

### Session Abstracts

#### **1-01. “I Just Don’t Think Like That”: Using de Bono’s Six Thinking Hats to Encourage Undergraduate Students to Think Differently**

Jason Geary, DELTS, Memorial University of Newfoundland

In 2011 as part of Memorial University’s Teaching and Learning Framework initiative, a group of 90 administrators, faculty, staff and students gathered to discuss and capture the qualities that all graduating students should be able to demonstrate upon completion of their studies. It was envisioned that this list of qualities would help inform teaching and learning at Memorial and assist faculties and schools with cultivating and nurturing these qualities in all graduating students. Among the attributes identified by this workgroup was the need for Memorial graduates to be critical and practical thinkers, creative problem solvers as well as to demonstrate enthusiasm for learning.

Edward de Bono’s Six Thinking Hats framework is one instructional approach that has been implemented in a variety of undergraduate classrooms to challenge students to think differently and creatively problem solve all while embracing a student-centered approach to learning. This session will provide a brief overview of the Six Thinking Hats framework. It will focus on how de Bono defines critical (lateral) thinking and how his framework encourages students to be critical, while also thinking positively and creatively to solve a variety of problems. Finally, participants will examine how adopting this approach to teaching critical thinking and problem solving can assist students who are perpetually stuck in the role of “devil’s advocate” or who struggle with beginning to think critically.

#### **1-02. Skillset and Mindset—Both are Important for 21st Century Graduates**

Alison Ambi, Memorial University Libraries (QEII)

A mentor once told me that the purpose of a university education is to learn how to learn. In his view the subject matter was essentially a useful vehicle to this end. His view seemed peculiar to me at the time, but I have come to appreciate his wisdom. In today’s rapidly changing world of work, graduation does not mark the end of learning, but rather the beginning. How can we ensure that our graduates are equipped for continual learning?

“The illiterate of the 21<sup>st</sup> century will not be those who cannot read and write but those who cannot learn, unlearn and relearn.” Alvin Toffler

Research in social psychology has revealed that students’ implicit beliefs about the nature of intelligence can influence how they respond to academic challenges and react to feedback from teachers. This in turn can have profound consequences for their motivation and academic performance. Students with a “growth mindset” are better able to weather setbacks and adjust their learning strategies to overcome challenges. Research has also shown that students’ mindsets can be influenced by the learning environment. This session will explore the implications of implicit beliefs about intelligence for teaching

and learning in higher education. Participants will consider practical ways in which we might encourage a growth mindset in our students to best equip them for their 21<sup>st</sup> century lives and careers of learning, unlearning and relearning.

### **1-03. Writing for Life**

Cecile Badenhorst, Faculty of Education, Memorial University of Newfoundland

Many students struggle with writing in academic contexts. If they eventually do succeed with writing, they find that the writing requirements outside of the university are just as difficult. ED2700, Academic Literacies in Adult and Post-secondary Learning, was developed to provide opportunities for students to understand different forms of knowledge in writing, what counts as knowledge, what counts as evidence, and how texts are developed, written, read and performed. The course was framed by an academic literacies approach which argues that students need to explicitly acquire the literacies needed to be successful in post-secondary contexts, or in any context. Literacy in its broadest sense is about acquiring the epistemologies necessary for socialization in a particular discourse. Academic literacy encompasses a number of literacies: critical literacy, reading, writing, information literacy, visual literacy, graphic literacy, and so on. These literacies are the social practices of a context that need to be made explicit if learners are to be successful. An academic literacies approach advocates that if students understand writing in context, as a social practice, they will be able to transfer this knowledge to any context. Participants in this session will analyse their approach to writing, locate their approach to writing within a discourse of thinking, and develop alternative approaches to writing.

### **1-05. Developing Future Leaders Through Course Activities**

Joanne Pyke, Shannon School of Business, and Eileen Smith-Piovesan, Centre for Teaching and Learning, Cape Breton University

In this session, participants are led through an exercise intended to help them gain a better understanding of various leadership styles. Research indicates that satisfied employees are interested in continuous learning, have higher motivation, and exhibit low turnover rates, resulting in positive outcomes for the employer. Often managers, whose attitudes and behaviours negatively impact employee enthusiasm, are to blame for dissatisfied workers.

There are three major management styles: Autocratic, democratic, and free-rein. Each involves very different responses to human relation issues, and any style or combination can be appropriate depending on the situation. Autocratic managers issue orders without consultation and expect people to behave, resulting in rapid decision making such as in emergencies. Democratic leaders generally request input from subordinates before making a decision, but retain final decision-making power. This style is most effective in a technical situation where group members are asked for input. Free-rein managers serve more as an advisor, allowing subordinates to make decisions. This style works best in a volunteer situation where committee members have equal input.

This presentation demonstrates one way to make students aware of the skills required to be a leader and encourages participants to discuss how they help students to acquire these skills in their courses.

### **1-06. Assessing Graduate Attributes Within and Without the Classroom**

Sandra Bell, Department of Humanities and Languages (English), University of New Brunswick (St. John)

Universities frequently outline the graduate attributes—the skills and qualities, regardless of discipline, that universities indicate their students will attain—and these are often tied to increased employability and civic responsibility. Many of these attributes can be easily assessed; as teachers, we grade students' critical reading and writing skills, their research and problem-solving skills, and their presentation and teamwork skills. However, how can we assess less quantifiable attributes, those qualities such as intellectual curiosity, creativity, tolerance, or confidence? And how do we evaluate the transferability of any of these attributes beyond the university unless we provide opportunities for students to practice them in the community? This session will consider how we make available opportunities for students to develop graduate attributes, and to what extent assessing some of these is possible or even desirable. While I will share my experiences in some of my own courses in English literature, I will be asking participants to consider how their own disciplines and courses cultivate and assess various graduate attributes.

### **2-01. Focus on Curriculum: Towards Ensuring the Attainment of Graduate Attributes in Professional Education Programs**

Joyce Fewer, School of Social Work and DELTS, Dave Stokes, Faculty of Medicine, Darlene Spracklin-Reid, Faculty of Engineering and DELTS, John Hawboldt, School of Pharmacy, and Albert Johnson, DELTS, Memorial University of Newfoundland

With a recent trend toward outcome-based accreditation for professional programs, most notably medicine, engineering, social work, pharmacy and others, concerns regarding quality assurance, adequate use of resources, and the creation of constructively aligned curricula have created challenges and opportunities for professional schools. A panel of representatives from four professional schools will focus on program development and curriculum-mapping as it relates to and aligns with program-level objectives, professional graduate attributes and course-level student learning outcomes while enabling students to attain Memorial's Graduate Attributes. Drawing from their experiences using an innovative locally developed curriculum-mapping tool, CBlue SOFTWARE, panellists will share their stories of creating processes and strategies within their disciplinary context to benefit students. This includes curriculum alignment, program-related accreditation compliance, and attainment of the qualities of a Memorial University graduate. During the session there will be opportunities for attendees to ask questions and share examples and experiences.

### **2-02. Promoting Positive Body Image in Universities**

Erin Cameron and Charissa Reeves, School of Human Kinetics and Recreation, and Michele Neary and Allysa Gruchy, Faculty of Medicine, Memorial University of Newfoundland

The recent signing of the "Okanagan Charter" at the *International Congress on Health Promoting Universities and Colleges* has raised awareness for the role and responsibility of postsecondary institutions to promote health, beyond just the training of healthcare professionals. The Charter suggests that complex global health challenges will require highly innovative thinking and collaboration by all future professionals and all sectors of society. The new Charter specifically calls for all postsecondary institutions to embed health and sustainability into all programs, operations, and campus culture.

As body image researchers, we draw upon this new Charter to highlight the need for universities to pay attention to the cultural discourses about bodies, weight, and health. In fact, these discourses have become central to the way students regard, learn about, live with, and relate to their bodies and the bodies of others. Recent literature points to the harmful consequences of this dominant discourse,

which some call the “cult of thinness,” and the need to develop body positive teaching and learning strategies that celebrate bodies of all shapes and sizes.

In this presentation we will share the current research about body image and provide tangible strategies for promoting body positive teaching and learning spaces. We will argue that there is a growing need for graduates to understand and engage in body-positive policies, practices, and programs that will enhance health in citizens and communities both now and in the future.

### **2-03. First Year Success at Memorial: Changing the Academic Experience of Students Least Likely to Graduate from University**

Valerie Burton, First Year Success Program and Faculty of Arts, and Beth Ryan, First Year Success Program, Memorial University of Newfoundland, and Matt Lidstone, Independent Scholar

From September 2012 students entering Memorial with grades that predicted their chances of graduating were slim have had access to an enriched first-year program. While First Year Success involves other academic supports, three dedicated credit-bearing courses are its core. The panel members—past and present instructors—will discuss the design, delivery, and assessment of these courses. Our objective is to profile what foundational studies can contribute to the qualities of the graduate. Critical, however, is our opportunity to initiate institutional change by rewriting the script of academic failure.

Three short presentations are planned: “No student was harmed in the making of this course: Introducing ‘at risk’ students to the university” (Ryan); “Would I take my class: Against a pedagogical stasis” (Lidstone); and, “When engagement isn’t just a poster effect: Getting the measure of the second semester” (Burton)

These titles show us sensitized to the possibility that what we offer may have no resonance for students who are unable or unwilling to respond to institutional norms. We cannot rely on them espousing our values or responding in the same way to the need for proofs incorporated into our disciplines. Embracing these dilemmas, we will: i) indicate how a developing theory and practice in FYS allows for student autonomy and support; ii) discuss how the dynamism of authority and access in our classroom is linked with authoritative and democratic practices in educational systems; and iii) ask whether elements of Memorial’s model might be adopted elsewhere in Atlantic Canada.

### **2-04. Supporting Authentic Student Learning Through Innovative Practice**

Karen Goodnough, Chair in Teaching and Learning (Faculty of Education), Heather McLeod, Sharon Penney, and Dorothy Vaandering, Faculty of Education, and Michelle Kilborn, School of Human Kinetics and Recreation, Memorial University of Newfoundland

In this session, five teacher educators from the Faculty of Education and School of Human Kinetics and Recreation will share their insights about various instructional or assessment approaches that address the conference theme. More specifically, they will share insights about how these approaches answer the questions outlined in the Atlantic Universities' Teaching Showcase call for proposals, such as: *How does your approach to teaching help students develop and apply knowledge and skills in authentic settings? How do we evaluate the quality and extent to which students achieve outcomes?*

The instructional approaches shared will be based on situated learning, a set of principles and ideas that suggest knowledge and learning are dependent on the ‘situatedness’ of learners in specific

environments. In other words, each learning environment has its own context which influences how and what student may learn. Situated learning emphasizes the context of learning and the relational and negotiated aspects of learning within communities of practice through ongoing interactions and engagement of community members in the activities of the community (e.g., setting shared goals, problem-solving, establishing trust and rapport). The approaches shared will offer participants information and ideas about how student learning may be anchored in real world learning contexts (or approximations of this) that involve instructors and students in modelling, scaffolding, advising, collaborating, and using a range of cognitive tools and resources.

### **2-05. More Real-world Relevant Learning for Business Students: An On-line, Self-learning Tutorial for Finding and Critically Analyzing Information in and of the Situation at the Time**

Jane Costello, DELTS, and Michael Skipton, Faculty of Business Administration, Memorial University of Newfoundland

Concerns that business school graduate program curricula and classroom teaching are lacking in real-world relevance have been on-going for almost as long as schools have been established. Our view is that traditional, classroom-oriented teaching does not lead to relevant learning. Instead, students need to develop real-world situational relevance through learning to use their knowledge as the basis for developing their critical thinking, to search for and find information in and of the situation at the time, and to follow this with problem analysis and action planning.

The on-line tutorial which is being showcased was developed to support web-based distance courses in Strategic Management. These courses require students to complete a number of business case situation analyses and to make evidence-based recommendations for future strategy. We have found that students have difficulty in doing this because they do not have the critical thinking and situation analytical process and procedures that they need to use—especially when no-one is around to tell them what to do! The tutorial was designed to enable students experientially to learn critical and analytical thinking processes in finding data, creating information and making findings and conclusions. It is based on a business case exercise wherein students are required to undertake a market analysis. The tutorial takes students step-by-step through the in-situational search for data, structured analysis, and interpretation of the information to give findings and conclusions. Skills gained from using this tutorial and the situational strategic management analysis approach are also outlined.

### **2-06. Defining and Assessing Abilities-based Outcomes for Nursing Education: Lessons from the Faculty of Nursing University of New Brunswick (Fredericton)**

Janice Thompson, Kathy Wilson and Karen Tamlyn, Faculty of Nursing, University of New Brunswick (Fredericton), and Claudia McCloskey and Monique Mallet-Boucher, Faculty of Nursing, University of New Brunswick (Fredericton–Moncton)

This session presents the process and results from a history of defining and assessing core abilities for graduates of nursing degree program(s) at the University of New Brunswick, Fredericton. The process has included integrating the Maritimes Provinces Higher Education Commission Degree Level Qualifications Framework (2006) and the competencies for entry level nurses, as defined by the New Brunswick Nurses Association (NANB, 2013). Our approach was to use these categorizations of abilities for nursing practice, integrating knowledge, values, skills, attributes and predispositions into broadly defined core domains of ability. In our professional degree program, these domains of practice ability are nested within philosophical commitments to: dialogic relations with students; preparation for

nursing practice as a democratic professional; human caring; social justice; and primary health care. These philosophical influences will be discussed, noting their relevance in other disciplines. Our session will present specific information about the process of defining the domains of ability that structure the curriculum in our degree programs and the process of defining formative and summative assessment strategies for our learning outcomes. Lessons learned will be shared by panel members from serendipitous experiences.

### **3-01. Mind Mapping: A Tool for Academic Success and Personal Wellness**

Michael Doyle, Student Wellness and Counselling Centre, Memorial University of Newfoundland

UCC2020, Applied Cognitive and Affective Learning Strategies, was developed in 1997 to provide Memorial University students with effective learning strategies to enhance their overall academic achievement. A central competency required of all students included in-depth instruction in how to develop and use “mind maps” as an attribute of an effective study system. Mind maps are methods of visually displaying relationships between ideas and concepts. Students are drawn to the creative and contemporary nature of mapping that provides a stark contrast to the typical reliance on rote memory and passive reading. Mind maps have also been used as a medium to explore issues related to coping and wellness. The very act of examining personal issues through the development of a mind map clarifies the relationship between constructs and is seen as a profound tool in the resolution of conflicts that extends well beyond academia. Session participants will be exposed to a demonstration of how to develop a mind map, following which they will have an opportunity to develop a basic competence in developing their own mind map.

### **3-03. “I Learned What?” An Arts Career Portfolio**

Shannon Murray, Department of English, and Dana Kenny, Arts Student, University of Prince Edward Island

In a 400-level Arts Capstone course, students are asked to complete a career portfolio, one founded largely on the work they have done in their Arts degree. In order to complete the portfolio, students are asked to review all the assignments and activities they have completed for their degree and to extract from them their strongest skills, knowledge, and attitudes, ones that might make the best impression on a prospective employer. The activities that lead to the portfolio encourage thinking about the transferability of their learning but also help students identify their strengths and gain confidence in their abilities. In this session, the instructor will briefly outline the results of the portfolio and a graduate of the class will present his finished product and talk about his experience discovering what he’s really gained from his Arts degree.

### **3-04. Video Scripts vs. Standard Essays in Science**

Andrew Grant, Faculty of Science, Mount Allison University

I am interested in getting organic chemistry students writing about chemistry during my courses. It so happens that recently, with the help of Travis Osmond, a graduate in chemistry from Mount Allison, I have been making animated 4-5 minute YOUTUBE videos in the area of organic chemistry. Of central importance to making these videos is a pre-written, information-dense, catchy script. There is no repetition of information in such scripts, as the viewer can always repeat the video if they want to review something they missed. This past year I made writing such scripts, including the outline of a visual storyboard, an assignment for both an advanced organic course and a bioorganic course. I am still

in the process of determining the pros and cons of such an approach. Overall, this writing exercise seems worthwhile, because it forces students to find their own voice in communicating in a concise and appealing way, an interesting bit of science.

### **3-05. Social Work Education for the Global Twenty-First Century Graduate**

Delores Mullings, Paul Adjei Banahene, Paul Issahaku, Cheryl Mallard, and Kathy Sitter, School of Social Work, Memorial University of Newfoundland

Over the last several years, the School of Social Work has embarked on an ambitious and exciting course of action to challenge aspects of the traditional social work education. In so doing, the school continues to implement strategies to encourage and cultivate a reciprocal learning and teaching environment where both the teachers and the learners are responsible for social work education in some of the core social work courses and its internship programs. This session will showcase four student-centred teaching and learning strategies currently utilized in the School of Social Work through individual brief presentations and the use of social media to respond to comments and questions from participants.

### **4-01. Faculty-Student-Service User Collaboration in Community-based Action Research Regarding Service User Involvement in Mental Health and Addiction Policy**

Christopher Smith, School of Social Work, and Sydney Sheppard, Laura Loveys, and Rebecca French, Students, School of Social Work, Memorial University of Newfoundland

This panel explores the issue of Faculty–Student–Service User Collaboration in Community-Based scholarship regarding population groups typically excluded from research and policy development. This course produced two successful forms of collaboration between the professor, his students, and several community groups. First, in order to facilitate direct drug/service user engagement in research and policy-making, Dr. Smith—whose research emphasizes engaging people with lived experience in all aspects of mental health and addiction policy and practice—founded a local organization for people who use drugs. Detailing the establishment of the Drug User Group, the panel interrogates both the role that Dr. Smith’s students played in promoting the group, and how this project effectively served to inspire several students’ final projects. Encouraging his students to create activist-oriented ‘zines’/booklets as opposed to traditional essays, in the second case, several of Dr. Smith’s students actively collaborated with local grassroots organizations, producing several exceptional policy position ‘zines,’ encompassing the issues of (1) psychiatric survivors’ direct involvement in research regarding mental health, (2) the importance of actively engaging harm reduction and addiction treatment service users in all aspects of the policies and programs that are ostensibly conducted in their interests, and (3) the legal rights of sex workers in the local (Newfoundland-based) context. Consisting of a reflection on the impact of politically engaged action research regarding ‘user involvement’, this panel consists of an introduction by Dr. Smith detailing the collaborative establishment of the St. John’s Drug User Group, followed by related commentary from three of his students detailing their respective policy position ‘zines,’ each of which was composed in direct consultation with service users.

### **4-02. Professor Polonius' Advice to his Students upon Their Departure for France... or Wherever Their Aspirations Take Them**

Sébastien Després, Department of Anthropology, Memorial University of Newfoundland

In Shakespeare’s *Hamlet*, Polonius offers advice to his son as the young man is preparing to board a ship heading to a foreign country. In just a few breaths, the father addresses a broad array of concerns,

touching on everything from the borrowing of money to the importance of remaining true to oneself. At the end of the last day of class, I cast myself as Polonius to give my students parting words of advice. During these few minutes, I aim to help students meet the challenges of further study, work, and life by offering the guidance that I would have benefited from receiving when I was a student. In this session, I will begin with a brief overview of my practice, following which participants will be guided in a small group drafting session. Participant input will then be discussed, collated, and distributed electronically.

#### **4-03. At the Threshold: Information Literacy as a Core Attribute of the Graduating Student**

Janet Goosney and Wendy Rodgers, Memorial University Libraries

The information literate graduate understands how information is created, shared, and valued; is equipped to engage in information discovery; and uses information critically and ethically to answer questions, solve problems, share ideas, and create new knowledge. Information literacy (IL) is a set of abilities that spans academic, professional, and personal information use. It is a mode of understanding that is not acquired by students as a result of a single class, course, or educator; rather it should be recognized as an on-going learning arc that spans a students' academic experience, consciously supported by librarians and professors throughout.

This session will examine Information Literacy as an essential attribute of the university graduate. Using the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education, we will begin by defining IL and examining the threshold concepts that, once grasped, help the learner to achieve growth and a deeper, more critical understanding of information creation, use, and retrieval. Attendees will then examine how IL is supported at our institutions and within one's own instructional practice, and we will take a problem-based approach to examining how information literacy skills learned within the academic context can translate to "real world" abilities of the university graduate and lifelong learner. Finally, we will engage in discussion of how professors and librarians can partner to further the shared goal of producing information literate graduates.

#### **4-04. How can we Engage Learners in a Geographically Dispersed Residency Program? Evaluating Small Online Learning Groups as One Possible Solution**

Amanda Pendergast and Susan Avery, Faculty of Medicine, Memorial University of Newfoundland

Family medicine residents are unique learners as they develop skills and knowledge from different preceptors, at different paces and in different clinical settings. The goal of the Family Medicine Residency Program at Memorial University is to produce competent, evidence based practitioners, who partner with other medical disciplines and health professionals, while practicing community and global leadership.

Academic half day is a large group session held once a week, where residents are taught by their peers and medical experts. It is held at the medical school and broadcast to residents who are at sites outside St. John's. Residents reported that these sessions were too didactic, with little incentive to participate or practice critical thinking. To address the concerns of the residents and preceptors, a small online learning group was conducted and evaluated. During the ten week project, topics and resource materials were provided. One resident acted as a lead, with assistance from a faculty facilitator. In addition to learning about medical expert roles related to the weekly topics, residents incorporated their own experiences by discussing cases, practice management, behavioral medicine and community resources.



This asynchronous learning allowed residents to capitalize on their individual learning needs and styles, while incorporating education into their busy clinical schedules. The online component helped facilitate learning in a geographically dispersed residency program, which extends from Newfoundland and Labrador to the Atlantic Provinces and Nunavut.

#### **4-05. Teaching Teaching to Undergraduates: An Independent Study Course in Pedagogy**

Elizabeth Wells, Department of Music, Mount Allison University, and Nicholas Godsoe, Graduate Student, Faculty of Music, University of Toronto

Teachers at the post-secondary level are not taught to teach, except in rare cases in which graduate programs offer teaching training as part of their coursework. With no previous training, many students who go on to graduate school are often asked to teach undergraduates. For those who go on to teach in high school, middle school, and elementary school settings, education degrees prepare students for certain kinds of pedagogy, but miss out on the rich opportunities that are afforded by the university environment and its particular way of engaging with adult students. For those who go on to business, the arts, or science careers, the supervision of direct reports, junior colleagues, and employees is changing from a top-down authority-based relationship to more “teaching”—an exploring, developing and sharing relationship of peers. As well, students who are seeking graduate school acceptance need an arsenal of skills and competencies to compete for places, and training in teaching undergraduates strengthens the dossiers of these students. This session, co-presented by the course designer/instructor and the student, outlines an independent study course in pedagogy that transformed both participants. Course objectives, assignments, feedback, and evaluation as well as caveats for those wanting to design a similar course, will be presented. Participants will be invited to develop parameters and typical assignments they would employ in such a course in their discipline.

#### **5-01. Preparing Graduates from Day One by Incorporating a Community Service-Learning (CSL) Event into Orientation**

Catherine de Boer and Kim Kelly, School of Social Work, Memorial University of Newfoundland

To be oriented, like the point on a compass, is to align oneself in a relatively fixed manner to one’s environment and circumstances. For schools of social work, orientation is often an introductory event or series of events that are uniquely designed to introduce students to the school, the program expectations and to each other. As orientation marks the beginning of a socialization process and an acculturation to the profession, we knew we needed to engage students from day one. How could we best accomplish this task?

CSL is a pedagogical approach that integrates community service with intentional learning activities. Both the educational institution and community partners work together to achieve mutually beneficial outcomes. Typically CSL is integrated into an academic curriculum or extracurricular activities. We wondered whether facilitating a CSL event might be an effective means of orientating students into our program and the social work profession.

In this session we will describe the CSL event that was incorporated into orientation for the incoming undergraduate class at a School of Social Work at Memorial University. We will outline the specific roles of the facilitators, students and community partners, introduce our learning activities and conclude with student feedback and our analysis of the success of the event. An argument will be made that engaging in a meaningful experience typical of social work practice provided a better orientation to our program than our previous methods, which included a more traditional interactive lecture format.

## **5-02. What Hat Are You Wearing Now? Preparing Tomorrow's Nurses to Think Critically**

Caroline Porr and Krista Collett, School of Nursing, and Jason Geary, DELTS, Memorial University of Newfoundland, and Anna Katic-Duffy, Centre for Nursing Studies

The Bachelor of Nursing (Collaborative) Program of Newfoundland and Labrador relies on a number of guiding documents to ensure students acquire practitioner proficiencies upon graduation for entry into nursing practice. One such document is Memorial University's Framework for Teaching and Learning in which "qualities of the graduate" are highlighted. All Memorial graduates should complete their tenure as students with several qualities including critical thinking abilities, and, be deemed creative and responsive problem solvers. Critical thinking, creativity and problem solving skills are also among the minimal core competencies expected of nursing graduates outlined in another guiding document—the National Nursing Education Framework—developed by the Canadian Association of Schools of Nursing.

De Bono's Six Thinking Hats Framework is purported to foster the competencies of critical thinking, creativity and problem solving skills, but to what extent does de Bono's Framework actually impact student thinking? During this session results will be presented from an evaluation research project that was conducted at all three sites of the Bachelor of Nursing (Collaborative) Program in Newfoundland and Labrador. Students from all levels of the Program were invited to experience and evaluate a de Bono Framework exercise by thinking about a healthcare situation from different perspectives. For example, as black hat thinkers, students approached the situation focusing on the negative implications; that is, why something will not work. However, generating ideas and creative solutions were encouraged when students wore the green hat. Green hat thinkers were not concerned with what went on in the past, but were focused on new and different options for addressing issues. Further explanation of all six hats within de Bono's Framework will be provided during the session along with the evaluation results from 157 student respondents.

## **5-03. Building Transferable Skills Using Collaborative Outcomes/Goals**

Terry MacDonald, School of Professional Studies, and Eileen Smith-Piovesan, Centre for Teaching and Learning, Cape Breton University

In this presentation, we will describe research that led us to discover that it is possible to assist students in an online learning environment to develop the same transferable skills as those in a face-2-face learning environment. Online students indicated that the switch from text-based communication (using Moodle) to video and audio communication enabled them to build group and leadership skills more effectively, and develop the capacity to transfer these skills to a professional work environment. This is of particular importance in our technology based society, where the ability to communicate and work as a group online is becoming more common. Through a hands-on activity, participants will explore the value of providing multiple modes of communication within instructor-led participatory online courses.

## **5-04. 'An Eye-opening Experience': Providing Opportunities for Pre-service Teachers to Apply their Knowledge and Skills in Diverse Educational Settings**

Zhanna Barchuk and Mary Jane Harkins, Faculty of Education, Mount Saint Vincent University

Without any doubt, the classroom placement model of focusing on skill development, mastering lesson plans, and classroom management is, and will continue to be, an important component of pre-service teachers' preconceptions of teaching; however, there is a need for a consideration of other attributes of the teaching and learning process such as enthusiasm, caring, open-mindedness, cultural sensitivity and/or critical thinking. This interactive session will draw attention to the ways in which diverse

practicum placement sites in teacher education can challenge and broaden pre-service teachers' understanding of the core attributes of a teacher. To stimulate discussion, the researchers will share their study of pre-service teachers' perceptions of their practicum experiences in a range of educational spaces that included international school placements and non-school placements such as museums and hospitals. The findings demonstrate how teaching in unfamiliar environments can stimulate pre-service teachers to consider a more holistic view of education, raise their awareness of the links between theory and practice, and increase their understanding of the teaching and learning process.

### **5-05. Career Integrated Learning in the Classroom**

Rhonda Joy, Faculty of Education, and Rob Shea and Karen Youden-Walsh, Marine Institute, Memorial University of Newfoundland

The Career Integrated Learning Project is focused on encouraging students to articulate the graduating student competencies (GSC) or attributes they practice through their university experience—competencies that will help them transition to and be successful in their chosen fields. Students develop those attributes through their experiences in the classroom, work based programs and community involvement. By identifying and articulating the broader skills and attributes acquired through completion of a degree, students can readily make a clear connection for employers to see the potential in a prospective employee. The concept of identifying career competencies or GSC is not new, especially for students who participate in experiential learning activities. What is innovative about this project is translating the process to classroom-based courses, especially in Arts and Science faculties. This session will describe the project and focus on the process of creating and articulating competencies that are practiced through evaluation activities in the classroom.

### **6-01. Personal Branding: A Critical Skill for Graduates in the Digital Age**

Lyle Wetsch, Faculty of Business Administration, Memorial University of Newfoundland

The world has gone social! Recent statistics show Facebook with over 1.4 billion ACTIVE users, Twitter has 225 million, LinkedIn has over 313 million (as of Nov 2014), and Google+ has over 550 million. The value of social media is not just for business application, but is now essential for all graduates.

Recruiting and hiring has also changed for both human resource (HR) professionals and candidates. With the growing economy and increasing employee churn, greater demands are being placed on HR professionals to attract talented candidates with budgets that have not increased commensurately. Job posting sites are losing their effectiveness and the social media are providing unique opportunities for recruiters to bypass traditional methods and connect with passive candidates directly. Employers now have a window into perspective employees like never before. What will employers find if they Google or Bing your name? 97% of potential employers are!

Unfortunately, best practice on the use of these tools is still emerging and potential applicants are not highly versed on their application and how to leverage them for their personal brand. Those that capitalize on the power of these tools will succeed, while those that stick to traditional recruiting methods and channels may find themselves increasingly behind others in their industry. This session will help you in developing courses or components to assist your students in refining their online brand as well as deploying their brand through the most appropriate social media channels (educators can also utilize these tools personally!).

## **6-02. Strengthening 'Communication Skills' for Pre-and Post- graduation Employment: Challenges of 'Informal' or 'Alternative' Assessment in the Undergraduate Co-op Engineering Curriculum**

Cristina Fabretto, Faculty of Engineering and Applied Science, Memorial University of Newfoundland

The Faculty of Engineering and Applied Science at Memorial University has recently launched a two-year research project to address the complex problem of assessing progress in professional communication skills for pre- and post-graduation employment in undergraduate engineering students. To that end, the development and implementation of both Formal and Informal Assessment (also called Authentic or Alternative Assessment) strategies and practices are currently being evaluated. Findings from this project will sharpen the definition of 'effective communication skills' from nebulous graduate attribute to explicit measurable outcome of engineering education at Memorial. Accordingly, the project is aligned with CEAB accreditation guidelines and coherent with professional standards and best practice.

The project will yield a framework on which a set of assessment tools for use by the faculty and, possibly, self-assessment tools for students will be developed. Aimed at informing the design and implementation of appropriate corrective action, so that competence targets are reached and students' success in professional contexts is strengthened, the tools will be devised to work in synergy with the existing curriculum. Currently, the project is at the first of three phases of development. With this project the Faculty has taken the leadership in pursuing a viable solution to the problem of ineffective communication as an obstacle to success in the transition to employment for undergraduate engineering students and new graduates. The purpose of this session is to build on the initial concept of the project to explore future directions in the informal assessment of 'communication skills' as a graduate attribute.

## **6-03. Data Literacy as a Core Graduate Attribute: Maximizing Undergraduate Students' Career Readiness Across the Disciplines**

Brad Wuetherick, Centre for Learning and Teaching, Dalhousie University

Data literacy is essential to creating engaged citizens in a 21st century context. It is applicable in academic, public, private, and personal spheres, and should be taught as a transferrable skill that transcends disciplines. We have conducted a systematic review of the literature, funded through a SSHRC knowledge synthesis grant, seeking to understand and share best practices for teaching data literacy in post-secondary education.

Featuring scholars from information management, business, English, oceanography, computer science, library and information studies, and higher education, our team offers transdisciplinary insight into the research and teaching of data literacy that will be of immediate practical application at the course and program level. In this session, we'll share these insights and solicit feedback.

One early conclusion is students should be taught data literacy throughout their undergraduate degree, starting in the first year. Some authors recommend integrating this learning into information literacy courses due to overlapping competencies. However, we propose that universities implement a core interdisciplinary, stand-alone data literacy course, thereby ensuring students receive appropriate foundational knowledge, and the full resources and support required to become data literate.

Authentic assessment related to data literacy is critical and should be based on logic, reason, and practical exercises. 21st century skills such as critical thinking, problem-solving, and communication of

actionable results are essential to the usability of data literacy competencies. There is frequently no right answer when teaching this type of content. Educators must keep this in mind when evaluating students' work.

### **6-05. Graduating by the Book: Exploring the Implications of Books and Texts for the Humanities Student**

Andrew Wilson, Department of Religious Studies, Mount Allison University

Has the book finally reached its closing chapter? With the advent of the hypertext, an ongoing technological revolution and student push-back (consider the acronym TLDR: "Too Long Didn't Read"), is the book necessary any longer for a "successful education"? Moreover, what does all this reading do for students after they leave the university anyway? This session explores the notion of the book in its current state and argues that despite (or maybe because of) recent challenges, for the recent graduate it remains a profound metaphor for ongoing learning and critical engagement. Taking cues from literary theoretical approaches to textuality, this session takes the sacred text, specifically the Bible, as an example of how texts can exceed our traditional expectations. In so doing, they mirror for us the unexplored regions of human identity and experience that technological and cultural shifts have opened up, it is claimed, for the first time. Ultimately, our experience of the book—its textures and smells and contours as much as the meaning of its words—mirrors our experience of ourselves. Rethinking the book has implications for how we read the signs of the times and how we understand our own place in contemporary western culture.

### **FF-01. Revising Feedback: Creating a New Generation of Student through Feedback**

Jennifer Kelly, Department of Human Resources (Learning and Development) Memorial University of Newfoundland

Learning mastery is achieved when a student passes through simple understanding of a task/subject, to deep understanding and reasoning. Studies have shown that in order for this process to occur, knowledge must be actively constructed. Active construction of knowledge is achieved through practice, revision and task mastery and all of this begins with feedback. Specifically, by changing the way an instructor delivers feedback.

Educator/author Mark Barnes created a unique feedback delivery system called the SE2R feedback format (Barnes, 2014). The format has four steps: summarize, explain, redirect, resubmit.

Let's imagine a student fails to correctly complete a part of a given assessment. Normally, students would be assessed based on assignment parameters provided. Thus, if they did not complete a part of an assessment, like in this example, marks might be deducted. Using the SE2R format, however, the instructor invites a conversation about the work. During this conversation, the instructor summarizes and explains what could have been improved, and what was done well. Then, the instructor redirects the student back to prior learning concepts, outcomes and lessons, asks them to revise based on this and resubmit the assessment.

Essentially, the student is given a second opportunity to achieve learning mastery. This journey of assessment revision can stimulate a positive learning mindset and foster attributes such as determination, critical thinking and assuming ownership of one's work—highly sought after characteristics in today's evolving workplace landscape.

### **FF-02. Teaching for Transfer: Unpacking an Assignment**

Shannon Murray, Department of English, University of Prince Edward Island

This presentation outlines a quick, post-assignment, in-class exercise, one designed to have students think of the broader transferable skills, knowledge, and attributes they had to master in order to complete the task. After the class has completed an assignment, students brainstorm everything they had to do, think, or be to do the assignment: anything from critical reading, to time management, to working in teams, to mastering bibliographic programs. The more precise and detailed they are, the better. The discussion that follows focuses on how those requirements could be used in other contexts, including the world of work. The result is a brief reminder that even the most esoteric-seeming assignment can practice “real world” skills, and it encourages students to learn with transfer in mind.

### **FF-03. Mindfulness: An Approach for Learning and for Life**

Margaret Ann Smith, Teaching and Learning Centre, University of New Brunswick (St. John)

Although present for thousands of years in various traditions, the practice of mindfulness has been growing in dedicated ways since Jon Kabat-Zinn introduced his mindfulness-based stress reduction program to students in 1979. The physical, psychological and social benefits of “paying attention in the moment” have been well-documented since then, and benefits for student learning are now being recognized.

In the era of “helicopter parenting” and growing competition for the attention of our students (and ourselves), students need to learn how to learn, but also need to learn how to increase focus, improve memory and foster an independent, self-generated ability to lessen anxiety and cope with stress. If we model these skills ourselves and—through dedicated classroom time—feature them as part of university preparation for life and work, we will help students build foundational attributes and skills for the future.

From mindfulness breathing exercises, to listening awareness, to a group exercise in which students each mindfully eat a candy, I have introduced this concept to first-year students, with considerable impact, using only two minutes per class. In an ironic take on the Furious Five, I will combine the usual lively and intense format (presenting statistics from the 2013 National College Health Assessment on anxiety in Canadian university students; outlining a variety of mindfulness strategies) with a 60 second mindfulness activity for those present, demonstrating how simple it is to make this a regular feature of classroom learning, improving student focus, lessening anxiety, and giving them skills for a challenging future.

### **FF-04. In Conversation: Undergraduate Students Discuss their Experience of Partnering with a Teacher to Grade Themselves on an Assignment.**

Delores Mullings, School of Social Work, and Sydney Sheppard and Emily Powers, Students, School of Social Work, Memorial University of Newfoundland

In this presentation two undergraduate students and their teacher discuss the impact of students contributing to the grade that they received on one evaluation. In the fall of 2014, undergraduate students in one social work core course was given the responsibility to grade themselves for their participation and involvement throughout the semester. The teacher created the grading rubric and presented it to students at the end of the course. Individually student completed the grading rubric based on their perception of what they believed they had earned out of a possible 10 marks. Once

students reviewed the grading rubric, they had the opportunity to add items that they thought needed to be included and that they considered important to demonstrate their learning.

**FF-05. Showcasing Initiatives from Memorial University's Chairs in Teaching and Learning**

Caroline Porr, School of Nursing, on behalf of the 13 Chairs in Teaching and Learning, Memorial University of Newfoundland

Memorial University launched the Chairs in Teaching and Learning Program in July 2015. Thirteen faculty members from across the Memorial University teaching community have been appointed to champion, model, and support vibrant teaching and learning environments in their respective academic units and to help create a campus-wide community of practice for teaching and learning. The Chairs will also implement diverse and innovative initiatives to promote the graduate attributes endorsed by Memorial's Teaching and Learning Framework. Each Chair works in a distinct academic context but with a common purpose to foster engaged, dynamic, and effective university graduates. Through a video- and audio-based collaboration on behalf of the inaugural Chairs, this *Furious Five* presentation will showcase the core attributes and discipline-specific strategies that the Chair Program strives to develop through a variety of teaching approaches and learning opportunities.