

# Campuses Connected 2019

## Detailed Program with Abstracts

Session ID:	OX10
Session Type:	<b>Panel 1</b>
Session Title:	Collaborating at the Margins: Writing Pedagogy in a First-Year Social Justice Course
Author Information:	Vidya Natarajan, Adrienne Sauder, Megan Shore, Jeremy Greenway, Hannah Zubot, Nathan Vaughan
<ul style="list-style-type: none"> <li>• Name</li> <li>• Affiliation</li> </ul>	King's University College
Abstract (250 words):	Our proposed panel will consider the complexities of developing writing pedagogy to enhance the academic skills of a class of Year 1 Social Justice students. In the first collaboration of its kind at King's, the project, funded by an Active Learning Grant, sought to develop critical reading and academic writing skills based broadly on a writing-across-the-curriculum framework. Densely interweaving course content with writing instruction, and using in-class discussion, exercises, enactments, quizzes, and modelling as stimuli for writing, the project involved intensive planning and collaboration between the course instructor, a Learning Skills expert, Writing instructors, and student tutors. The intention of the panel is to describe the project briefly, and to review its successes and shortfalls as it sought to equip students with the kind of critical thinking and writing skills that promote social justice, while also in itself embodying an understanding of writing as an equity issue in the university context.
Learning Outcomes:	<p>Participants will</p> <ol style="list-style-type: none"> <li>1. gain insights into the process of a cross-disciplinary collaboration at King's;</li> <li>2. consider how writing might be perceived as a social justice concern in the university context, rather than merely as skill set;</li> <li>3. consider, and contribute to the discussion on, pedagogic approaches that could enhance writing competence among students early in their university career;</li> <li>4. consider, and contribute to the discussion on, closely involving student tutors as active mentors and participants in a pedagogic experiment</li> </ol>
Keywords (3-6):	Writing pedagogy, modelling, critical thinking, collaborative learning

Session ID:	3RA9
Session Type:	<b>Feature Presentation</b>
Session Title:	Learner-Created Podcasts and Participatory Composition
Author Information:	Stephanie Bell York University
<ul style="list-style-type: none"> <li>• Name</li> <li>• Affiliation</li> </ul>	
Abstract (250 words):	<p>In this talk, I describe a learner-created podcast project in Research for Professional Writers: “[a] practical introduction to research demands, strategies, and ethics in today’s digital professional writing environment.” The course orients students to the research practices and knowledge dispositions of expert writers by positioning them as inventors within an emerging genre of digital writing—podcasts characterized as “narrative journalism” by Ira Glass (Abel, 2015). While each student produces and publishes an episode, the class works to collaboratively establish their show’s format, style, and guidelines for working with sources. The course design draws on Sarah Arroyo’s (2013) participatory composition and Marcia Baxter Magolda’s (1999) constructive-developmental pedagogy to support students’ epistemic development as contextual knowers with a ‘digital literacy’ for “civic engagement, community building, and participation” (Arroyo, 2013, p. 2). To these ends, the course engages students in reflexive and public-facing critical meaning-making practices with the power to illuminate the contingent, contested, and constructed nature of knowledge and the roles and responsibilities of writers as knowledge makers. Over six iterations of the course and a formal (REB-approved) survey of students suggests that the learner-created podcast assignment is “exciting,” “refreshing,” albeit a bit “stressful.” It supports student efforts to collaboratively build and share knowledge; practice reflexive learning; develop technical, research, and communication skills; and learn through the opportunities afforded by disseminating work beyond classroom confines, which is in line with other learner-created podcast initiatives.</p>
Learning Outcomes:	Participants should be able to describe tooled-up and public-facing digital writing projects, such as learner-created podcasts, and draw connections between the process of "inventing the future of writing" (Ulmer) and student engagement in learning as well as the development of scholarly knowledge dispositions.
Keywords (3-6):	Information literacy, epistemic maturity, learner-created podcasts, electracy, self-authorship

Session ID:	1K23
Session Type:	<b>Concurrent 1</b>
Session Title:	Generational learning in social work field education: Is it us or them?
Author Information: <ul style="list-style-type: none"> <li>• Name</li> <li>• Affiliation</li> </ul>	Andrew Mantulak, Mary-Kay Arundel King's University College
Abstract (250 words):	It has been proposed that field education is the signature pedagogy of social work education programs in developing the unique skills and competencies required for this professional designation. While the academic setting is one forum for the facilitation of knowledge transfer with respect to theory and practice, the opportunity to demonstrate acquisition and application in a realistic context falls largely to the supervised student field placement. Schools of Social Work in Canada have been faced with the challenge of meeting the needs of an increasingly diverse student population. Most notably yet understudied in social work, current students from the millennial and Gen Z, have created challenges to traditional pedagogical practices associated with field education. This generation of student is described in the literature as having grown up with a reliance on technology, with a more acute sense of work/life balance and a demonstrated lack of confidence in managing face to face, real time interactions. This talk will report on the findings of a qualitative study that explored the challenges and rewards that exist in social work field education by this generation of student. The study highlights the need for all educators in higher education to re-evaluate traditional approaches to teaching and evaluation that better reflect the orientation of the modern-day student.
Learning Outcomes:	<ol style="list-style-type: none"> <li>1. Participants will be able to apply a generational lens to understand student orientation to teaching and learning.</li> <li>2. Participants will be able to apply a generational lens to their own pedagogical practices.</li> <li>3. Develop a working knowledge of social work field education and the challenges presented by students entering the social work profession using a generational lens.</li> </ol>
Keywords (3-6):	Generation; qualitative; social work; teaching; field education

Session ID:	2AG6
Session Type:	<b>Concurrent 2</b>
Session Title:	Engaging Post-Secondary Instructors in Student Mental Health Promotion
Author Information:	Kira Smith McGill University
<ul style="list-style-type: none"> <li>• Name</li> <li>• Affiliation</li> </ul>	
Abstract (250 words):	<p>The prevalence of post-secondary student mental health concerns has led Canadian post-secondary institutions to identify student mental health as an urgent crisis, which demands immediate, institution-wide action (CHMA &amp; CACUSS, 2013; Kessler, 2005; “Okanagan Charter”, 2015). Post-secondary institutions have established that instructors are uniquely situated to promote student mental health – they are the only human contact that students are guaranteed (Rango, 2017). Yet, no research has directly studied how instructors can effectively engage in this work (Lane et al., 2018). Currently underway, my research explores post-secondary instructors’ experiences with respect to their engagement in student mental health promotion, and, ultimately, aims to produce a body of knowledge that informs institutional approaches to providing support for instructors. Specifically, my research asks: 1) What are post-secondary instructors currently doing to promote student mental health and how do they understand this work? 2) What support does/would enable or hinder instructors’ promotion of student mental health? 3) What must universities do to empower and facilitate instructors’ efforts to promote student mental health? Institutional Ethnography as a method of inquiry is used, as it emphasizes the role of institutions in shaping instructors’ promotion of student mental health by first understanding instructors’ embodied experience. Highlighting the conference theme, this research serves to undermine marginalizing forces at play for students with mental health concerns. In addition, it also seeks to make primary the lived experience of instructors, which is seldom formally documented and then mobilized to motivate the development of support mechanisms for them.</p>
Learning Outcomes:	<p>Participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the urgency for institutions to examine the intersection of student mental health and pedagogy.</li> <li>2. Articulate ways in which institutions can provide support for instructors to engage in student mental health promotion.</li> <li>3. Reflect on their own intersection with instructor promotion of student mental health (as an instructor, staff members, former student etc.)</li> </ol>
Keywords (3-6):	Student mental health, wellness, faculty development, institutional ethnography, ethnography.

Session ID:	WZ6V
Session Type:	<b>Concurrent 3</b>
Session Title:	Queer Intersections: Connecting the Classroom, Library, and Community
Author Information: <ul style="list-style-type: none"> <li>• Name</li> <li>• Affiliation</li> </ul>	Scott Cowan, Renee Bondy University of Windsor
Abstract (250 words):	This presentation examines the powerful meanings found at the intersection of classroom, community, and archive. In the context of a first-year Women's and Gender Studies course on "Queer Activism," our collaboration – that is, between professor and librarian – yielded numerous insights about how the creation of a digital archive allows students to apply classroom learning in ways which facilitate connection between students and the local LGBTQ2+ community. In building the archive, students identify, document, and catalogue past and present queer spaces/places/events/services, and come to realize how this high-impact practice helps build a collective queer memory, making the unseen more visible, and the importance of queering the memory of the larger community. Grounded in classroom experience, feminist/queer pedagogies, and literature on queer archives, this presentation offers reflections on teaching about queer history and culture, and practical strategies for engaging student with the creation of a digital archive.
Learning Outcomes:	Participants should be able to: <ol style="list-style-type: none"> <li>1. Identify possible collaborations between instructor and librarians/resources on campus</li> <li>2. Compare traditional assessment models with "hands on" digital projects that connect with classroom material and learning.</li> <li>3. Investigate methods which turn students into creators of content/knowledge that preserves community history and memory</li> <li>4. Discuss possible methods to connect students to the community and involve community members as partners for learning inside the classroom</li> </ol>
Keywords (3-6):	Queer, Archives, Community, Student Collaborations, Faculty and Library Connections

Session ID:	1PEF
Session Type:	<b>Concurrent 4</b>
Session Title:	Challenging Islamophobia in the Context of Antiracism Education
Author Information: <ul style="list-style-type: none"> <li>• Name</li> <li>• Affiliation</li> </ul>	Sarah Halabi Fanshawe University
Abstract (250 words):	This interactive presentation aims to educate within, at, and beyond the margins through detailing the complex experiences of Muslim students with Islamophobia using intersectionality theory. Specifically, the presenter will shed light on how Muslim students' experiences of Islamophobia intersect with gender and race as a foundation in order to provide effective strategies for educators and policy makers. Coupled with highlighting Muslim students' experiences, the presenter also critically engages with the common stereotypes of Islam and Muslims. This presentation features insightful and engaging media, and would benefit all educators and policy makers who seek to enact a socially just education.
Learning Outcomes:	<ol style="list-style-type: none"> <li>1. Examine the subtle ways Islamophobia can be present in the classroom</li> <li>2. Understand the complex experiences of diverse Muslim students with Islamophobia</li> <li>3. Employ antiracist strategies in the classroom that promote diversity and inclusion for all students</li> </ol>

Session ID:	JBC9
Session Type:	<b>Concurrent 5</b>
Session Title:	From Analysis to Reflection: The Internal Experiential Process
Author Information: <ul style="list-style-type: none"> <li>• Name</li> <li>• Affiliation</li> </ul>	Sharon Lindenburger Brescia University College, Huron University College
Abstract (250 words):	<p>Academic institutions are placing increasing emphasis on experiential learning that complements in-class academic work. Many people interpret experiential learning as an involvement in a project outside the university, such as working with community organizations, conducting interviews, etc. However, a key part of experiential learning is also internal in the form of reflection on the personal significance of what students are studying in-class. Personal reflection is often pushed to the margins of academic study, but when moved into the centre of the learning itself will not only deepen knowledge, but also empower students to live out many of their learnings from a personal perspective. Drawing upon a method of incorporating subjective reflections into academic learning, based on a Brescia course I am currently teaching—Spirituality and Leadership—this presentation will illustrate the relationship between analysis and regular intervals of reflection, between self-reflection and scholarly synergy, between in-class learning and students’ self-development, and between reflection and the application of analytical scholarly knowledge to real-life situations. By bringing reflection into the classroom in a way that directly dialogues with the readings and the critical analysis of scholarly material, students gain a deeper appreciation of how their own reflections can contribute to critical thinking and also create an enlivened sense of deeper parts of themselves that are crucial for the development of wisdom. This presentation will use recent examples of the process of experiential reflection in relation to academic readings, and how these reflections can be evaluated in the overall assessment of student achievement</p>
Learning Outcomes:	<ol style="list-style-type: none"> <li>1. Participants will gain an understanding of how self-reflection can also be academic.</li> <li>2. The presentation will offer several methods by which an instructor can dynamically use processes of internal reflection as part of a course.</li> <li>3. Participants will be able to draw upon the perception of reflection within academic work as a synergy between creativity, analysis, and wisdom.</li> </ol>
Keywords (3-6):	Experiential learning, internal reflection, dialogue, self-development, wisdom, synergy of learning

Session ID:	3Q7P
Session Type:	<b>Concurrent 6</b>
Session Title:	Preparing women for an uncertain future: Developing students' self awareness in a first year seminar
Author Information: <ul style="list-style-type: none"> <li>• Name</li> <li>• Affiliation</li> </ul>	Heather Campbell Brescia University College
Abstract (250 words):	<p>Like many universities, our institution lives with two realities: we have made strategic commitments to provide undergraduate students with meaningful, enriching learning experiences through such initiatives as first year seminars and experiential learning. At the same time, ensuring all students can participate in these opportunities is costly and challenging. As an affiliated campus and student-centred institution, our unique context represents a gap in the literature. How do we provide a welcoming and inclusive environment that supports our students' personal development, while also preparing them for the academic realities of a university education?</p> <p>This session will share preliminary results of a study from Brescia University, discussing a half-year course that fuses feminist pedagogy with a first year seminar model. While the strategic goal of the course is to ensure students meet Level 1 of our degree-level learning outcomes, the true purpose is supporting our mission of educating women. A collaborative team developed the course model, including students, the teaching and learning centre, library, faculty, administration, and student affairs; we wanted a course that allows students to develop self-awareness and resilience, alongside critical thinking and information literacy, through pedagogical approaches that benefit female (and, really, all) learners. Pedagogical considerations and initial study results will be shared and participants will be encouraged to extend course design elements to other contexts and populations.</p>
Learning Outcomes:	<p>By the end of the session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Describe some elements of feminist pedagogy and womens education, and how they align with best practices in first year seminars</li> <li>• Identify some teaching and learning strategies that contribute to students' self awareness and self development</li> </ul>

Session ID:	OBHA
Session Type:	<b>Interactive Workshop</b>
Session Title:	International Student Engagement on Canadian Campuses
Author Information: <ul style="list-style-type: none"> <li>• Name</li> <li>• Affiliation</li> </ul>	Linda Weber, Doreen Vautour, Maggie Burton, Olivia Yusuf King's University College
Abstract (250 words):	International Student Engagement on Canadian Campuses Exploring the conference theme Intersections: Educating Within, At and Beyond the Margins, this workshop considers the shift that many international students are making, from the margins to center stage. Canada hosts international students from around the world, the majority coming from Asia. As of December 31, 2018 there were 572,415 international students in Canada (IRCC, 2019). India surpassed China as the top sender of international students in 2018 (172,625) with China sending 142,985. King's international student body is consistent with these national statistics with over 75% of international students coming from Asia. International students engage in all areas of student life including classrooms, residence, and student programming and clubs. A shared goal of institutional staff and faculty is to have all students actively engaged in aspects of campus life, bringing vibrancy and a global perspective to the classroom and to day to day activities. In this interactive workshop we will discuss how international students at King's, and elsewhere, are having an impact on their learning environments and on student life. This workshop will move between macro and micro levels, reflecting on paradigm shifts in higher education, while also exploring the micro context and students' realities of lived intercultural experiences on campus. Reference: Canadian Bureau of International Education (CBIE) (February 15, 2019). Press Release: Another record year for Canadian International Education. Received from <a href="https://cbie.ca/another-record-year-for-canadian-international-education/">https://cbie.ca/another-record-year-for-canadian-international-education/</a> Retrieved on March 8, 2019.
Learning Outcomes:	<p>1) Participants can reflect on how international students and intercultural learning impact their work environment.</p> <p>2) Participants can identify some of the benefits that they and their institution experience from international engagement and can articulate ways to further enhance intercultural engagement and learning in their class/work environments.</p> <p>3) Participants have increased understanding of some of the challenges of intercultural engagement on campus and on how to resolve some of these barriers to effective engagement.</p>
Keywords (3-6):	Student engagement, higher education, diversity and inclusion, international students, international education, intercultural learning

Session ID:	1PKA
Session Type:	<b>Concurrent 7</b>
Session Title:	"Good Writing"?: Sitting at the Intersection of Writing and the Helping Professions
Author Information: <ul style="list-style-type: none"> <li>• Name</li> <li>• Affiliation</li> </ul>	Michelle Hartley, Lisa Mitchell, Emil Pietruszewski, Shaina Thompson King's University College
Abstract (250 words):	<p>This presentation will address the rationale and challenges for innovative pedagogies at the intersection of Writing and the "helping professions": primarily represented by Social Work, Psychology, Disability Studies, and Thanatology in my Writing 2260 and Writing 2101 courses. With students sitting at the intersection of these disciplines, I have pursued cross-disciplinary faculty consultation and research to respond to diverse student needs and identities. Moreover, through students' experience with activity theory (Russell, Wardle), metacognition, and active learning, these courses attempt to educate beyond the university's border and facilitate future transfer of knowledge.</p> <p>Workplace interviews, guest speakers, and alumni mentors from the above disciplines allow students to explore various discourse communities, activity systems, and conventions they might encounter in their actual fields (a degree of experiential learning). Students can then research "good" or successful writing in their disciplines/workplaces. These methods allow students to gain practice and feedback with discipline specific and "workplace genres," analyze them, and learn whether the student may fit or resist a specific academic or workplace culture. While learning transfer is notoriously tricky to evaluate and to effect (cf. Beaufort; Yancey, Robertson, and Taczak), reflection (Yancey) can help the transition. Successful enculturation includes learning community codes and genres, but "<i>when and how much</i>" to conform hinges on an individual's "cultural capital" (Bourdieu) or resistance. If writing can be constitutive of both workplace identities and cultures (Swales; Wardle), these writing courses aim to help students see that reality by having them research and write about writing.</p>
Learning Outcomes:	<p>Attendees will be introduced to different disciplines and workplaces that require different genres and that "good writing" is often contingent on observation, research, and practice</p> <p>Attendees will benefit from student discussions of their research as examples of active learning pedagogy and potential transfer</p>

Session ID:	7UVU
Session Type:	<b>Concurrent 8</b>
Session Title:	The Open Page: A Participatory Digital Teaching & Learning Project
Author Information: <ul style="list-style-type: none"> <li>• Name</li> <li>• Affiliation</li> </ul>	Bonnie Stewart Stephanie Johnston Olivia Paty Alyssa Tieu  University of Windsor
Abstract (250 words):	<p>For busy educators, trying out new classroom technologies and platforms can feel risky. Will the tools work as advertised? Will they add value to learning or merely eat up time better spent on other things? Even trying to figure out which tools to try can be a challenge, as how-to resources are often far more technical than pedagogical.</p> <p>This is where the University of Windsor Faculty of Education's brand new Open Page comes in. A SoTL project that extends well beyond the academy, the Open Page hosts a "Tool Parade" of short, engaging, 3-4 minute videos about a variety of different educational platforms and technologies. The videos and accompanying open resources - currently being created by students and faculty partners - aim to help faculty, educators in the community, and pre-service teachers understand relevant classroom uses for tools they might like to try, plus data policies, learning curves, and the pedagogical applications teachers in a hurry need to know.</p> <p>Presented with four student co-applicants, this session will explore the Open Page Tool Parade, and the processes by which they are coming to life.</p> <p>These lively, critical overviews of emerging educational technologies and applications are intended to develop student AND faculty digital literacies during the creation process, but also to deepen digital scholarly practice and capacity within the faculty and campus community, and create a channel by which innovative teaching can be recognized and celebrated. Join us to learn more about the Open Page and the SoTL action research initiative behind its creation.</p>

Learning Outcomes:	<ul style="list-style-type: none"><li>- Participants should be able to identify and access the University of Windsor's Open Page, and understand that its Tool Parade is a collection of short video overviews of educational technology platforms and their uses, from an educational POV</li><li>- Participants should be able to understand the participatory processes on which this SoTL initiative is premised, and why the student-faculty partnership element is so important to it</li><li>- Participants should be able to identify faculties, community schools, boards, or other educational entities that might benefit from knowing about the Open Page, and find applications for both the resource - and potentially the research and development processes shared in the presentation - in their own work</li></ul>
Keywords (3-6):	Digital practice, faculty development, professional development, educational technology, participatory projects