Learning Resources and Innovation.

Her recent scholarly work includes lead authorship of two books on ePortfolio use in higher education (*Documenting Learning with ePortfolios: A Guide for College Instructors* and *Electronic Portfolios and Student Success: Effectiveness, Affordability, and Efficiency*) - as well as two books in her discipline area (*Feminist Pedagogy in Higher Education: Critical Theory and Practice* and *Bodily Subjects: Essays on Gender and Health, 1800-2000*).



KPU Workshop on Connecting Learning with ePortfolios (Feb 24, Fir 136)

2 – 3:30pm    **Panel - KPU Case Studies:**

**Faith Auton-Cuff**, Department of Educational Studies, Faculty of Arts

Portfolios are currently used in EDUC 4100 Post-University Transitions to provide senior students an opportunity to reflect on their body of work both in and outside of KPU with a focus on developing a repository of information that they are able to use in applications and interviews to demonstrate who they are and what they have to offer. We are also planning to introduce a Professional Development Learning Portfolio in our new BA in Human Services. The portfolio is designed to help students deepen their understanding of human service practice by direct experience and critical reflection. Students will create a repository of learning artifacts for ongoing professional development.



**Lyn Benn**, Director, Student Development and Success

As part of our quality assurance processes, tutors at KPU receive three levels of training leading towards professional tutor certification. As part of their training, student tutors are encouraged to put an ePortfolio together to showcase their development and expertise as tutors. This ePortfolio can then be linked to their social media accounts (such as LinkedIn) and will provide evidence of their tutoring expertise, or used to advertise their competencies as professional tutors, or both.

**June Kaminski**, Bachelor of Science in Nursing, Post Baccalaureate program, Faculty of Health

In our Post-Bac B.Sc.N. program, Mahara ePortfolios are used as assessment, credential, learning and showcase portfolios. Over the seven semesters, learning artifacts are added to produce a robust repository of student work. These artifacts include aesthetic creative work, practice journals, case study analyses, and other assigned work. We also use student ePortfolios as a stimulus and repository for reflection on both practice and theory (and the connection between them). In addition, dialogic journals are used frequently to encourage critical and meaningful reflection by students, and responded to by faculty to encourage praxis reflection.



**Joanne Massey**, Computer Aided Drafting and Design program, Faculty of Trades & Technology

In the CADD program ePortfolios are integrated at two stages. In the first semester students begin creating ePortfolio pages in Mahara to display sample work and to blog about their weekly research into different drafting and design specialties. In the third semester, students create professional practice ePortfolios in WordPress, giving them an opportunity to expand their digital skill set and build tools to assist them with their career search.



**Lesley McCannell**, Human Resources Management Program, School of Business

We have fully integrated ePortfolios into the curriculum for the BBA HRMT and Post Baccalaureate HRMT programs. Each of the 10 HRMT classes has an ePortfolio assignment that leads to a final ePortfolio assessment as part of the program's capstone course. All our ePortfolio assignments have common assessment elements including: knowledge documentation, learning reflection, a competency evaluation and a development plan for the CHRP professional designation.





## Spring 2016 Classes Evaluate Pilot for Updated KPU Learning Spaces

One of the key goals in our Academic Plan is to *Offer Exceptional Learning Environments Attuned To Learners*, and one of the action items for that goal is to “encourage renewal and innovation in our approaches to teaching and learning, by allocating...funding to support and update classroom technology”. A working group of faculty and staff collaborated with interior design professionals and instructional design experts on a classroom renewal project to support more flexible use of classroom time for active learning.

The updated classroom space, in Fir 136 on the Surrey campus, went into use this semester with a plan for incremental improvements as the term progresses and data collection for faculty and student feedback at the midpoint and end of term. A classroom on the Richmond campus has been identified as a potential candidate for the next learning space renewal project, with further investments across all our campuses to follow.

Initial faculty comments have noted the intent to enhance support for flexible designs for learning:

*“There is seating for 36, and the tables are currently set up for groups of 4. Because the tables and chairs move easily, you can put it into whatever configuration you want. The default grouping format is fine for me because my students work in groups already... it does offer easier flexibility than the standard bulky furniture...it’s easy to move furniture and chairs without scraping and screeching.”*

The updated space also provides enhanced support to engage students in active learning:

*“The chairs for students...swivel; I walk around a lot, and students can easily turn to face me regardless of where I am in the room and then turn back to their discussion groups....there are large whiteboards on 2 of the walls, which is great. There are also 10 mini whiteboards...I used them today when I had pairs of students work on an activity together and then show their result to the class.”*

And some of the changes to the furnishings are intended to be more ‘student-friendly’:

*“...chairs are far more comfortable, and they can adjust up and down and swivel; arms of the chairs can hold backpacks and tote bags.”*

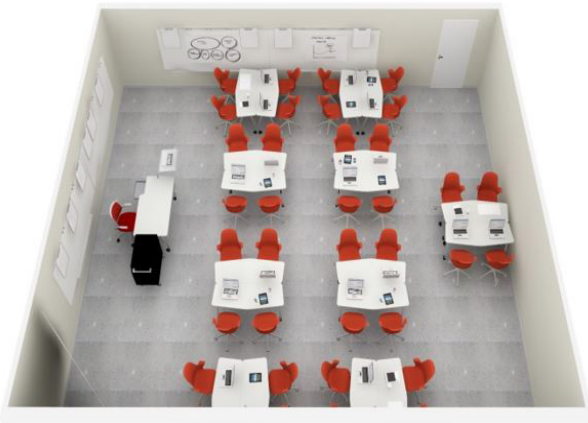
Interested members of the KPU community can track the discussion of the pilot classroom space on our Sharepoint site at <https://our.kpu.ca/sites/learntech/learningspaces/SitePages/Home.aspx>. Feel free to post comments or questions in this space. You can also see there some of the ongoing improvements underway in response to the experiences of pilot instructors and classes. For example, the School of Business contributed a high quality document camera for instructor use, and individual faculty have contributed resources and ideas to improve use of features such as the students’ mini-whiteboards.

There is also instructor interest in establishing clearer protocols and sharing ideas to manage the flexible space to everyone’s advantage. For example, one instructor has noted that

*“if I have used the mini-whiteboards, which I often do, I am typically still cleaning the boards, etc. and rushing to get ready for my next class. This gets in the way of me chatting with students as they leave”*

(Could managing the set-up/restore transition at the beginning and end of a class session become another opportunity to engage out students as partners in active learning?)

**Acknowledgement:** our thanks to Steelcase Inc. and local company Heritage Office Furnishings for their support in helping us to configure and evaluate this flexible learning classroom.



## Reflections on being a “Faculty Fellow” (from a faculty fellow) Rajiv Jhangiani, Psychology | [thatpsychprof.com](http://thatpsychprof.com)



In October 2012, the B.C. Ministry of Advanced Education launched the Open Textbook Project. Led by BCcampus, the project’s stated goal was the creation of a total of 60 open textbooks in a range of subject areas, either by reusing or revising existing open content or creating new open textbooks. Three years later, BCcampus has greatly surpassed these initial targets, with 137 open textbooks currently in the repository (and several more in development). To date, these textbooks have been adopted in at least 294 courses at 19 (out of 25) B.C. post-secondary institutions, with total savings to B.C. students conservatively estimated at \$985,700 – 1,214,092.

From 2014-15 I served as a Faculty Fellow with the Open Textbook Project, which involved both roles in both advocacy (presentations and workshops at a variety of B.C. institutions) and research (surveys of faculty and student users of OER, investigations into institutional barriers). The most gratifying part of this assignment involved working with different stakeholder groups—faculty, librarians, students, staff at teaching and learning centres, and administrators—and witnessing a gradual shift in openness to open education in this province. B.C. is now widely regarded as a leader in open education and I am proud to say that KPU leads B.C. post-secondary institutions with the development and adoption of open educational resources (OER).

As a regional undergraduate institution with an emphasis on teaching excellence, we have much to gain from embracing open educational practices – and not just in terms of cost savings to KPU students (~\$150,000 at last count). The ability of an instructor to adapt and contextualize these textbooks to suit course and program goals, to include rich and interactive media within the text, and to embed and scaffold course assignments all represent exciting new pedagogical opportunities.

And far from doing harm, a recent study at KPU – by departmental colleagues Farhad Dastur, Richard Le Grand, Kurt Penner and myself – found that KPU students using free and open textbooks for Introductory Psychology performed as well as or better than students using traditional textbooks. This result is consistent with other research that has investigated the impact of open textbook adoption on educational outcomes, and the first of a series of planned studies here at KPU.

Our ongoing research work on the impact of Open Textbooks will be supported in part by an OER Research Fellowship that I was awarded a month ago from the Open Education Group, based at Brigham Young University and funded by the William and Flora Hewlett Foundation. Aside from connecting me with other scholars conducting OER-related research, the fellowship will support wider dissemination of the findings...under an open access license, of course.

## Academic Plan Progress on Institutional Learning Outcomes

Our KPU Academic Plan working group on Learning Outcomes – Aimee Begalka, Mark Diotte, Meg Goodine, Joel Murray, Diane Naugler, Esther Tiessen and Sunita Wiebe – is in the process of engaging KPU Faculty Councils in dialogue around directions for our Institutional Learning Outcomes. We plan to complete discussions by the end of March and report the results and accumulated feedback to the Provost at that time for further action. Here are some highlights of our recent progress.

### What do we mean by Institutional Learning Outcomes?

Our Institutional Learning Outcomes represent a consensus across KPU about the capabilities that all our students are expected to achieve for a particular credential level, “a shared understanding of the outcomes of a [Kwantlen] education”<sup>1</sup>. Each program and subject area will of course define the specific achievements by which students demonstrate these outcomes in their studies.





These Institutional Learning Outcomes must be consistent with provincial policies, e.g., the B.C. Degree Quality Assessment Board uses the national degree-level expectations formulated by the Council of Ministers of Education in Canada <sup>ii</sup>. We also expect that our KPU Institutional Learning Outcomes will reflect the evolution of our distinctive role as a polytechnic university. In addition, for many of our subject areas the program-level outcomes must also be aligned with the requirements of professional societies and accrediting bodies. An increasing number of discipline groups are also developing shared guidelines for the outcomes students are expected to achieve.

We are not alone in wrestling with these multiple dimensions of Institutional Learning Outcomes. For example, at The Hong Kong Polytechnic University the distinctive institutional mandate is “to produce all-round students with professional competence”<sup>iii</sup>. As a consequence, “in the formulation or review of program outcomes, departments should consider the institutional learning outcomes alongside the program’s aims, accreditation requirements, and industry’s expectations”<sup>iv</sup>.

*How are Institutional Learning Outcomes related to Course Learning Outcomes?*

The demonstration and assessment of course outcomes is the fundamental building block that allows us to effectively and efficiently demonstrate and assess our expected institutional learning outcomes. Building on “course-based learning outcomes identifies opportunities for improvement that might not be apparent using a top-down approach...Using course-based learning outcomes, we can identify opportunities to implement small changes that have big impacts. This approach allows us as faculty members to be more intentional about the development of our institutional learning outcomes” <sup>iv</sup>.

*What other institutional initiatives are underway to strengthen KPU Learning Outcomes processes?*

Program Review at KPU has strengthened its focus on the outcomes at the heart of program curriculum. Sunita Wiebe of KPU’s Institutional Analysis and Planning office explains:

As part of Program Review, faculty will now be conducting a systematic curriculum review that begins by identifying program-level learning outcomes. This specification – of the knowledge, skills and values we expect all students in the program to achieve – provides a lens to help us assess numerous aspects of program viability and relevance:

- Do program outcomes reflect the needs, changing demands and anticipated trends of the discipline/sector students expect to join?
- Are the program outcomes sufficiently supported by specific and measurable course-level learning outcomes?
- Are the learning outcomes aligned with the level of credential students are seeking?
- Are the learning outcomes aligned with the level of credential students are seeking?

Contact us for information about future workshops on Learning Outcomes:

- Sunita.Wiebe@kpu.ca: Curriculum & Program Review workshop, Feb. 25, 10am–12pm, CED 1040
- Thomas.Carey@kpu.ca: Scholarly Work on Learning Outcomes. Mar 24, 1:30–2:30pm, Room tbd

i Barrie, S. C. (2006). Understanding what we mean by the generic attributes of graduates. Higher education, 51(2), 215-241.  
ii <http://www.cmec.ca/Publications/Lists/Publications/Attachments/95/QA-Statement-2007.en.pdf>  
iii <http://www.polyu.edu.hk/obe/GuideOBE/DefiningIntendedLearningOutcomes.pdf>  
iv Spracklin-Reid, D., & Fisher, A. (2013). Course-Based Learning outcomes as the Foundation for Assessment of Graduate Attributes. Proceedings of the Canadian Engineering Education Association.



SOCIAL MEDIA PROFILES:  
**Strategies for  
Controlling Your  
Digital Footprint**

A workshop for discovering the  
**Power of your online persona**

FACILITATED BY **Greg Chan, Department of English**

**Web invisibility is an open invitation for random sites and aggregators to construct your professional identity for you. Why leave your web presence to chance, when you have the power to coordinate your online persona, redirect traffic, and achieve SEO (Search Engine Optimization)? Discoverability can play a pivotal role in your research, citations, networks, and reach as a professional, provided you are SEO-savvy. This digital humanities workshop will guide you through the process of taking control of your digital footprint.**

**Feb 22 10 am–12 pm  
Feb 23 10 am–1 pm  
Feb 24 10 am–1 pm  
@ KPU Surrey Campus**

**RSVP to [arts@kpu.ca](mailto:arts@kpu.ca)**

For more information, go to:  
**[kpu.ca/arts/facultypd](http://kpu.ca/arts/facultypd)**

Day One will take participants through the basics of social media profiles, while Days Two and Three will be set aside to populate these profiles and possibly launch a landing site. You are welcome to sign up for one or all three days, depending on your needs. This workshop is open to all faculty, staff, and administrators ready to take full control of their digital footprints.







## Extending the Reach of an Innovative First Year Course

### David P. Burns, Educational Studies

The Department of Educational Studies, in addition to teaching courses on Counselling and Pedagogy, offers a suite of first year transitions courses – most notably, EDUC 1100: Introduction to Higher Education<sup>v</sup>. These courses, intended to foster critical and personal understanding of the purposes and processes of higher education, serve hundreds of students each year. They are also an emerging nexus of innovative teaching, research, and student engagement. In this article I will describe several of the distinguishing features of EDUC 1100 and how we were able to design an online version which preserved the strengths and goals of the classroom-based experience.

#### Distinctive Features of EDUC 1100

One of the principles that underpin these courses is that the first year experience should include not only skill development, but also rigorous discussion of the purposes of education and the ways in which education can contribute to one’s life and career. Students should, in other words, develop not only skills but also the kind of deep intrinsic motivation that can only come from considering one’s educational value system. *Why am I here? What sort of person do I hope to be when I leave? What kind of problems will I seek to solve?* These perennial questions are, I argue, foundational in any discussion of the student experience<sup>vi</sup>.



While I am proud of the work our faculty have done in this area, the most remarkable research to come out of discussions in EDUC 1100 has come from students. Former EDUC 1100 students, building on their in-class research training in literature reviews, have now been co-authors on three peer reviewed articles<sup>vii</sup> on educational topics ranging from sexual diversity in education, to environmental education and teacher training. Two further students have written consulting reports for the Faculty of Arts Curriculum Committee: one, by Taranjit Chahal, on best practices in seminar courses and another, by Mason Schmidt, on Arts statistics courses. Schmidt was also the coauthor of a book review in *Theory and Research in Education*<sup>viii</sup>. A group of recent EDUC 1100 graduates is now examining practices for learning outcomes mapping.

#### Extending the Reach of EDUC 1100 Through an Online Version

At first glance, EDUC 1100 might not seem to be a course that could easily be converted into an online format. I am pleased to report that we have concluded the pilot semester of EDUC 1100 Online with very promising results. An entirely rebuilt course was offered, in September 2015, to a cohort of approximately 140 students. The goal was to use the most up-to-date digital tools to create a course that provides greater access than on-campus classes, whilst retaining the crucially important opportunities for personal interaction and critical discussion that our on-campus sections provide. Keeping delicate balance involved two important practices.

*First*, we emphasized digital resources that we ourselves created, and that could be recreated each semester. Using general resources linked from YouTube, or other digital media repositories, is convenient and often pedagogically sound. For a course specifically targeted to the questions KPU students need to deal with, though, more specific resources were required. Our in-class sessions are tailored to the students we have in our course, and change with each new group (sometimes entirely, and sometimes subtly) – the digital resources should be similarly organic.

For this reason, the overwhelming majority of the video content for the course was produced by the instructor. The result is a private YouTube channel, linked into the course Moodle site, which can be

continually expanded and updated. We have also kept all of the many audio narrations, slide animations, and video footage used to produce this content, so that we can recreate pieces of it in line with the interests and experiences of each new class. We will not always need to do so, of course, but nor should we create a single, static resource to be simply replayed year after year.

The *second key practice* pertains to office hours. One of the risks with online courses is that students might feel disconnected from each other and their instructor. As a result, we planned these courses such that students could access instructor office hours in entirely new ways. Rather than having a narrow set of in-person office hours, we opened up the lines of communication across Twitter, Skype, in-person meetings, telephone calls, and emails, and expanded the total number of weekly office hours to approximately 30.

Some of these students fully inhabited the digital environment, and never physically came to campus (two were never in Canada, in fact). Others treated the digital work as background for expansive in-person discussion with their instructor. Some students, for instance, set a weekly appointment for the entire semester to discuss course material in-person. As a result of this range and depth of access, the student appraisal ratings for the statement “is usually available during office hours or at appointed times” ranked significantly above not only the faculty average, but also above the on-campus version of the same course.

In the future, we will seek to advance the first practice (content creation), while maintaining the second (instructor contact). Now that the basic audio-visual resources for the course are in place, we can direct the time previously spent in basic development to enrichment material and more efficient content development techniques. Thanks to support from the Faculty of Arts, the second version of this course will include not only video content, but also professional quality audio captured by two digital microphones.

This will allow us to create short conversational resources – such as students debating a topic, an instructor explaining an article, etc. – in a very short period of time. This shorter development time will permit us to create even more resources tailored to specific groups of students. If an instructor, for instance, sees that a group of students is discussing student loan debt levels more than expected, a short podcast (digital radio episode) can be custom-tailored and published within 24 hours.

To find out more about this course, see the upcoming article about EDUC 1100 Online at KPU coming out this semester in *Times Higher Education*.

v Versions of EDUC 1100 are also offered that focus on the distinct experiences of Aboriginal students (EDUC 1102), student athletes (EDUC 1101), and international students (EDUC 1150).

vi It is for his reason that, in 2015, Sarah Hickinbottom-Brawn and I published a philosophical explanation of this motivation in the Canadian Journal of Higher Education. Starting this semester, EDUC 1100 students will be able to read this work as part of their course, and can critically evaluate the links between our motivation for creating their course, and their experience of it. Hickinbottom-Brawn, S. & Burns, D. P. (2015). The problem of first year seminars: Risking disengagement through marketplace ideals. Canadian Journal of Higher Education, 45(2) 154-167. <http://www.theglobeandmail.com/globe-drive/culture/commuting/what-is-the-new-crosswalk-rule-in-ontario-and-whats-the-reason-for-it/article28392316/>

vii Boulay, N., Yeung, B., Leung, C., & Burns, D.P. (2014). LGBTQ role models and curricular controversy in Canada: A student symposium. Paideusis: International Journal in Philosophy of Education, 22(1), 19-27.

Burns, D.P., Leung, C., & Yeung, B. (2014). Do as we say, not as we do: The nature of environmental education. Antistasis, 4(2), 1-4.

Burns, D. P., Leung, C., Parsons, L., Singh, G., & Yeung, B. (2012). Limitations of the case study approach to pedagogical ethics education. Transformative Dialogues, 6(1), 1-10.

viii Burns, D. P. & Schmidt, M. (2015). Review of Science Teaching: The Contribution of History and Philosophy of Science (20th anniversary revised and expanded edition). Theory and Research in Education, 13, 330-332.



Meg Goodine  
Manager, Learning  
Technology



Come Tinker With Us!  
Spring 2016 update on KPU's digital learning environment

Since May of last year, we have had an informal community of inquiry to support instructors in exploring and assessing new technologies to address specific educational challenges. Faculty members Sheila Hancock and Esther Tiessen joined me in facilitating monthly show-and-tell sessions and an online community site, and this community interaction has provided opportunities for rich and invigorating discussions.

We meet on the second Friday of each month to explore a different tool or topic. Consider this your invitation to join us from 10–11am in Cedar 1075 at the Surrey campus. Here are some of the activities in our Calendar for 2016 – you're welcome to drop in or follow us online:

- Jan 8: in our inaugural tinkering session on January 8, we explored Poll Everywhere, a web-based polling application that replicates what classroom response systems (aka clickers) do, only better.
- Feb 12: our lead article on p. 3 of this newsletter provides several examples of KPU programs and courses where students are Connecting Learning with E-Portfolios. The Mahara ePortfolio platform is now fully integrated with KPU's Moodle site and this session was designed to show how Moodle and Mahara work together through the personal stories of faculty currently using it to engage students in connected learning.
- March 11: David Burns from Education Studies and student researcher, Anya Goldin, will show some of the cool tech practices David has incorporated into his online EDUC 1100 course (see David's article on p.12 of this issue for some of the highlights).

Visit our Teaching and Learning website for upcoming session details and for information on how to access our online community site. Also be sure to check out the article on p. 8 about KPU's newly renovated classroom – available now for faculty to test new instructional designs – and Rajiv Jhangiani's reflections on his term as a BCcampus Open Educational Resources Fellow on p. 9.

.....

You're invited | to explore... three collaborative research & innovation projects related to KPU teaching and learning

February: 1 hour of coffee & conversation on emerging knowledge practices in the workplace and connections with our program Learning Outcomes. Learn how knowledge practices from scholarly communities are being applied in the workplace. Explore ways that B.A. learning outcomes could be documented and enhanced to better express the values of a liberal education. Discuss the research implications with leaders of a new SHHRC grant application in this area. Feb 24, 11 am-12:30 pm, room tbd. Interested faculty should RSVP to Christina.Fung@kpu.ca. For more info, contact Thomas.Carey@kpu.ca

March: 1 hour of coffee & conversation on new uses of open practices & pathways by social sector and community organizations to build their knowledge capabilities. Learn how leading-edge teams in this sector are experimenting in open credentials and resources to expand learning opportunities. Explore potential partnerships for students to contribute through KPU community-service learning. Discuss possible research projects with the leaders of a new SHHRC grant application in this area. Week of Mar 21, time/place tbd. Interested faculty can email Christina.Fung@kpu.ca to indicate availability. For more info, contact Thomas.Carey@kpu.ca

For more information, check the background notes and individual session details on the next page.

Background

A team of faculty and academic leaders from three B.C. universities (TRU, KPU and UVFV) is working on a Partnership Development Grant proposal to the Social Sciences and Humanities Research Council, with representatives from leading-edge innovation and research projects in the K-12, workplace and not-for-profit sectors. Together with our partners, we will be exploring how Research and Innovation in Personal Pathways and Portfolios for Learners can lead to better ways for learners to develop knowledge, competencies and mindsets across sectors, and to have their capabilities assessed, documented and recognized in new – and more effective – ways.

Our collaboration for research and innovation is also exploring new ways to move beyond traditional interdisciplinary competencies – in communication, critical thinking and problem-solving, quantitative reasoning, etc. – to ensure we are preparing graduates for emerging workplace and organizational needs.

Connecting post-secondary research and innovation with B.C. 'Focus on Learning' initiative

In the Ministry of Education's Focus on Learning initiative emphasizes opportunities for student-directed projects and enhanced uses of ePortfolios to assess, document and recognize student accomplishment. A group of KPU faculty met in January to explore how KPU can become a leader in connecting with secondary schools to link their emerging personal learning pathways and ePortfolios with our developments at the post-secondary level.

We currently have expressions of interest from faculty members in arts, science, business, and health. We welcome additional faculty who are interested in this area of research and innovation.

Please contact Thomas.Carey@kpu.ca for more information.

Connecting PSE research & innovation with emerging knowledge practices in the workplace

Today's most knowledge-intensive workplaces use the knowledge-sharing and knowledge-building practices of our scholarly research communities as models. Working in these organizations requires the combination of different kinds of specialized and context-dependent knowledge, as well as different ways of knowing. Our programs prepare students with many of these capabilities, and we will explore in a February convening how this can be articulated more effectively in personal learning portfolios, and potentially enhanced through student-faculty partnerships for knowledge mobilization and knowledge creation in teaching and learning.

Overview session on Feb 24, 11am–12:30pm, room tbd. Interested faculty should RSVP to Christina.Fung@kpu.ca or contact Thomas.Carey@kpu.ca for more information.

March: Connecting PSE research & innovation with personal pathways for social sector learners

Leading-edge organizations in the voluntary and not-for-profit sector are engaged in innovations with open education and personal learning pathways in areas such as promoting community energy, humanitarian relief work and dementia support caregivers. As KPU moves forward with our own open resources and practices, we have an opportunity to develop new partnerships in these areas for research and innovation and for community-service learning where students help local community organizations to develop open resources.

We will schedule a convening of interested faculty in the Week of Mar 21. Please email Christina.Fung@kpu.ca to indicate your interest and availability. For more information, you may contact Thomas.Carey@kpu.ca .

What new knowledge, skills and delivery methods are required for Canada's higher education system to serve as a catalyst for a more innovative society?

What new models are needed to enhance co-creation of knowledge across public, private and social sectors?

ADAPTED FROM THE SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL'S IMAGINING CANADA'S FUTURE REPORT







**Teaching Matters @ KPU**

*Spring 2016 | Issue 5*