KPU | Teaching & Learning Commons

A MESSAGE FROM DR. RAJIV JHANGIANI
ASSOCIATE VICE PRESIDENT, TEACHING & LEARNING

It has been a long 18 months since the pandemic necessitated a shift in how we teach, learn, and work at KPU, but over the past few weeks there has been a perceptible optimism on campus. No doubt this has a lot to do with the presence of so many students in our classrooms, corridors, and courtyards. But it has also been a special joy to see so many faculty and staff colleagues in person. Now that we are back on campus, I invite you to drop by the Commons offices when you are at the Surrey campus (A2400/Library 2nd floor). We would love to see you!

Our Commons team cares deeply about supporting our faculty and instructional staff. We know that ensuring that our instructors feel supported is an essential element in the creation of inclusive and supportive learning environments. To this end, we are proud to have launched our new comprehensive framework for educational development—the Foundations in Teaching Excellence program. We also continue to grow our suite of learning technologies and expand the range of areas that we are able to support through our team of educational consultants.

But more than anything, we want to convey our deep respect and appreciation for your ongoing efforts to support our learners. As always, we are here for you and we hope that you will continue to look upon us as your partners as we collectively build a brighter future for teaching and learning at KPU.

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We would like to acknowledge our appreciation of being able to work, study and live on the traditional and ancestral lands of the Coast Salish peoples, including those of the Kwantlen First Nation, who graciously bestowed their name on this university.

ICYMI

New T&L website

The Teaching & Learning website has been redesigned to be more user friendly and easier to browse through all of the opportunities and resources we offer.

Beyond the Chalkboard

Check out the latest podcast episode of Beyond the Chalkboard. This episode discusses interdepartmental collaboration.

- YouTube
- Anchor

Dr. Rajiv Jhangiani featured in BC's Most Influential Leaders list

Our very own Associate Vice President of Teaching & Learning, Dr. Rajiv Jhangiani, was featured as a top leader in Business Intelligence for BC's BC 500, a robust list of BC's most influential leaders. Congratulations, Rajiv!

In September 2021, he was also appointed to the BC Post-Secondary Digital Learning Advisory Committee and invited to Chair its Quality Enhancement Working Group.

Prior Learning Assessment and Recognition (PLAR)

Heather Clark (Wilson School of Design) will be developing PLAR assessor training materials for our faculty as part of a Ministry-funded project to pilot strategies to better serve lifelong learners and working adults

ALL THE KNOWLEDGE, NONE OF THE TEXTBOOK COSTS
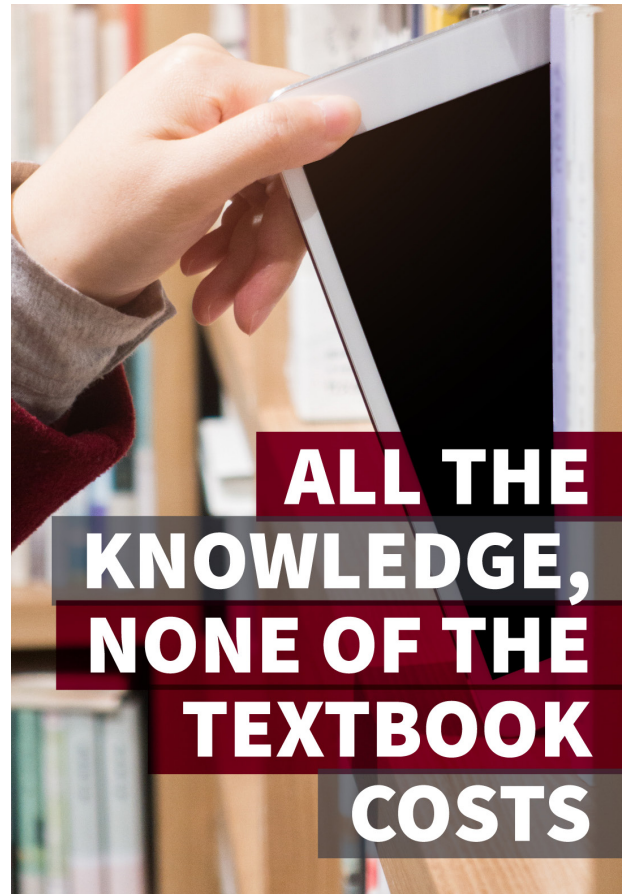
Zero Textbook Cost (ZTC) Campaign

KPU Marketing launched a ZTC digital campaign that ran through August 31, boasting 150 clicks in the first five days.

New record in ZTC course offerings

In Fall 2021, KPU instructors are offering 549 ZTC course sections, more than KPU has offered in any single semester.

549
ZTC course sections

150
campaign clicks in the first 5 days

Micro-credentials

Policy AC15 (Micro-credentials) received received final approval by the Board of Governors on September 29. This makes KPU the first post-secondary institution in BC to have a governance model and approval process for micro-credentials and digital badges.

KPU's Open Publishing Suite (OPUS) wins provincial award

KPU's OPUS was created to support faculty at various stages in producing Open Education Resources. This support helped create over 20 Open textbooks and several journals. Congratulations to the OPUS team for this achievement: *Caroline Daniels, Karen Meijer-Kline, Paula Pinter, Beverly Whitcutt, Syreen Pestonji, Lana Radomsky, Monica Le, and Urooj Nizami.*

The BC Academic Outstanding Contribution Award is a coveted award presented annually to an academic library team who has made a real difference to students.

Open Education Conferences and Events

On October 18 - 22, 2021, check out the Open Education 2021 Conference to share and learn about open education resources, pedagogy, and initiatives.

Emily Spavor joins T&L's Open Education Team

Emily Spavor, a journalism student, will be completing their practicum with Open Education over the Fall 2021 semester. Emily will create a Power BI dashboard to represent our ZTC data.

LEARN-TECH
BITS & BYTES

Pronouns on Moodle

You can now enable the names and pronoun feature on Moodle. To enable this feature, please see the Moodle Community for Faculty Discussion Forum for directions. These changes will significantly impact student engagement, wellbeing, and success in their courses and beyond.

New digital tool

Hypothes.is, a popular tool for collaborative digital annotation, is currently being integrated into Moodle and is scheduled to deploy in mid-fall.

Single sign-on for Pressbooks

Single sign-on for Pressbooks has been implemented. Faculty are now able to create books and embed them directly onto Moodle for students to view and/or collaboratively edit.

AACU ePortfolio Institution Acceptance

A six-member team from T&L Commons and the Wilson School of Design were successful in their application to participate in the 2022-23 Association of American Colleges & Universities Institute on ePortfolios. This year-long engagement opportunity will serve to promote and support the adoption Folio Thinking and ePortfolios to faculty and students in the WSD with the goal of carrying forward learning from this experience to the wider KPU Community.

Additional funding secured

Additional funding was secured within the current fiscal year to begin to build a second recording studio at a different campus, a classroom capture pilot, and additional student assistant support for open education.

NEW ADDITIONS TO THE TEAM

MARCELINA PIOTROWSKI
Director of Flexible Learning
and Academic Integrity

JENNIFER ANAQUOD
Educational Consultant in
Indigenization

Faculty of Arts, Anthropology

CATHERINE CHOW
Educational Consultant in Science
and Horticulture

Faculty of Science and
Horticulture, Chemistry

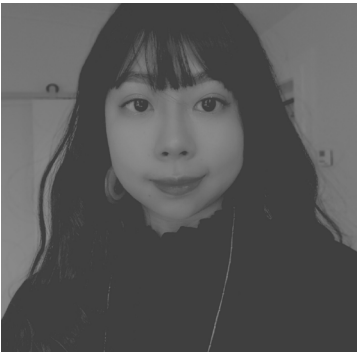**FARHAD DASTUR**
Educational Consultant in the
Scholarship of Teaching & Learning

Faculty of Arts, Psychology

GILLIAN SUDLOW
Educational Consultant in ePortfolio
Advancement and Course Design

Faculty of Academic and Career
Preparation, English Upgrading

KIM WDOWIAK
Administrative Assistant

T&L Commons Admin Support

TINA LY
Communications & Events
Specialist

T&L Commons Admin Support

FOUNDATIONS IN TEACHING EXCELLENCE PROGRAM

THE FIVE DOMAINS:

- **LEARNING DESIGN**
- **LEARNING ASSESSMENT**
- **LEARNING TECHNOLOGIES**
- **INCLUSIVE TEACHING**
- **REFLECTIVE PRACTICE**

The Foundations in Teaching Excellence (FTE) program was developed by the Teaching and Learning Commons in support of Goal 2 (Teaching Excellence) of KPU's Academic Plan. We are excited to provide a flexible yet comprehensive framework for faculty development that addresses the core components needed to support the design and delivery of exceptional learning experiences. Following critical reflection, research, and consultation, we have identified five domains critical to teaching excellence. These include: Learning Design, Learning Assessment, Learning Technologies, Inclusive Teaching, and Reflective Practice.
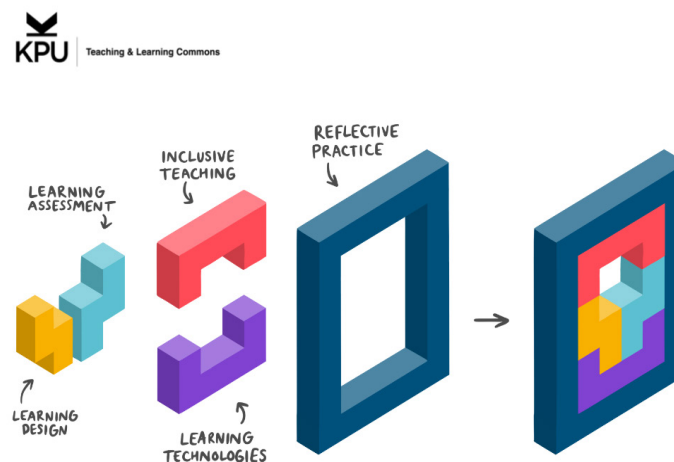
Overview

Each domain includes modules that provide an overview of important concepts and frameworks for that aspect of teaching practice. Each domain will take 4-6 hours for completion, and some may include optional synchronous or facilitated experiences.

Both the content and the structure of this framework has been informed by consultations with our faculty, including at various Faculty Councils, the Senate Standing Committee on Teaching & Learning, as well as a survey of faculty and instructional staff. As a result we are confident that this new framework meet the needs and has the support of KPU's educators.

We hope that the introduction of this training sparks a desire for deeper learning (provided via additional modules that are aligned with each domain) and an interest in ongoing engagement with the resources and supports provided by the Commons. We greatly value and respect the expertise, experience, and passion that our educators bring to KPU's learning environments and look forward to continuing to support your teaching practice.

Learning Assessment

The Learning Assessment domain provides an overview of important concepts related to assessing student learning as prescribed in course learning outcomes. The characteristics of formative and summative assessment are examined and differentiated, and the role of each method is explained. A variety of grading methods will be explored, relevant assessment policies reviewed and strategies for maintaining academic integrity will be provided.

Additional learning modules that are recommended include: Developing Authentic Assessments and Incorporating Intercultural Teaching and Diverse Assessment in Online Courses.

Learning Design

The Learning Design domain provides an overview of important concepts related to effective course design and principles of adult learning. The modules within this domain explore foundational pedagogical theories and frameworks that support supportive and engaging course design. Participants will understand constructive alignment and examine policies and procedures that must be considered when designing and delivering courses at KPU. Pre-designed Moodle course templates are introduced and made available to participants for designing inviting, engaging, and effective digital learning environments in Moodle.

Additional learning modules that are recommended include: Inviting Spaces: Building Engagement in your Online Courses, Introduction to Open Pedagogy, and Appreciative Inquiry for Faculty.
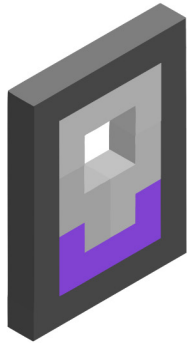
Learning Technologies

The Learning Technologies domain provides an overview of KPU's learning technology infrastructure and explores how these learning technologies can support different pedagogical approaches. Considerations for selecting suitable technologies are provided, including data privacy and security, relevant policies and procedures, and the digital literacies required to access and effectively use these technologies. Resources for using technologies provided by the Teaching and Learning Commons and IT are introduced, as is the process for requesting additional learning technologies.
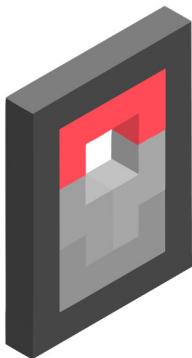
Additional learning modules that are recommended include: Muddling through Moodle, Harnessing the Power of Conferencing Tools, and Media Creation for Teaching and Learning.Intercultural Teaching and Diverse Assessment in Online Courses.

Inclusive Teaching

The Inclusive Teaching domain provides an overview of the KPU student population with a focus on building awareness of multiple student perspectives and experiences. Course design and teaching approaches that consider all social identities and foster respect for all student needs are explored. Strategies for building inclusive learning communities are provided, and participants will be introduced to key vocabulary and practices related to justice and equity, including intercultural teaching, anti-racist teaching, Indigenization/decolonization, and supporting 2SLGBTQ+ learners.

Additional learning modules that are recommended include: Creating and Supporting Diverse Teams, Foundations of Intercultural Teaching Practice, and Getting to Know your International Students.

Reflective Practice

The Reflective Practice domain introduces models, principles, and intentional activities to promote and support educators in developing their practice. By critically reflecting on our teaching, we can question the validity of our teaching assumptions and the efficacy of our teaching activities. The short, structured modules within this domain explore foundational concepts and perspectives such as a growth mindset, strategies for developing reflective practices, pathways to scholarship, supportive technologies, and the development of a teaching philosophy informed by reflective practice. Guided by clear learning outcomes, participants will consider the role of reflection in the continued improvement of one's teaching and professional practice.

CHECK OUT OUR LIBRARY OF WORKSHOPS TAKING PLACE THIS FALL!

REGISTER AT TL EVENTS

SYNCHRONOUS
- Intercultural Teaching Practices
  Mondays, November 8,15, 22, 29, December 6, and 13, 11:00AM - 12:30PM
- Intercultural Teaching Practice Alumni Community of Partners
  Mondays, October 18, 25, November 1, 12:00-1:00PM

ASYNCHRONOUS
- Introduction to Open Education
- Moodle Gradebook Fundamentals
- Maximizing Gradebook Functions
- Moodle Quizzes - Basic and Advanced
- BigBlueButton - Basics and Advanced
- Building Interactive Content with H5P

- Kaltura Series
- ePortfolios Explained
- Getting Started with PebblePad
- Introduction to Atlas:
  Have the whole PebblePad
  world in your hand

FACULTY SPOTLIGHT

FARHAD DASTUR

BY ANDREA VOTTO

PHOTOS BY FARHAD DASTUR

FEATURED IMAGE: SUNSET ON THE AMAZON RIVER, MAY 2017

Recently, I had the pleasure of meeting with Dr. Farhad Dastur, a psychology instructor at KPU. We had a fruitful and energizing conversation where we discussed his love for nature, his extensive traveling (I have a feeling I haven't heard half of the destinations he has explored), his passion for teaching, his new position in T&L Commons as an educational consultant, and much more.

Farhad has been in Canada since the early '70s, but his story begins in Uganda. "I was born in Kampala and my first language was Swahili. Had political upheaval not upturned our lives, I would very likely have pursued a business degree and I'd be running the family business today." However, postcolonial Africa was a place of massive change. In August 1972, Uganda's mercurial dictator, General Idi Amin Dada, ordered the expulsion of the country's entire South Asian population. Farhad's Persian and South Asian ancestry meant that he and his family had to leave the country and all their possessions. Three months later, they landed at Vancouver International Airport where they were greeted by Navnit Shah, a family friend who had left the country earlier. In 2000, by strange coincidence, Navnit would become Chair of Kwantlen University College's Board of Governors; and 18 years after that, Farhad would be elected to KPU's Board of Governors.

It was on the west coast that Farhad developed a deep love for the natural world. "Much of my youth was spent happily exploring tidal pools, camping on the Oregon coast, and hiking the Coastal Mountains." As a teenager he joined Greenpeace, did fundraising for the Western Canada Wilderness Committee, and took part in protests to save the old growth forests in the Carmanah and Stein Valleys.

Farhad completed his high school and undergraduate education in Vancouver. These years were shaped by a few mentors, notably his International Baccalaureate English teacher Rod McKellar, "Mr. McKellar was more than a teacher: he was my mentor, my guide, and my friend."

At UBC, Farhad enrolled in physics—he wanted to be an astronaut—but changed to psychology after taking a course with the biopsychologist, Dr. John Pinel. As a research assistant in the Pinel lab, he discovered an abiding interest in the brain and behavioural sciences. This interest took him to Halifax where he completed graduate degrees in psychology from Dalhousie University. Halifax is also where he met Harleen who, years later, would become his partner in life.

Learning to make baguettes, January 2021

Making homemade lasagna with my son, December 2020
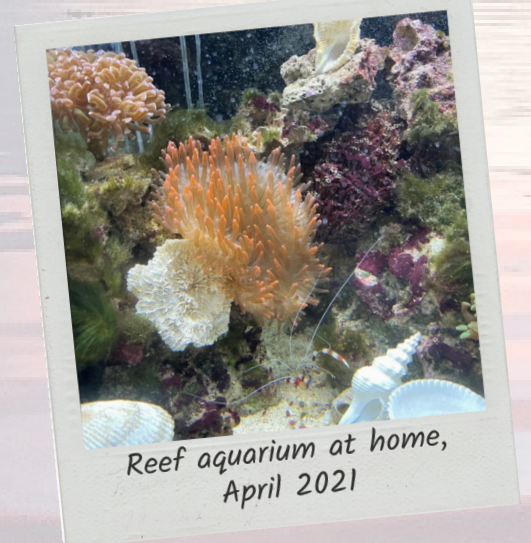
Reef aquarium at home, April 2021

Returning to his beloved west coast in 2000, Farhad stepped onto the grounds at KPU (then KUC) eager to begin teaching. A twenty-one year career at KPU has allowed him to hold many portfolios, including Chair of Psychology, Chair of the Research Ethics Board, Associate Dean of Social Sciences, Associate Dean of Arts, Dean of Arts (pro temp), Senator, Board of Governors representative, Teaching Fellow in experiential learning, Principal Investigator of KPU's Virtual Reality Lab, and most recently, Educational Consultant in the Scholarship of Teaching & Learning. In 2006, he co-founded KPU's National Undergraduate Research Conference in Psychology which now runs bi-annually under the guidance of his colleague Dr. Cory Pedersen.

In March, 2020, the world was hit with the COVID-19 pandemic. The campus shut down and over a 48-hour period, KPU's in-person learning transformed into online learning. Through this transition, Farhad has tried to add value to distanced learning by embracing four guiding principles (see Delivering Value at a Distance: Teaching and Learning Strategies, Challenges, and Solutions):

1. Embody radical honesty: Share with students that you too are learning this "new normal." Tap into student knowledge and expertise to create a virtuous cycle of learners helping each other.

2. Emphasize simplicity: The disruptions caused by the pandemic permit a renewed focus on the essentials of learning. "Simple" doesn't mean easy; it means stripping away unnecessary barriers and boxed-in thinking so that what we teach has persistent value for the learner.

3. Experiment with experiential education: Experiential learning was important before the massive move to online teaching; it's even more important now. Farhad suggests, "Doubling down on activities that permit learning by doing, reflecting critically on learning, and modifying one's knowledge based on those critical reflections, and insights." Following David Wiley's plea, he suggests replacing "disposable assignments" with "renewable" ones that add value to the world. For example, students in his cognitive ergonomics class conduct free website usability analyses for non-profit organizations.

4. Expand teachable moments: The pandemic provides an ever-flowing fountain of teachable moments and material including the politics of public health measures, the psychology of conspiracy theories, the visualization of large data sets, the privacy of personal health information, the ethics of consent, the microbiology of viruses, the history and sociology of pandemics, the physics of aerosols, the economics of shutdowns, and so much more.

Farhad has been an advocate and practitioner of open education ever since his colleague, Dr. Rajiv Jhangiani (now KPU's AVP, Teaching & Learning), introduced him to the movement in 2013. Farhad's book chapter, "How to open an academic department" provided "a set of three practical recommendations for those interested in fostering change, including (1) encouraging a departmental culture of openness, (2) focusing on the quality of OER, and (3) encouraging departmental control over OER" (read his chapter in Jhangiani & Biswas-Diener's book, *Open: The philosophy and practices that are revolutionizing education and science.*)

Homegrown tomatoes,
July 31, 2019

Cedar & maple planter box,
July 2021

Farhad's twin passions for nature and education converged when he co-led KPU's Interdisciplinary Amazon Field School in Colombia. Students experience the cultural richness of Bogotá and then encounter the wildness of the Amazon jungle and river in the Calanoa Nature Reserve. Teachings from Colombia's Indigenous Peoples are woven into the fabric of the three-week experience. "The Amazon Field School, and field schools in general, is everything we want education to be. It integrates experiential education, universal design for learning, Indigenous knowledge, authentic cultural experiences, and nature-based learning. Students take measured risks, confront fears, and grow immeasurably."

Influenced by visionary colleagues like Lee Beavington, Lucie Gagne, Kathy Dunster, and Ross Laird, Farhad looks for ways to use natural places as spaces for powerful teaching and learning. In 2021, he founded the Natural Spaces Advisory Committee which he co-chairs with Iain Hunter (Facilities). With a mandate from KPU's Senate, this committee is tasked with protecting, promoting, and developing KPU's natural spaces as places of deep learning and innovative teaching.

Amazon Field School, Jardín Botánico de Bogotá, May, 2017

I asked Farhad how he coped with the isolation, disruptions, and uncertainties of the pandemic. "I simplified my life. I started swimming in the ocean and I stopped listening to CNN. I took up woodworking to make gifts for family and friends." He also reflected on his 2006 trek on Tanzania's Mount Kilimanjaro (see his TEDx talk, "[Love & Death on Kilimanjaro](#)"). Climbing Kilimanjaro was very much about entering into a space of quietude and mindful contemplation. "With no phones, emails, or other distractions, there is a moment on the mountain when you become aware of the simple act of breathing. Each day heightens the primal rhythms of life: waking up with the sun, sleeping when it's dark, eating slowly, and walking hours and hours every day." The Tanzanian guides would urge the climbers to climb, "Pole, pole," Swahili for "Slowly, slowly." Perhaps "pole, pole" is something many of us can welcome into our lives as well.

Beginning this September, the Teaching and Learning Commons is excited to add Farhad to our team as an Educational Consultant in the Scholarship of Teaching and Learning (SoTL). Regarding the position, Farhad says, "SoTL is about investigating the theory and practice of teaching in a scholarly way and then documenting and sharing those insights." He welcomes consultations from faculty interested in SoTL projects—asking only that good coffee be part of the conversation.

FARHAD'S FAVOURITES

Novel: *Moby Dick*, Herman Melville
Movie: The English Patient
Vacation: Bali
Musician: Leonard Cohen
Food: Indian
Quote: "The clearest way into the universe is through the forest wilderness." - John Muir
Subject in high school: English
Sport: Track & Field
Podcast: CBC Ideas
TV Series: Game of Thrones

FUNDING OPPORTUNITIES

TEACHING & LEARNING INNOVATION FUND

The Teaching & Learning Innovation Fund (TLIF) is designed to support pedagogical innovation at KPU. Recognizing the diverse array of programs and instructional approaches that are necessary and valued at a polytechnic university, the TLIF takes an inclusive approach by supporting a broad range of projects that advance teaching practices at KPU. Projects may include (but are not limited to) educational media creation, experiential/service learning projects, and virtual/augmented reality projects.

Applications may be submitted with project budgets up to $10,000 and will be adjudicated within 2 weeks in order to support rapid innovation. Head to the TLIF webpage for more details.

0.6% FACULTY PROFESSIONAL DEVELOPMENT FUND

Faculty PD Fund applications involving research, conference presentations, teaching and learning enhancements, and tuition support are some areas considered for funding. The next application deadline is October 1, 2021. The ROMEO portal for this next round will open on September 1, 2021.

OPEN EDUCATIONAL RESOURCES (OER) GRANTS

The Open Educational Resources (OER) Grant program provides funding and staff support to KPU faculty members interested in creating, adapting, and adopting OER. An updated version of this granting opportunity will return in January 2022.

RECENT TLIF RECIPIENTS

Sue Fairburn & **Melanie Bland** from the Wilson School of Design
An Applied Online Materials Library for In-Person and Remote Learners in Design

Their project will encourage students' material curiosity through research and cataloging. Through both hands-on learning as well as remote access, students will develop their understanding and knowledge of materials.

Shayna Rusticus from the Faculty of Arts
The Impact of Course Format On Student Perceptions of the Classroom Learning Environment

Shayna's study will explore the differences between in-person, online, and blended learning formats to assess how class format may influence the fostering of a classroom community, and how it can be used to improve student learning.

OPEN EDUCATIONAL RESOURCES CREATION GRANT RECIPIENTS

MONICA AFFLECK
Melville School of Business

KATHERINE CARPENTER
Melville School of Business

REBECCA YOSHIZAWA
Faculty of Arts

JOHN SHEPHERD
Melville School of Business

ROBERT IRONSIDE
Melville School of Business

ANDREA HUNTER
Melville School of Business

PAMELA IP
Melville School of Business

NISHAN PERERA
Melville School of Business

SHEREEN HASSAN
Faculty of Arts

DAN LETT
Faculty of Arts

SCHOLARLY CONTRIBUTIONS BY THE TEACHING & LEARNING TEAM

KPU's T&L team has been hard at work over the last few months in their advancement of teaching and learning best practices in higher education.

Check out the full list of accomplishments!

Dastur, F. (2021, August 5). Being the first: Experiences of OER early adopters/creators (OER track). Colorado Learning and Teaching with Technology Conference. Online.

Dastur, F. (2021, August 11). Being the first: Experiences of OER creators who were the first to create or adapt OER at their institutions. 2021 MI OER Summit. Online.

Gedak, L. (2021, Jul 22). Rock Stars of Reflection: KPU's Rollin' Stones Tour. AAAEEBL Shark Tank II: ePortfolio Edition, at Authentic, Experiential, and Evidence-Based Learning Conference (AAEEBL) 2021. Online.

Jhangiani, R. (2021, Aug 4). On Access, Impact, and the Many Unexpected Rewards of Open Scholarship. Oberlin Library Group's Open & Equitable Scholarship in the Liberal Arts Lecture Series. Online.

Jhangiani, R. (2021, Sept 17). AnnotatED Workshop with Rajiv Jhangiani at OLC Accelerate 2021. Online.

Jhangiani, R. (2021, Sep 20). 20/21: A Pedagogical Odyssey. Online Learning Consortium Conference. Online.

Jhangiani, R. & Nizami, U. (2021, Jun 16). Building a Thriving Open Education Ecosystem. Open Education Network Summit 2021. Online.

Nizami, U. & Montpellier, E. (2021, Sep 29). Pluriversal Decolonization in Open Education: Thinking with Islamic epistemic traditions. Open Education Global 2021. Online.

Nizami, U. et al. (2021, Sep 27). An International Faculty Fellowship Focusing On Open Pedagogy and the UN SDGs. Open Education Global 2021. Online.

STATEMENT OF VALUES

The Teaching & Learning Commons provides pedagogical leadership that is grounded in community, ethics, creativity, and care.

FOLLOW ALONG WITH THE T&L COMMONS

@KPU_TLCommons

Pedagogy + Practice

Beyond the Chalkboard

That's it for the July-October 2021 edition of the Teaching & Learning Commons Newsletter. We'll see you all again in December!