



THE UNIVERSITY OF BRITISH COLUMBIA

2018 First Year Educators Symposium Schedule

Time	Event
8:30 AM– 9:00 AM	Check-in, coffee, networking & ‘dotmocracy’ on provocative questions about teaching first-year students Golden Jubilee Room IBLC
9:00 AM – 9:20 AM	Welcome and introduction to UBC’s first-year class Golden Jubilee Room IBLC
9:20 AM – 11:00 AM	Opening Plenary: Todd Zakrajsek and Karen Smith Golden Jubilee Room IBLC
11:00 AM -11:30 AM	Nutrition break
11:30 AM - 12:30 PM	Concurrent session 1: Roundtable Discussion- IBLC Lilloet Room Presentations- IBLC Room 461 Workshop- IBLC Room 256 (Chilcotin Room)
12:30 PM - 1:30 PM	Lunch Golden Jubilee Room
1:30 PM– 2:30 PM	Concurrent session 2: Roundtable Discussion- IBLC Lilloet Room Presentations 1- IBLC Room 461 Presentations 2- IBLC Room 155 Workshop- IBLC Room 256 (Chilcotin Room)
2:45 PM– 4:00 PM	Closing Session
4:00 PM	Informal Social Gathering

2018 Program Schedule

Concurrent Session #1

Roundtable Discussion: Exploring First Year Programs

11:30 AM - 12:30 PM

Land One: An Integrative First-Year Cohort Option

Location: IBLC Lilloet Room

Christine Scaman, Rob Kozak, and Guopeng Fu

This roundtable discussion shares the development process of Land One. Land One is a first year cohort option jointly developed by the Faculty of Land and Food Systems (LFS) and the Faculty of Forestry (FRST). It integrates first year subjects within the contexts of real-world Forestry and Land and Food Systems cases. Land One aims to improve first year students' learning experience in terms of connectedness to home Faculties, satisfaction with programs choice, mental well-being, working capacity with multiple perspectives and groups, and academic performance in year one and in subsequent years.

“Prof-in-Space”: Stewarding Co-curricular Academic Conversation between Faculty and First-Year Students

Location: IBLC Lilloet Room

Kari Marken

Faculty-student interactions—both in and out of the classroom—can positively influence first-year students' sense of belonging at university. The 'Prof-in-Spaces' pilot at the University of British Columbia is one approach to fostering informal community by embedding faculty in campus-wide, first-year student focused, interdisciplinary informal learning spaces on the UBC-Vancouver campus: UBC Collegia, First Year Residence Halls, and the Chapman Learning Commons. Within each space, a UBC faculty member enacts the role of “Prof-in-Space” (Prof-in-Commons, Prof-in-Res, or Prof-in-Collegia). Prof-in-Spaces run activities around campus that encourage connection, conversation, curiosity, and resilience. These activities range from baking and trivia nights, meals with profs, open office hours, and even knitting. Through these types of activities, the hope is that students, particularly in their first-year, will see themselves as members of the academy. <https://facultystaff.students.ubc.ca/profs-in-spaces>, <https://www.ubc.ca/stories/2016-fall/professor.html>, <http://learningcommons.ubc.ca/profs-in-commons/>

Developing Vantage One Arts 101, an In-term First Year International Orientation Program

Location: IBLC Lilloet Room

Siobhán McPhee, Jackie Rea, Katherine Lyon, Jennifer Walsh-Marr, Jenny Peterson, Amber Shaw, Brian Wilson, Daniel Levangie & Katja Thieme

In 2017, Vantage One Arts faculty and staff co-developed and piloted curricular materials for an in-term orientation program. The program, termed 'Arts 101', was designed to address issues related to first-year international students' engagement and agency. 'Arts 101' offers new international students opportunities to reflect on (a) their ongoing progress, (b) what it means to transition into university communities, and (c) what it means to be a successful, active participant within these communities. Program curricular development was informed by recent research on first-year students' university transitions and on student motivation (e.g. Coertjens et al., 2017; Ding, 2017; Kahu et al. 2017; Krause, 2008; Lam et al, 2014; Sakurai et al., 2016), taking into account the increasing proportion of students coming from 'non-traditional' backgrounds (Guo and Jamal, 2007; Hinton-Smith, 2012). Our curriculum addressed students' (a) identifications with the university and feelings about learning (affective), (b) participation in learning activities (behavioral), and (c) learning strategies (cognitive) (see Lam, et al., 2014). Students completed this orientation in weeks 3 and 10 of Term 1. We are currently revising materials and strategies. Input from across the university would help us to better frame first-year student support within the teaching term.

Teaching a large class: Use of iClickers and Lids-Down Policy

Location: IBLC Room 461

Tim Huh, and Greg Werker

Introduction to Quantitative Decision Making (COMM 290), a required course for every undergraduate commerce student, has large sections, approximately 230 students each. There is substantial variability among students in terms of their exposure and understanding of the curriculum content, making it challenging to address the needs of all of the students in the classroom. In this presentation, we discuss (1) the use of iClickers to generate and sustain student interest in class content, as well as key takeaway findings, and (2) the "lids-down" policy (students are discouraged from using electronic devices, such as laptop computers), and the challenges associated with this.

Discipline-specific Instruction in University Writing for First-Year Students

Location: IBLC Room 461

Suzanne James

In consultation with the Faculty of Land and Food Systems, a unique version of English 112 (Strategies for University Writing) has been designed to meet the needs of first-year students in this discipline. In the past, several faculties have experimented with offering discipline-specific introductory first-year writing courses, but this one is unique in that English instructors with extensive experience in teaching English 112 are using an approach grounded in discourse theory and composition research, linked with the study of discipline-specific content, to provide instruction in the conventions and practices of university writing. This presentation will outline the rationale behind this project, and provide a progress report on the current pilot.

Collaborative Examinations in Large Undergraduate Courses

Location: IBLC Room 461

Celeste Leander

At the most fundamental level, collaborative examinations serve to shift the mindset away from a competitive learning environment and towards a more cooperative one. During such examinations, students must articulate their opinions verbally (to their group-mates), and listen to contrary ideas, which may serve to move them beyond the "right-or-wrong" approach to problem solving. Collaboration forges relationships by necessity, reduces anxiety around exams, and enhances student confidence because students are able to solve more complicated problems within a group (Hodges, 2005). Short term benefits include increased critical thinking skills, increased communication abilities, and an increase in cooperation skills (Pandey and Kapitanoff, 2011). Some reports suggest that lasting benefits include longer retain of knowledge and persistence in the field (sciences) in higher numbers when collaborative examinations are used. Here I will present early work on design of collaborative exams and discuss problems and benefits.

Feminist Assessment in the First-Year Russian Language Courses

Location: IBLC Room 461

Vita Chitnev

Feminist pedagogy is a pedagogy of care that creates an exciting democratic learning environment where mutual respect, shared power and social justice are essential. Meanwhile, assessment is a form of power held by educational settings; therefore, there is the incongruity between notions of feminism and assessment. This presentation will describe a qualitative case study on feminist assessment in university. The paper will focus on liberating assessment strategies used in first-year Russian language courses. This assessment approach can be applied in various subject areas.

Workshop: Teaching Strategies Focus

Why We Cite (& How): Reframing Academic Integrity in the Classroom

Location: IBLC Room 256 (Chilcotin Room)

Laurie McNeill, Stefania Burk, and Kristi Carey

How do we get students to care about academic integrity without focusing on punishment? How can we help them put this concept into practice when it comes to their own work? So often, university resources that are ostensibly about academic integrity actually focus on academic dishonesty, using a punitive framework: they instruct students only on policies and consequences. As part of the TLEF project, "Our Cheating Hearts? Changing the Conversation through Academic Integrity Curriculum in First-Year Arts Programs," we are re-framing curricular approaches to academic integrity, emphasizing the production of ethical scholarship as inseparable from one's role in a scholarly community. Focusing on how pedagogical interventions into student learning of academic integrity that address clear gaps in understanding, this project works to create sustainable and flexible resources to better introduce students to ethical scholarship (and how to produce it) as part of the fabric of the university.

In this workshop, facilitators will share their preliminary findings and learning opportunities from the TLEF project. We will also ask participants to engage in conversation about how we teach academic integrity and share their perceptions of how students and faculty understand this concept. Instructors will leave this workshop with a deeper understanding of the academic integrity skills and concepts that students find most challenging, and new activities, strategies, and models for teaching this topic.

Concurrent Session #2

Roundtable Discussion: Engaging the Whole Student In the First Year Classroom

1:30 PM - 2:30 PM

Examining Exams: Ensuring Multiple Choice Questions Assess Content Knowledge for Students who have English as an Additional Language

Location: IBLC Lilloet Room

Mark Lam, Katherine Lyon, Jennifer Lightfoot, Daniel Riccardi, Nathan Roberson, Bahja Al Ammari, Hugh Knapp & Aizhan Myrzabekova

The transition to the first year of university can often be challenging for first year international students, especially those of whom have English as an additional language (EAL). We present ongoing research which examines whether the linguistic features (e.g. complexity, structure, vocabulary, etc.) of multiple choice questions (MCQs) impact EAL and non-EAL students' exam performance. This work improves our understanding of how best to write and structure MCQs to maximize student comprehension; to assess content knowledge without disadvantaging EAL students with overly complex linguistic features.

The Learning Log: Implementing a Semester-long Reflection and Consolidation Activity in a Large-Class Setting

Location: IBLC Lilloet Room

Simon P. Bates, and Mateus Fandino

I will outline an assessment activity used in Physics 117 for the past few years that aims to develop students' abilities as reflective learners, aware of both their own strengths and areas for improvement, with confidence and autonomy to take appropriate actions to develop and improve. Students are required to document evidence of improving their learning on course topics over the duration of the course. Most frequently, this takes the form of correcting the things they initially got wrong on assessed work (reading quizzes, 12 throughout the course; tutorial tests, 6 throughout the course; midterms, 2). Students who consistently score very highly on these assessments are given flexibility to demonstrate learning and mastery in other ways (creating questions, holding review sessions etc). The Learning Log is submitted as an electronic portfolio at the end of the course and counts for 10% of the course grade. It is assessed via a rubric across dimensions of completeness, originality and reflectivity (materials will be shared).

'We are not here to help them get a job': Challenging Discourses about Career in the First-Year Curriculum

Location: IBLC Lilloet Room

Neil Armitage

How as first year educators may we enable students to discover purpose and relevance in their studies and challenge discourses that conceptualize career as simply getting a job? With the highest level of post-secondary enrollment and attainment in the world, Canadian institutions are increasingly pressed to demonstrate the relevance and added value of a degree from their institution. How may this manifest itself in the first year curriculum at UBC? Drawing on the experience of designing and running a series of assessed discussion group activities in a large first year sociology class, some key lessons will be presented on integrating disciplinary knowledge and practice with career exploration and development.

Presentations: Engaging the Whole Student in the First-Year Experience

First-Year Student Orientation at UBC

Location: IBLC Room 461

Kari Marken, and Robbie Morrison

Based on the success of Jump Start and starting this year (August, 2018), all first-year, direct-entry students will have the opportunity to attend a multi-day, campus-wide orientation at UBC. Join this presentation to learn more about the ways in which UBC will pilot this approach in the upcoming year, and how this programming will consider and incorporate other Orientations programs on campus: Jump Start, Imagine Day, Collegia, Residence Life and AMS First Week."

Teaching Practices & Wellbeing

Location: IBLC Room 461

Patty Hamblar

The TLEF project *How Teaching Practices Influence Student Mental Health and Wellbeing* reveals how instructional practices can have a positive impact on the student learning experience by promoting their wellbeing. This presentation session will share key findings, including some simple but practical methods that you can incorporate into your practice.

Student Wellbeing: How to Achieve Long-Term Results

Location: IBLC Room 461

Xueshun Liu

Most teachers are not professional counsellors. Even so, because they are influential figures in the educational setting, their teaching can contribute to the mental wellbeing of students, especially the first-years who find the transition period from secondary to university education very challenging. I will share two cases with the group. By offering support and encouragement effectively, first year students can cultivate happiness and develop a character of perseverance. These two essential aspects of mental health can help them throughout their undergraduate years and beyond.

Cognitive and Emotional Student Engagement: Using Various Learning Activities in Discussion Sections

Location: IBLC Room 461

Idaliya Grigoryeva

This session will discuss the use of different learning activities in 15-20 student discussion sections led by a graduate TA in a first-year human geography course. As a TA for the course for two consecutive years, I have collected students' feedback on their interest in and perceived usefulness of specific learning activities: small and big group discussions, debates, and field trips, with the goal to measure students' cognitive and emotional engagement. In this session, we will discuss how varying learning activities can be used to stimulate students' emotional engagement and enable them to develop more specific skills related to broader learning objectives.

Presentations: Teaching Strategies

The Design and Evaluation of an Interdisciplinary Research Course for First Year International Science Students

Location: IBLC Room 155

Meghan Allen, Brett Gilley, and Anka Lekhi

Important goals of an undergraduate science education are for students to (a) learn to think like scientists, (b) develop an understanding of how scientific knowledge is constructed, and (c) enhance their skills in communicating and critiquing scientific ideas. Undergraduate research experiences have been shown to be effective ways to achieve these goals. In this session, we present details of a two-course, three-term sequence for Vantage College Science students designed to provide authentic research activities. We will also discuss the findings from a course evaluation conducted through instructor reflections, student survey responses, and student-generated work.

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

Location: IBLC Room 155

Janey Lew, Liz Otero, Amy Perreault, Andrea Dsouza, and Jola Lekich

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. Such resources would support key university goals to improve student learning and experience, increase capacity for Indigenous engagement, and develop intercultural understanding and respect. This 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 educational resources to support and encourage international students, and those who work with them, to think critically about their roles and responsibilities as guests on Musqueam lands while studying, and beyond their studies, at UBC. Working with key collaborators including Indigenous Initiatives at the Centre for Teaching, Learning, and Technology, Global Campus Initiatives, and the Institute for Critical Indigenous Studies in the Faculty of Arts, and with selected instructors for first year programs such as Arts Studies in Research and Writing and Vantage College, this project has the potential to significantly impact the first year educational experiences of many UBC students.

Making a Large Class Smaller

Location: IBLC Room 155

Greg Werker

COMM 290 — Quantitative Decision Making — is the largest class at Sauder, with over 900 students across four sections each fall. We use a traditional large lecture delivery format for introducing new material, but we augment this style of instruction with various one-on-one, small group, and small classroom opportunities. This presentation is about the different delivery formats we have been using, including large lectures, Excel labs, optional review sessions, peer assisted study sessions (PASS), and office hours. We will discuss how these approaches work for a variety of different student needs, as well as how we see these approaches evolving in the future.

Coffee Chats - Engaging Students Outside of the Classroom to Improve Their Performance in the Classroom

Location: IBLC Room 155

John Vigna

A significant contributor to 1st and 2nd year student stress is the transition from high school, where students were connected in a small community, to university where they face a much larger and sometimes impersonal community. Students often feel anonymous; their mental health and academic performance can suffer.

This presentation focuses on best practices for setting up regular, informal and voluntary coffee chats to encourage students to meet with the instructor and a small group of other students in the course. Coffee chats help instructors create a more connected classroom (regardless of size), generate opportunities for students to meet one another, increase attendance and participation, and help alleviate some of the stress they might feel in being anonymous.

Workshop: Teaching Strategies Focus

Undergraduate Research Journals: How and Why

Location: IBLC Room 256 (Chilcotin Room)

David Oliver, Eric Jandciu, Meghan Aube & Jackie Stewart

Consistent with its recognized commitment to pedagogical innovation, the University of British Columbia is evolving and improving approaches to teaching and learning in science communication. Undergraduate research journals represent an approach that leverages authentic writing assignments to teach communication. At the 2018 First-Year Experience Symposium, Writing Across the Curriculum+ (WAC+) will host a workshop focused on the design, implementation, publication, and assessment of undergraduate research journals at UBC. Educators will share insights around some of the benefits and challenges associated with publishing undergraduate work. We will aim to identify some common themes and key differences associated with building and operating undergraduate research journals across the disciplines.