



2019 First-Year Educators’ Symposium: Fostering Student Success

Saturday, January 26, 2019 | Irving K Barber Learning Centre

Schedule at a Glance

9:00 am - 9:30 am	Check in, coffee, mingling	Golden Jubilee
9:30 am - 10:00 am	Welcome and Warm Up	Golden Jubilee
10:00 am - 11:00 am	Keynote Speaker: Deb Butler	Golden Jubilee
11:00 am - 11:15 am	Movement Break	Golden Jubilee
11:15 am - 12:45 pm	Concurrent Sessions: Roundtable Discussions	Golden Jubilee IKBLC 261 IKBLC 182
12:45 pm - 1:30 pm	Lunch and Networking	Golden Jubilee
1:30 pm - 2:30 pm	Concurrent Sessions: Presentations	Golden Jubilee IKBLC 261 IKBLC 182 IKBLC 155
2:40 pm - 4:00 pm	Community Closing Plenary: Student Panel with Simon Bates	Golden Jubilee

Keynote Speaker: Fostering Success in First Year University: What does SRL have to do with it?

[Professor Deborah Butler, Faculty of Education, UBC](#)

What does it take for first-year students to successfully transition to life and learning at a demanding post-secondary institution like UBC? What can faculty and staff do to assist learners in that transition? This plenary address will take up these two questions. To begin, participants will be supported to consider what students are bringing to UBC, with particular focus on big picture implications of the redesigned K-12 curriculum in BC, how expectations on learners are similar or shifting in their transition to UBC, and what it takes for first-year students to navigate that transition successfully (and where it can break down). Building from that backdrop, participants will imagine what SRL looks like in their contexts, and then apply a model of “self-regulated learning” (SRL) to consider how to design courses and supports in ways that empower learners to succeed. A focus on SRL fits well with UBC’s priority to foster transformative learning. As is the case in BC, across North America, self-regulation is being associated with the kinds of adaptive expertise that schools need to foster in learners, if today’s students are to experience success from primary grades through the adult years. Self-regulation is critical because it entails learners’ adaptive engagement in both individual and social forms of learning in a wide variety of activities, both within and outside of schools. Participants will leave the plenary with a multidimensional overview of practices supportive of SRL, and some initial, powerful takeaway strategies they can use tomorrow in their contexts.



Concurrent Session: Roundtable Discussions | 11:15am – 12:45pm

Explore a range of issues and ideas through small-group discussion with your colleagues.

In each room there will be a series of short 5-minute presentations of a topic and discussion question followed by 3 rounds of 20-minute table discussions.

Golden Jubilee:

- Building Community with First Year Students Beyond the Classroom
- Teaching Practices and Student Wellbeing
- Using Mastermind Groups to Build Capacity in the First Year Experience
- Defining Microbarriers

IKBLC 261:

- UBC Jump Start: What Happened in 2018?
- Society & You: Recognizing Disciplinary Lens in Your Daily Life
- IN/Relation: Educational Resources for International Students Learning Indigenous Histories and Contexts at UBC
- Supporting Student Wellbeing Using Online Resources

IKBLC 182 (Victoria Learning Theatre):

- Bug Bounty: Rewarding Student Copyediting of Open Source Text
- Indigenous Initiatives Learning Community: Collaboration & Reciprocity
- Equity, Diversity and Inclusion in First Year Experience

Roundtable Discussion Descriptions

Golden Jubilee

Building Community with Students Beyond the Classroom

Freda Maideen, Student Engagement Advisor, CSI&C

Having opportunities for students to interact with professors from different Faculties outside of traditional learning spaces is conducive to students' social development, academic success, and sense of community on campus. These unconventional educational spaces can encourage students to connect with professors through informal conversations, programming, and activities. Current initiatives of how faculty members are connecting with students outside of the classroom will be explored during this round table discussion.

Discussion Question(s): How can you integrate opportunities for faculty-student connections to take place outside of traditional learning spaces in your work?

Teaching Practices and Student Wellbeing

Michael Lee, Senior Instructor, Occupational Science & Occupational Therapy

Wellbeing is critical to student academic success. Evidence suggests that subtle shifts in classroom contexts can create a profound impact on student wellbeing, resulting in better academic attainment. In particular, emerging research indicates that instructors have important roles to play in fostering student wellbeing through their teaching. This presentation will share research and innovative findings that creatively engage instructors in enhancing student wellbeing. Tools and teaching practices that support student wellbeing, as well as practical examples will be shared. Participants will have opportunities to generate ideas on how to apply these practices to their specific classroom context, including first-year education.



Discussion Question(s): Which strategies are applicable in your teaching context? why and why not?

Using Mastermind Groups to Build Capacity in the First Year Experience

Isabeau Iqbal, Educational Developer, Centre for Teaching, Learning and Technology
Karen Smith, Lecturer in the Department of Microbiology & Immunology

Mastermind groups consist of individuals who share a common purpose (e.g., education and the First Year Experience [FYE]) and meet regularly to support one another in their growth.

We are proposing to create a Mastermind Group composed of faculty members, staff, and students involved in the FYE across campus. Members would also collaborate to create a set of academic principles and “best practices” for teaching first-year students at UBC.

Participants will leave this session having a stronger understanding of how a Mastermind Group can be structured to grow our collective capacity as FYE educators.

Discussion Question(s): As you consider whether or not to participate in a Mastermind Group focussed on the First Year Experience, what are some of the main questions you have?

What makes Mastermind Group meetings different from a working group meeting?

Defining Microbarriers

Celeste Leander, Professor (teaching), Botany/Zoology
Kari Marken, Educational Designer / PhD Candidate, Centre for Student Involvement & Careers / EDCP Faculty of Education

What barriers to equitable access do first year students perceive? We will look at direct quotes from current first year students and first year alumni who responded to the question, "What things do you see other students understanding or accessing that you feel you don't have the same access to?"

Discussion Question(s): When scaffolding our classes, what responsibilities do we have to address the micro-barriers our students experience?

IKBLC 261

UBC Jump Start: What Happened in 2018?

Kari Marken, Educational Designer / PhD Candidate, Centre for Student Involvement & Careers / EDCP Faculty of Education

Robbie Morrison, Associate Director, First Year Experience & Student Engagement, Centre for Student Involvement & Careers

Since 2011, many students, faculty and staff at UBC have worked to create Jump Start--a multi-day orientation program for direct-entry first year students. Up until 2018, Jump Start was offered to international students, and in August, 2018, the program expanded its reach to all first-year students, with distinct program streams for commuter students and students living in on-campus housing. The program attendance doubled from 2017 to 2018, and close to 1/2 of all first-year students will have attended Jump Start prior to their September classes. In this roundtable discussion, we will share highlights from Jump Start 2018 and discuss the connections between students' Orientations experiences and subsequent classroom experiences.



Discussion Question(s): As Jump Start continues to grow in 2019 (and beyond), what might be the campus-wide impact of having more than 50% of our first-year class participate in a multi-day academic Orientation program prior to the first day of class?

Society & You: Recognizing Disciplinary Lens in Your Daily Life

Mabel Ho, Sessional Lecturer, Sociology

First-year discussion-based tutorials and smaller seminar courses can increase student motivation by encouraging students to making relevant connections of their daily experiences to the discipline. But how can this be facilitated? In this roundtable discussion I will discuss my experiences in leading tutorials and explore how to motivate students in applying what their learned in the course to their everyday life.

Discussion Question(s): How do you motivate learners to apply course concepts outside the class? How do students' react to discovering their disciplinary lens?

IN/Relation: Educational Resources for International Students Learning Indigenous Histories and Contexts at UBC

Janey Lew, Educational Consultant, CTLT, Indigenous Initiatives
Liz Otero, Graduate Academic Assistant
Sophie Duncan, Graduate Academic Assistant
Julia Poissant, Student Project Assistant

Faculty, TAs, and staff in diverse academic and support units have identified an interest and need for educational resources to introduce international students at UBC to learning about Indigenous topics, histories, and relationships. The IN/Relation project draws upon community consultations and research on UBC international students' prior knowledge and learning needs about Canada's Indigenous histories and contemporary relationships to develop flexible curriculum materials to support and encourage international students, and those who deliver educational programs for them, to think critically about their roles and responsibilities as guests on Musqueam lands while studying, and beyond their studies, at UBC. In this roundtable the IN/Relation project team will be present to share working drafts of our learning modules and facilitator guide with a diverse audience of first-year educators and ask for feedback on how to improve these materials as well as how to encourage first year educators to implement these materials in the courses you teach.

Discussion Question(s): What would encourage you to use these learning resources in your courses? What hesitations or barriers can you imagine to using these resources in your courses?

Supporting Student Wellbeing Using Online Resources

Marie Krbavac, Educational Consultant, CTLT
Silvia Bartolic, Instructor, Sociology
Bosung Kim, Educational Consultant, Centre for Teaching, Learning, and Technology
Josefina Rosado, Educational Consultant, Centre for Teaching, Learning, and Technology

Creating an environment that supports wellbeing is particularly important to help 1st year students transition into university. According to research by the UBC Wellness Centre, student wellbeing is supported when students are motivated to learn and feel they are learning successfully, students feel connected to their peers and instructors, and instructors recognize that the students experience extends beyond academics. In this



discussion, we will explore examples of online resources and activities that incorporate wellness principles that have been created by UBC faculty.

Discussion Question(s): What are some instructional strategies and uses of technology you are using to support student motivation, student connection with peers and faculty, and/or recognizing that students experience extends beyond academics - supporting student wellness in first year courses?

KBLC 182 (Victoria Learning Theatre):

Equity, Diversity and Inclusion in First Year Experience

Gulnur Birol, Director, Skylight, Faculty of Science

Karen Smith, Lecturer, Microbiology and Immunology

Alice Campbell, Skylight Science Education Specialist, Computer Science

Christine Goedhart, Skylight Science Education Specialist, Botany

Sara Harris, Associate Dean Academic, Faculty of Science

Sarah Bean Sherman, Skylight Science Education Specialist, Earth, Ocean and Atmospheric Science

Tracy Wideman, Organizational Diversity Strategist, Student Diversity Initiative, Equity and Inclusion Office

The Student Diversity Initiative is an initiative of the Equity & Inclusion Office with a mandate to embed strategies and practices of Inclusive Excellence (Williams et al., 2005) into all areas of UBC. Our work, in the Faculty of Science, will specifically focus on addressing equity, diversity and inclusion in STEM courses, and will aim towards building capacity to sustain best practices and to build a campus culture in which all students are equitably supported to succeed. In this session, we will explore faculty engagement as a vital component of the success of this initiative, including faculty-led teaching and learning enhancement pilot projects that address issues of equity, diversity and inclusion in STEM courses. We welcome colleagues from all Faculties at UBC to join us in this exploration.

Discussion Question(s): What are your ideas about the importance of, and possibly your strategies for, supporting equity, diversity and inclusion in the first year experience? How can we support your work and one another?

Indigenous Initiatives Learning Community: Collaboration & Reciprocity

Laila Ferreira, Lecturer, Arts Studies in Research and Writing

Jennifer Walsh Marr, Lecturer, AEP (Arts), Vantage College

Stefania Pizzirani, Postdoctoral Research Fellow and Sessional Instructor, Faculty of Forestry

Christie Stephenson, Executive Director, Peter P. Dhillon Centre for Business Ethics, Sauder School of Business

This roundtable will share the learning process experiences of faculty member participants in the Indigenous Initiatives Learning Community hosted by CTLT. The IILC includes faculty members from across the university (E.g., Arts Studies in Research and Writing, Forestry, Land and Food Systems, Sauder, Economics, Education, Psychology) who are exploring their roles and responsibilities in reconciliation. The foundation of this community has been the collaborative processes involved in developing both the structure and content of the community sessions. Members support one another in acknowledging their fears, their inadequacies, their misunderstandings and trying to find ways to transform this into a process of unlearning and relearning, and of reflection and recognition. In so doing, faculty members are also finding a way forward in terms of confidence with their contributions to the reciprocal learning processes involved in decolonization, reconciliation and the Indigenization of the curriculum in their courses, respective faculties and across the



university. Our question is, how can collaboration and reciprocity be used to support first year faculty in the processes of unlearning and relearning necessary for the decolonization of the university and the Indigenization of the curriculum.

Discussion Question(s): What does Indigenization mean to you? How can we realize this in our first-year classrooms?

Bug Bounty: Rewarding Student Copyediting of Open Source Text

Elyse Yeager, instructor, Math

A "bug bounty" for errors in our open-source textbook was started last semester. Math texts are famously difficult to edit, and students teetering on the verge of comprehension are easily set back by even small typos. Drawing on work from Rob Beezer, we incentivized students in Math 100 to find and report errors. Students who reported errors got a coffee card and some recognition. This resulted in excellent editing for the text, and let students have some input into their own textbook.

Discussion Question(s): How can we get students engaged with the creation of learning resources? Does thinking about teaching help students develop useful metacognitive skills?

Concurrent Sessions: Presentations | 1:30pm – 2:30pm

Find out what first-year educators across our campus have been up to in terms of SOTL research, curriculum and pedagogy.

In each room, one of the conference themes will be explored in-depth through a range of 10-minute presentations and a facilitated 20-minute large-group discussion.

Golden Jubilee: Learning as Process

- Substituting midterm exams with short weekly quizzes in biology: benefits and considerations for instructors and students
- Four-way high-fives during exams: Adding a group phase to provide immediate feedback and increase enjoyment
- Using Self-Reflection Activities to Aid Students' Transition into University Learning Environments: A Case Study with UBC's Science One Program
- Integrating Primary and Secondary Source Research: A Scaffolded Approach

IKBLC 261: Inclusive Excellence

- Plagiarism Revisited: A Culturally-Sensitive Approach to Academic "Dishonesty"
- First-Year Students' Encounter with Trans Studies Research
- The Historical Imagination: Rethinking First Year History Curricula at Vantage College
- Incorporating Universal Design for Learning principles, accessibility guidelines, and wellness principles into online courses and course materials: A checklist for instructors and course designers

IKBLC 182: Innovative Pedagogies

- Automating Creative, Peer-reviewed Projects to Enhance Motivation in a Very Large First Year Course



- Groups, Boosts, and Chats: the Canvas-based ePortfolio as Meta-cognitive Social Media Simulator and Group-Networking Tool
- Taking up Metalanguage: Effectiveness of ComPAIR Student Feedback in Peer Review
- Experiments Building Community Within a Blended Classroom

IKBLC 155: Theory ↔ Practice

- Mental Health Literacy: From Theory to Practice
- Understanding first-year students' transition to university studies: Exploring changes in stress, hope, belonging, and learning-related beliefs
- Piloting an Academic Scholars Program in a First Year Biology Course
- Fostering Success: Embedding Wellbeing Principles into the First-Year Curriculum

Presentation Descriptions

Golden Jubilee: Learning as Process

Substituting midterm exams with short weekly quizzes in biology: benefits and considerations for instructors and students.

Pamela Kalas, Senior Instructor, Science One

Dr. James (Jim) D. Berger; Professor Emeritus; Science One and Department of Zoology

Some of the challenges that students face when transitioning from high school to university are the adjustment to a new set standards and expectations in terms of the work they produce, and getting into the habit of studying and reviewing material on a regular basis. Often students do not start seriously studying until right before their first midterm exam, which is not an effective learning strategy. The first midterm may also coincide with the first time they receive (or pay attention to) feedback on their performance. To encourage students to engage in continuous studying (as opposed to "cramming" before an exam), take advantage of office hours, and help them gradually understand what is expected of them, we replaced the traditional midterm exams with short, strategically designed, in-class weekly quizzes. As instructors we found this tactic very helpful as it provided prompt feedback for us when there were significant mis-understandings among students, allowing us to respond quickly. We will discuss the implementation and the benefits (for students and for instructors) of this assessment format.

Four-way high-fives during exams: Adding a group phase to provide immediate feedback and increase enjoyment

Joss Ives, Senior Instructor, Physics & Astronomy

Jared Stang, Lecturer

Over the past year and a half, we have been engaged in a TLEF project to develop best-practices related to two-stage collaborative group exams, an innovative pedagogy used across many courses at UBC. We have been using a combination of survey data from students, and the test results from individual students and their groups, to develop best-practices advice for instructors and students that can increase their impact and the students' enjoyment. At this session we will share some big-picture best-practices, as well as a handout with further advice.



Using Self-Reflection Activities to Aid Students' Transition into University Learning Environments: A Case Study with UBC's Science One Program

Nolan Bett, Teaching Postdoc, Science Gateways Program

Chris Addison, Senior Instructor, Department of Chemistry and Science One Program

James Charbonneau, Instructor, Department of Physics and Astronomy and Science One Program

Deb Chen, Educational Developer, Centre for Teaching, Learning, and Technology

Bruce Moghtader, Centre for Teaching, Learning and Technology

Nathan Roberson, Graduate Student, Department of Educational and Counselling Psychology and Special Education

Andrea Terpstra, Lecturer, Department of Chemistry

First-year students often have difficulty navigating the transition from high school to post-secondary learning environments. One method that can aid students in this transition is self-reflection, which not only allows the students to track and assess their learning, but also provides instructors with an up-to-date summary of their students' progression. By monitoring reflection responses, instructors can quickly and easily identify aspects of their course material or learning environment that students are struggling with. In UBC's Science One program, we have created a weekly reflection activity that provides students an opportunity to reflect on their learning at UBC. This activity, which is administered online through Canvas, has generated numerous insightful and interesting responses. In this presentation, we will describe the nature of the activity and its implementation, and discuss common themes identified in the reflection responses and their implications for student learning in first-year. Self-reflection activities such as the one used in Science One can be applicable to nearly any discipline or class structure, and can be an effective method for instructors to gain insight into the issues that students encounter during their first year.

Our talk is best suited to the "Innovative Pedagogies" theme, as it encourages other first-year educators to incorporate an underutilized teaching practice that has broadly applicable benefits. The talk could also fit in the "Learning as Process" theme, as the development of the reflection activities is an ongoing process that we will continue to adapt and modify to better our understanding of the hurdles first-year students face.

Integrating Primary and Secondary Source Research: A Scaffolded Approach

Brandon Konoval, Senior Instructor, Arts One/Music

The UBC Arts One Program relied for many years on use of the essay as the sole vehicle for student writing and research. While this teaching practice serves several pedagogical objectives that are strongly supported by the scholarly literature (assessed in Konoval 2018), it has nevertheless left student engagement with secondary source research outside the curriculum. Beginning in 2016, a capstone paper project was introduced to the curriculum to address this concern, providing the goal for a scaffolded research and writing process that builds upon core pedagogical strengths of the program and extends them in new directions. The project enables students to take greater advantage of an extended writing and editing process, while developing skills in primary and secondary source research with distinct phases that promote student familiarity and confidence with scholarly practices. This presentation will detail the features of this curriculum development and report on the experience of faculty in its implementation, including its perceived impact on the pedagogical model of the program as a whole. More broadly, these scaffolding processes will be considered as a possible model for other first year courses or programs that are not pedagogically bundled according to the Arts One model.



IKBLC 261: Inclusive Excellence

Plagiarism Revisited: A Culturally-Sensitive Approach to Academic Dishonesty

Suzanne James, First-Year Coordinator, English

University policy statements frequently address plagiarism by employing value-laden terms such as "integrity," "honesty," "theft" and "respect." Yet many of us have encountered students who seem "honestly" confused by our expectations and assumptions about plagiarism. Why, some of first-year students wonder, is it acceptable for a popular newspaper to present material without indicating sources? Why, as some international students suggest, isn't it considered disrespectful to change the words of an expert? Approaching plagiarism from a cultural perspective is one means of encouraging inclusiveness and avoiding appeals to a supposedly shared moral code of "academic integrity." A nuanced and sensitive (as well as sensitizing) approach would involve deconstructing our assumptions about the practice and finding less moralistic ways to familiarize our students with western expectations of academic accountability, with notions of originality, and with claims about what constitutes common knowledge. In this presentation, I will use two UBC policy statements "Academic Honesty and Standards," and "Discipline for Academic Misconduct" as examples, and suggest ways in which these might be revisited in order to shift the discussion of plagiarism from an explicitly moral perspective to a more culturally and contextually sensitive one.

First-Year Students' Encounter with Trans Studies Research

Katja Thieme, Instructor, Arts Studies in Research and Writing / Vantage College / Department of English Language and Literatures

Mary Ann Saunders, Lecturer, Arts Studies in Research and Writing

First-year students in the Faculty of Arts are required to take a research writing course that teaches how to work with scholarship and write research papers. As a trans instructor, Mary Ann Saunders centers a trans studies view of the research tradition and thereby challenges students conceptions of who their professors are (Jourian et al.) and what the place of trans people is within research culture (Stryker and Currah 9). Saunders sections of this course foreground the power relations inherent in research cultures and challenge beliefs about the objective and scientific nature of research. While there are the beginnings of a literature about trans pedagogies and trans educators in post-secondary settings (Galarte; Harris and Jones; Malatino), as yet no research exists on the intersection between the ubiquitous first-year writing course and the application of trans*formative pedagogies therein (Platero and Drager). This project uses weekly interview sessions held throughout two terms to trace references Saunders makes to her identity as well as her observations on students development of research identities. Our analysis of these interviews highlights the world-making work of the trans scholar who inducts first-year students into research writing.

The Historical Imagination: Rethinking First Year History Curricula at Vantage College

Pheroze Unwalla, Instructor, History/Vantage College

At the first-year level, historical 'content courses' provide sweeping coverage of various subjects and an introduction to some facets of historical work. But they do not commonly ask students to systematically grapple with key questions, debates and dilemmas that frame History. This presentation will discuss an initial attempt at revamping first-year History curricula at Vantage College to do just that. A 'content course' on the global history of genocide was designed to include modules on a critical historical concept. Students were challenged to decipher components of the 'historical imagination.' The stakes were then raised as students engaged with heated debates and moral quandaries over the (ab)use of this concept, and raised again as students applied their "imagination" to genocidal contexts. Beyond enabling students to "think like



historians,” I contend that explicit, sustained engagement with concepts like the “historical imagination” might transform how first-year students understand History. Rather than a set of established chronologies, history becomes a contingent, imaginative process fueled by debate. The “historical imagination” also compels students to try and understand persons from different geographical, temporal and cultural contexts, contextualizing for difference while at the same time affirming a kind of shared humanity.

Incorporating Universal Design for Learning principles, accessibility guidelines, and wellbeing practices into online courses and course materials: A checklist for instructors and course designers

Marie Krbavac, Educational Consultant, Centre for Teaching, Learning, and Technology

Louise Longridge, Lecturer, Earth, Ocean and Atmospheric Sciences

Bosung Kim, Educational Consultant, Centre for Teaching, Learning, and Technology

In a recent project conducted by the Wellness Centre and a UBC student survey conducted by the Learning Technology Environment Renewal Project, students stated that their learning can be more supported when a course is user-friendly, easy-to-navigate and structured in a way that fosters communication with their instructor and peers. Students also asked for a seamless learning experience that emphasizes consistency across courses with respect to set-up and layout, and that course materials and information are easy to find. These results are supported by other research, which has found that course visual design and structure affect a student’s learning experience (Eom & Ashill, 2016; Reyna, 2013; Yang & Durrington, 2010).

As there are several different fields of research that provide guidelines or recommendations for achieving these goals, determining where to begin can be confusing. Our presentation will clarify how research from the fields of Universal Design for Learning (UDL), student wellbeing, and accessibility relate to each other in the context of creating online course materials. We will use examples from EOSC 116 and refer to a course set-up checklist to show how research from these fields can be applied to create a course structure and course materials that best support student learning.

IKBLC 182: Innovative Pedagogies

Automating Creative, Peer-reviewed Projects to Enhance Motivation in a Very Large First Year Course

Francis Jones, Lecturer, Earth, Ocean and Atmospheric Sciences

Lucy Porritt, lecturer, Earth Ocean and Atmospheric Sciences.

Promoting student motivation is one of the major challenges in large classes, as students are difficult to assess or interact with individually. We are currently exploring one approach to increasing our students sense of personal relevance, interest and motivation in EOSC114 "The Catastrophic Earth; Natural Disasters", which has annual enrollments of over 2000 in both face-to-face and distance education sections.

Students choose any personally meaningful hazardous event and create their own information package that is submitted using an online form. Results are converted into a Google Map with markers and corresponding personally unique information created by every student. Peer-reviews are then carried out using structured-comparison in ComPAIR, and the assignment concludes with a short quiz about the collectively created map. Automating these steps (completed three times each term) enables hundreds of students to choose, research, create and peer-review individual contributions to a global map that students then explore.

We will summarize objectives, students’ tasks, and logistics for delivering this automated learning sequence. Preliminary results will be presented demonstrating student outcomes, success at meeting our teaching goals, and lessons we are learning about this approach to delivering personally meaningful learning experiences in very large classes.



Groups, Boosts, and Chats: the Canvas-based ePortfolio as Social Media Simulator and Community-Building Tool

Brianne Orr-Álvarez, Lecturer, FHIS/Arts One

ePortfolios provide a personalized and evidence-based glimpse into student performance and growth across courses and programs. This presentation will explore the effectiveness of Canvas-based ePortfolios as multi-faceted tools with the potential of facilitating the creation of an out-of-class community in which students engaged with the First Year Experience can network, work together, and provide peer-peer feedback in a dynamic, personalized, and privacy-protected space. To better respond to students' interests and needs in larger classroom contexts, a key component to my approach to ePortfolios, both in first-year language and literature classrooms, is incorporating a group element where students work together toward the common goal of creating, showcasing, and framing a small-group project as part of their personal ePortfolios. In this setting, peers also "boost" interest for their classmates' projects through quick, yet relevant feedback that highlights their core take-away from the project.

Taking up Metalanguage: Effectiveness of ComPAIR Student Feedback in Peer Review

Laila Ferreira, Lecturer, Arts Studies in Research and Writing

Katja Thieme, Instructor, Arts Studies in Research and Writing / Vantage College / Department of English Language and Literatures

Firas Moosvi, Applied Education Research Facilitator, Institute for the Scholarship of Teaching and Learning
Natasha Pestonji-Dixon, PhD Candidate, Cognitive Science (Psychology)

We report on preliminary findings of a SoTL Seed Grant study in which we investigate the effectiveness of the UBC-developed ComPAIR platform for peer review among students in first-year writing studies classes. While much of the research on peer feedback focuses on classrooms with EAL learners (Zhang, 1995; Paulus, 1999; Rollinson, 2005; Nelson & Shunn, 2009), this project looks at combined classes of EAL and native English learners. One of the key aspects of peer feedback that is present in ComPAIR is that students receive feedback from multiple peers, an aspect which has been shown to lead to more significant improvement than feedback provided by an expert (Cho & Shunn, 2007; Jones et al., 2014). We ask, how can instructors set up assignments most effectively in order to create these positive effects of peer feedback? Our project assesses the quality of students' peer feedback against the metalanguage used in assignment setup, an approach which will have direct implications for how instructors write their assignment descriptions and for how they prompt students for feedback on ComPAIR. The findings from our project help instructors to make more informed choices about the way they direct student peer review practices when using ComPAIR.

Experiments Building Community Within a Blended Classroom

John Vigna, Instructor, Creative Writing/Arts

Core to creative writing pedagogy is the face-to-face workshop. However, digitizing the creative writing classroom offers an untapped pedagogical opportunity to help writers at all levels flourish. At the heart of every creative writing classroom, whether large lecture or small workshop, in-class or online, there are opportunities for students to connect with each other's writing, the course readings and discussions and through these, be an integral part of a creative community. What happens to community and connection when in-class time is cut in half and students work the other 50% online? How do we create community and connection while curating content and creativity? I'll briefly outline pedagogical approaches of redesigning a bricks and mortar large lecture class to a blended workshop format. We'll discuss how to help students cultivate foundational tools in craft, technique, and critical analysis while challenging them toward deeper understanding and more thoughtful application of the concepts learned through more face-to-face



engagement in person. We'll also look at some of the online community-building experiments have sought to create a deeper connection in the classroom, and how blending them offers a richer, accessible, and engaged learning experience.

IKBLC 155: Theory ↔ Practice

Mental Health Literacy: From Theory to Practice

Patty Hambler, Director, Health Promotion and Education

Promoting mental health and wellbeing is crucial to first-year students' academic success and engagement. Transitioning to university can be challenging. Many first-year students experience challenges that can negatively impact their academic performance, productivity and overall sense of wellbeing. Reducing mental health stigma, creating a supportive campus culture, and ensuring that faculty and staff have the resources to help students understand mental health broadly, and to improve resiliency and coping skills, are key to building a foundation for academic success in university.

In this presentation, we will share a mental health literacy framework for understanding and talking about mental health. We will share a set of first-year learning outcomes for mental health literacy and some tools that faculty and staff can incorporate into their work with first-year students, whether in 1-1 conversations, or in the classroom.

Understanding first-year students' transition to university studies: Exploring changes in stress, hope, belonging, and learning-related beliefs

Candice Rideout, Senior Instructor, Food, Nutrition and Health

Nathan Roberson, PhD Candidate, Faculty of Education/SoTL Specialist, Centre for Teaching, Learning and Technology

The first year of university studies is a time of substantial transition. To provide useful support for first-year students' adjustment to a new and complex learning environment, we need to better understand the nature and timing of the challenges they experience. Thus, we assessed 285 first-year students' perceptions of stress, hope, belonging, and learning-related beliefs at the beginning, middle, and end of their first term at university. We found a striking pattern of change on these measures. Compared to the beginning of first term, after six weeks, students' perceived stress and test anxiety were significantly higher, and their hope, use of metacognitive strategies, belief in the value of what they were studying, and sense of faculty members' understanding were significantly lower; while there was no notable change in these factors from the middle of term to the end. The only variable to improve over the course of the term was students' sense of belonging with peers, which increased most notably in the first six weeks and then continued to increase to the end of term. Our results underscore the importance of students' initial experience at university with respect to students' personal, social, and academic adjustment to higher education.

Piloting an Academic Scholars Program in a First Year Biology Course

Karen Smith, Lecturer, Microbiology

Dr. Gulnur Birol, Director, The Science Centre for Learning and Teaching

Jocelyn Micallef, Wellbeing in Learning Environments Graduate Assistant, Health Promotion & Education

Stuart Clarke, Wellbeing in Learning Environments Undergraduate Assistant, Health Promotion and Education, Health Promotion & Education

The UBC TLEF "Building Academic Tenacity" promotes undergraduate students' ability to thrive in a rigorous academic environment by fostering social belonging, self-regulation and growth mindset skills. One project



site called the Academic Scholars Program (ASP) was piloted in a first year cell biology course, Biology 112. The program was designed to engage students with a wide range of activities believed to promote academic success. The ASP program was accessible via a Canvas site and throughout the term, students chose activities that enhanced their academic, social engagement, and personal development skills. To receive the ASP certificate and 4% participation marks, students needed to complete a pre and post term survey and collect six points in the three categories by the end of the term. Student participation was self-reported using activity logs and strategic questions. In the first iteration of this project, approximately a third of the students participated in full. Our initial findings showed that ASP students overall performed 5% better on exams than students who did not participate. Also, students responded positively to the benefits of participating and appreciated being directed towards key campus events. The program also increased the instructor's understanding of students' experience in the course.

Fostering Success: Embedding Wellbeing Principles into the First-Year Curriculum

Sarah Parry, Sessional Instructor, English

David Anderson's *Wellness Issues in Higher Education* asks university professionals to promote stress management and wellness strategies. Anderson cites a 2014 National College Health Assessment, which found that almost all students report feeling overwhelmed (86.4 %) and exhausted (82.1%) at the end of the academic year (5). Nearly one half report experiencing three or more of twelve issues "being traumatic or very difficult to handle during the past year" including "academics (. . . 47.4% . . .), finances (33.2%), intimate relationships (30.7%), family problems (27.6%), and sleep difficulties (27.1%) (6). Many report feeling sad, lonely, anxious and hopeless during the last two weeks of the year in particular (5). Given our emphasis on wellbeing at UBC, I redesigned English 112 Strategies for University Writing to include wellness and stress management education using materials provided by the Wellness Centre. I introduced exercises about coping stress in the first week of class, adjusted assignments to avoid high stress periods, and provided stress relief activities during the final two weeks of class. Students exhibited considerably less stress during the term and demand for academic concession dropped. Most importantly, class averages on many assignments appear to have increased significantly.

Community Closing Plenary: Student Panel and Commitment to Action

[Simon Bates, Associate Provost, Teaching and Learning](#) | [Student panelists: India Cotes, Jasmine Abhroudi, Katy Chen, Neema Rimber, and Taylor Sacre](#)

Key voices in our discussion of ways to enhance the First Year Experience are those of the students who have been there. This session will open with a brief panel presentation from student witnesses at today's event, who will present their reflections on what they have seen and heard today, and how that relates to their own First Year Experience. Their observations, and possibly provocations, will lead us towards individual and collective commitment to further action. We have all made a commitment to being here today, and a commitment to our practice as educators, but in the second part of this session we will explore ways to ensure that some of the momentum and energy from today's discussions can be sustained over the coming year.