

Forging our Own Path



Dialogues on Teaching and Learning

A Scholarship Symposium



Thursday,
August 23rd, 2007
Surrey Campus
Conference Centre

Sponsored by:

Provost & VP Academic, VP
Strategic Services, Office of
Research & Scholarship



Presented by:

Kwantlen's CASTL Leadership
Program and
The Centre for Academic Growth



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Welcome



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Office of the President

At Kwantlen, we are committed to the scholarship of teaching and learning and the centrality of the teacher scholar to the future success of our institution. Happily, this is congruent with our nascent mandate as a regional university.

Two years ago, Kwantlen developed a plan for a new Centre for Academic Growth. We are now implementing that plan. The Centre's mandate is to support excellence and innovation in teaching and learning at Kwantlen. It is leading our initiatives to encourage each faculty member to engage in teaching that is informed by the scholarship of teaching and learning and to support more and more faculty to pursue such scholarship as a key component of their work.

Unlike other forms of scholarship that are discipline focused, the scholarship of teaching and learning can bring together faculty from all parts of Kwantlen in collaborations leading to enhanced learning for our students, our graduates and ourselves. If we do this well, the scholarship of teaching and learning can make us a closer and a more effective learning community.

I'm pleased to welcome both guests and the Kwantlen community to *Forging our Own Path: Dialogues on Teaching and Learning*. Best wishes for the symposium.



Skip Triplett
President

CONSIDER. COMPARE. CHOOSE. KWANTLEN

Organizing Committee

Alice Macpherson (chair), Gordon Lee, Rob Fleming, Grant Allen.

Review Committee

Balbir Gurm (chair), Al Valleau, Ronnie Skolnick, Jim Matteoni, Bob Perkins, David Wright, Sue Birtwell.

Special Thanks

Shirley McKendry, Carolyn Oliver, Karen Mayes, Kulvir Gill, Barbara Gorman, Linda Gomes, Sandy Kuzyk, Tally Wade, Allen Stevens.

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Schedule at-a-glance

- 8:00 coffee, tea, registration (Conference Centre A)
- 8:45 Opening Dialogue: Gordon Lee and Rob Fleming
- 9:00 Opening Keynote Panel:
What we Value about the Scholarship of Teaching and Learning - Dr. Marty Wall (UVIC), Dr. Lynn Taylor (Dalhousie), Dr. Farhad Dastur (Kwantlen), Dr. Heather Smith (UNBC)
- 10:00 break
- 10:15-11:10 concurrent session 1 (3 options) (3rd floor)
- 11:20-12:15 concurrent session 2 (3 options) (3rd floor)
- 12:15 lunch (Courtyard)
- 12:55 Lunch Keynote (Conference Centre A):
Developing scholars: Opportunities and challenges for transformational learning and practice - Sue Ann Cairns, Stephen Dooley, Robert Finlayson, Xing Liu
- 1:50-2:45 concurrent session 3 (3 options) (3rd floor)
- 2:45 break (outside Conference Centre)
- 3:00 Plenary (Conference Centre A):
Reach Out and Teach Someone - Sheila Hancock & James Panabaker
- 3:50 Poster Presentations begin
- 4:00 Social networking time
- 5:00 wrap up

Opening - 8:45 am

We will begin with opening comments by Gordon Lee and Rob Fleming as they welcome all participants to this event and pose provocative questions about the role of the scholarship of teaching and learning in a Regional University context.

Rob Fleming is the Associate Vice-President, Academic at Kwantlen University College.

Gordon Lee is the Vice-President, Strategic Services at Kwantlen University College.

Keynote Panel - 9:00 am - Conference Centre A

What We Value about the Scholarship of Teaching and Learning

This panel dialogue will explore the question of what we value about the scholarship of teaching and learning and how this impacts all of us and our students. Come prepared to be challenged and to respond.

Dr. Marty Wall (UVIC), Dr. Lynn Taylor (Dalhousie University), Dr. Heather Smith (UNBC), Dr. Farhad Dastur (Kwantlen)

Dr. Farhad Dastur is the chair of the Psychology Department at Kwantlen University College. He holds a B.Sc. (Br. Col.), a MSc. (Dalhousie), and a Ph.D. (Dalhousie). He is focused on teaching for learning and teaches in all four years of the Kwantlen Psychology program. During the past year he has acted as the facilitator working with other faculty and staff of the subgroup working on Transformative and Collaborative Learning for Kwantlen's strategic planning initiative, Creating Our Future.

Dr. Heather Smith is Acting Dean of Teaching, Learning, and Technology at UNBC. She received her PhD in Political Studies from Queen's University in 1993 and has been a faculty member at UNBC since 1994. She was Chair of the International Studies Program until taking on the new decanal position in February of this year. In 2006 she became UNBC's first recipient of the 3M National Teaching Fellowship. Heather's primary area of research is Canadian foreign policy.

Dr. Lynn Taylor is an educational development specialist and the Director of the Centre for Learning and Teaching at Dalhousie University. In her doctoral studies (Ottawa, 1992) she specialized in cognitive science theory and research methods, and in particular, in human problem solving. Over her career, her primary responsibilities have been for educational development, graduate teaching and supervision in the Post-secondary Education, and research. Her areas of practice and scholarship include: teaching and learning in higher education; educational development; the scholarship of teaching and learning; academic integrity; and academic leadership. Within Canada, Lynn is active in the Society for Teaching and Learning in Higher Education (STLHE) and is currently serving as Vice President (Scholarship of Teaching and Learning). Internationally, she is a founding member of the International Society for the Scholarship of Teaching and Learning, and serves on the editorial boards of MountainRise, The International Journal for the Scholarship of Teaching and Learning, and the International Journal for Academic Development.

Dr. Marty Wall, a 3M Teaching Fellowship recipient, currently teaches at the University of Victoria. A graduate of Harvard and the University of Pennsylvania, he spent most of his career at the University of Toronto, including serving as chair of the Department of Psychology for a decade spanning the 90's. While chair, he served as the sole instructor of the introductory course in Psychology, a course of 2200 students. His interest in fostering excellence in teaching led to his establishing the university's Teaching Assistant Training Program, developing courses on university teaching for graduate students and to faculty, and presenting annual workshops on various topics related to university teaching. In addition to his 3M (2001) award, he is a recipient of several teaching awards, including the UofT Joan E. Foley Quality of Student Experience Award.

Concurrent Sessions - 55 minutes - third floor

Concurrent Session One - 10:15-11:10

G3040 - Narrative and Multiple Intelligences to Improve Engagement and Learning

Narrative is a versatile teaching strategy and can be designed to address a variety of learning outcomes. Since 1983, Howard Gardner's research has identified that there are at least eight ways of "... solving problems and fashioning products" and that these eight intelligences are simple, elegant and powerful tools to engage students' imaginations as well as understand and facilitate student motivation and learning.

This interactive session will engage participants in a reflective dialogue about ways of designing and using effective narrative embedded in Gardner's Multiple Intelligences to enhance learning. Some questions that will be explored will include: Why use narrative? When and how should narrative be used? Where should narrative be strategically placed in the learning experience? We will use eight narrative ways of engaging learner imaginations to aid participants in achieving their course outcomes.

Allen Stevens and Alice Macpherson, contact: astevens@richmond.sd38.bc.ca and alice.macpherson@kwantlen.ca

Dr. Allen Stevens holds an EdD in Special Education and Educational Psychology and an MEd in Special Education. He organizes and facilitates professional development activities for School District 38, Richmond, British Columbia. He also teaches at the University of British Columbia, Capilano College, and Kwantlen University College.

Alice Macpherson holds an MA in Education and is currently pursuing interdisciplinary doctoral studies at SFU combining Education and Leadership through an organizational development lens. She has worked with many facets of post-secondary and adult education in curriculum development and the development and delivery of professional development educational opportunities. Alice is the Professional Development and Prior Learning Assessment Coordinator at Kwantlen, where she works with employees at all levels to increase their strengths and harness their creativity to work with students and improve learning.

G3045 - Practicum in Professional Education: Pre-Service Students' Experiences

A supervised practical experience of on-the-job training (variously known as practicum, clinical training, internship, depending on the discipline) forms an essential part of the pre-service preparation of professionals across disciplines.

This article forms one part of an interdisciplinary, pan-Canadian research project examining the future of the practicum in undergraduate professional preparation. In the present portion of the study, the authors examined the views of 431 teacher candidates concerning the most positive and the most negative aspects of their 16-week extended practicum. In this article we summarize the findings of our analysis of their responses.

The data analysis yielded three positive themes: (a) the supportive relationships that the teacher candidates developed with various participants in the practicum setting; (b) respondents' perceptions of their successful teaching accomplishments and professional achievements; and (c) the teacher candidates' feelings of self-efficacy in being able to positively affect the students under their care.

By contrast, four broad themes reflected the post-interns' responses regarding the negative elements of their practicum experiences: individual personal/professional challenges; site-based interpersonal concerns; university-related policy/procedural problems, and practicum-office difficulties.

Implications are discussed both for the practicum leaders of the program in which these students were enrolled, and for practicum administrators in other institutions. The authors assert that leaders must develop and/or modify program policies, procedures, and practices not only to maintain/enhance the positive aspects identified in this study, but to reduce the negative ones.

Edwin Ralph and Keith Walker, contact: edwin.ralph@usask.ca

Dr. Edwin Ralph is a professor of Curriculum Studies in the College of Education, University of Saskatchewan.

Dr. Keith Walker teaches Leadership Philosophy and Leader Development; Professional and Applied Ethics, Governance and Decision Making, Organizational Theory and Organizational Behaviour in the College of Education, University of Saskatchewan. His current research interests include Professional Learning Communities, Leadership Development, Trust and Moral Agency, Comparative Adult Literacy Policy, Hope-building in Education, the Spiritual Dimension of Leadership; and Capacity Building in the New Economy.

G3050 - Teaching and [Un]Learning "Race" to "Non-Black" Students by a "Black" Professor

The main thrust of this presentation is to explore the experiences of a "Black" professor and his "non-Black" students in the construction, teaching and learning of "race" and ethnicity. The central premise is that the differential experiences, socio-cultural backgrounds, and expectations of the instructor and students are important factors in the transmission and learning of a culturally sensitive and politically controversial subject such as "Race and Ethnicity" and that these factors must be taken into consideration in the construction and teaching of a course in "race" and ethnicity.

Charles Quist-Adade, charles.quist-adade@kwantlen.ca

Dr. Charles Quist-Adade is Sociology instructor at Kwantlen University College. His teaching and research interests are Racialization and Ethnicity, Media and Society, Sociology of the Family, Globalization, Social Theory and Social Psychology. He is the author of In the Shadows of the Kremlin and the White House: Africa's Media Image from Communism to Post-Communism (University Press of America, 2001).

Concurrent Session Two - 11:20-12:15

G3040 - Citizenship and Global Perspective - HIV/AIDS service organizations in Kenya

This presentation integrates an awareness of how social, organizational, and global issues are interrelated with individual and local concerns. It will further stress the need of practically applying the findings of academic research to attain the intended goal... (as opposed to "shelving" the academic and intellectual "wealth").

My study problem recognized that international donors have funded HIV/AIDS service organizations in Kenya, but although other research has identified problems found in USAID-funded projects, this research explored what the impact on the Kenya HIV/AIDS service organizations might be if these international donations were unavailable. These organizations may cease to exist if international funds are withdrawn, and this would surely disrupt the Kenyan society and intensify the diffusion of HIV/AIDS worldwide. Thus, the purpose of this study was to evaluate the major competence factors and self financing factors that would influence long-term sustainability of an HIV/AIDS service organization in Kenya in the absence of external international funding. Hence, the research questions sought to determine what were the major economic, social, environmental, project specific, and self financing factors that would enable the sustainability of the HIV/AIDS service organizations in Kenya. Qualitative research techniques based on a grounded theory research design were employed.

The research findings resulted in 18 specific major competence factors that determined sustainability. Among these factors include economic (planning, local funding, cost control, curbing fraud); social (cultural change in funding expectations); environmental (disease prevention); project specific (liquidity, synergy); and self-financing. The study recommended implementation of these 18 factors based on a situational cost-benefit analysis, pegging funding to audited reports, and implementation of strategic self-financing projects that include farming, business, manufacturing, tourism, financial investments, real estate, and membership fees. The study emphasized the importance of income derived from self-financing projects because that income would not only enhance the long-term sustainability of the service organization but additionally supplement its existing financial base.

The survival of service organizations that address HIV/AIDS disease in Kenya is critical to the long-term management and prevention of the spread of this dreaded disease that has encroached on the Kenyan population and, specifically, the country's families.

Peter Njenga, contact: peter.njenga@kwantlen.ca

Dr Peter Njenga is a Kenyan Citizen, and before he immigrated to Canada in 2005, he was a professional accountant in USA for a period of four years. He is a licensed Kenyan CPA and he holds B.Com (Hons), MBA (Nairobi), and PhD degree (Walden University, USA). Currently he is a faculty in the School of Business, Kwantlen University College.

G3045 - Knowledges Exchange as a Framework for a Transformational Educational System

The focus of this session is the argument that the current approaches to teaching and learning, and the education systems that feed them, are based on an unsustainable Industrial-Age model. The new paradigm proposed is one based on Knowledges Exchange. The session is interactive and based on the exchange of knowledges among participants based on questions such as the following:

- What is knowledge?
- What are examples of the multiplicity of knowledges, and our different ways of knowing?
- Why might we want to exchange knowledges?
- What are the barriers to exchanging knowledges in the Industrial-Age model of factory schooling?
- How is the exchange of knowledges viewed in the current post-secondary system?
- How might we facilitate the exchange of knowledges in our own teaching?
- What are the implications for curriculum, learning activities, evaluation and other pillars of the education system?
- What are your next steps going to be to promote Knowledges Exchange?

The presentation will be supported by use of PowerPoint, the Internet and multi-media elements to engage participants in exploring:

- Characteristics of the Industrial-Age model of teaching and learning
- The challenges of doing the Scholarship of Teaching and Learning in post-secondary institutions in BC, across Canada, and elsewhere
- The concept of multiple knowledges
- The practice of exchanging knowledges
- Implications for our own praxis

Elizabeth Wallace contact: ewallace@sfu.ca

Dr. Elizabeth Wallace is a Program Director at the Learning and Instructional Development Centre at Simon Fraser University. She is committed to exploring alternative educational paradigms, and works with faculty to develop scholarship in their teaching and learning.

G3050 - Using Real-World Projects in Constructivist Learning Environments

A constructivist learning environment, which involves students in real-world projects, is believed to be able to motivate students in learning. However, a real-world project must not only have a real end-user but also a connection to the community. In this paper, I explain in terms of an Activity System why real-world projects are important in learning

environment design. I discuss why project ownership is important in motivating students in learning. A real-world, community related project called Youth Can Do Information Technology (U Can Do IT) 20061, which was integrated in the INFO4230 class, is used as an example to demonstrate the idea. I also describe the form of involvement for a course instructor in real-world class projects. Finally, I summarized the lesson the IT students had learned in the project.

Andy Law, contact: andy.law@kwantlen.ca

Dr. Andy Law is currently the Chair of the Computing Sciences and Information Systems department, and the Bachelor of Technology in Information Technology department. Andy received his B.Sc. (Hons.) and MSc. in Computer Science from Acadia University and Dalhousie University respectively, and his PhD in Applied Science from Simon Fraser University. Andy's primary research interest is in the area of business intelligence which is an interdisciplinary field combining data warehousing, data mining, optimization, data analysis and more.

Lunch Panel - 12:55-1:45 pm - Conference Centre A

Developing scholars: Opportunities and challenges for transformational learning and practice

Kwantlen has always prided itself as a learning-centred institution. Over the last decade, this focus has been supplemented by a growing recognition of the role that research and scholarship can play in creating a unique, vibrant, regional university. Increasingly, faculty are modeling the dynamic relationship between scholarship and learning in their classes, and students are being presented with opportunities to engage in scholarly and creative practice as part of their curriculum.

Across North America, and particularly in liberal arts universities in the U.S., there is an established recognition of the benefits of expanding undergraduate scholarship and creative practice. The most recent expression of this trend is expressed in the "student as scholar" model (Hodge et al., 2007). The "student as scholar" is notably a developmental approach to undergraduate research which seeks to foster specific skills, habits of mind, and self-identity which result in students who embrace their role as knowledge generators, rather than passive recipients of knowledge. The approach shares important elements with inquiry (or problem) based learning and, in some cases, with collaborative learning.

There is a unique opportunity to nurture this approach at Kwantlen as a complement to our existing focus on teaching and to our expanding internal and external research and scholarship activities. It resonates with our history and with the roles envisioned for us as a regional university.

This "interactive paper" will outline the key conceptual features of the "student as scholar" approach, outline some current examples from a number of divisions across Kwantlen, survey some existing programs at other institutions from which we might learn, and open discussion on how a more explicit focus on developing student scholarship might support our evolving institutional mandate. With the assistance of a small roundtable of faculty with experience integrating research and scholarship with student learning, tools for

assisting the growth of the approach at Kwantlen, and challenges which will need to be addressed will be discussed.

Grant Allen, Sue Ann Cairns, Xing Liu, Stephen Dooley, Robert Adamoski, contact: grant.allen@kwantlen.ca, sueann.cairns@kwantlen.ca, xing.liu@kwantlen.ca, stephen.dooley@kwantlen.ca, robert.finlayson@kwantlen.ca, robert.adamoski@kwantlen.ca

Dr. Sue Ann Cairns has taught a large variety of English and interdisciplinary courses to undergraduates in Canada, the U.S., and the People's Republic of China; she has been at Kwantlen since 1990, and currently teaches a range of courses, including the new fourth year capstone seminar for English minors and the third year Children's Literature course.

Dr. Xing Liu received his Ph.D. from University of Wales, Cardiff, U.K. in 1993. He is currently a faculty member in Information Technology, School of Business, Kwantlen University College, and a member of IEEE and ACM. He has extensive international academic experience and has held teaching positions in Canada, US, Singapore and China. Over the years, he has taught nearly 30 different undergraduate level courses in the areas of information technology, computer science, computer engineering, electronics and electrical engineering. He enjoys teaching and working with students.

Stephen Dooley, B.A. (UWO), M.A. (UWO) is a Kwantlen faculty member in the Sociology Department teaching in all four years of the program. His interests include the sociology of health; street youth and youth employment issues; First People's issues and the criminal justice system; community development; statistics and research methods; and applied research incorporating a model of community development.

Robert Finlayson, CQ, is a metal fabrication instructor at Kwantlen and helps create exposure for his students through hands-on projects. He enjoys the program's hands-on projects because they help create exposure for his students and prepare them for success in their careers.

Dr. Robert Adamoski

Dr. Grant Allen

Concurrent Session Three - 1:50-2:45

G3040 - Conference, Community and Cohort: Success factors considered

Given that we (instructors, students, and community) exceeded our goal of hosting more than 160 participants from all over B.C. and beyond at our Community Conference - Thriving, not Just Surviving: Creativity in Community and Complex Care - on May 25th & May 26th, 2007, what was it about this conference that made it successful? Come to our dialogue. Areas that we will look at are:

- Committee integration & cohesiveness
- Delegation of tasks and staff support
- Theme (Education & Fun!!!)
- Selection of speakers
- Marketing strategies

- Publication materials
- Value for participant dollar

Juliet Kemble, contact: juliet.kemble@kwantlen.ca

Julie Kemble began working with seniors in the field of therapeutic recreation 30 years ago. With a graduate degree in interpersonal communication and a passion for fine arts she brings a wealth of experience to the field and to the classroom.

G3045 - Changing the Change Course

It is important for educators to reflect on their practice and experience in teaching and learning (Schoen, 2005). I teach a practice course that is aimed at using the real world as practice and working on projects in the community that are of benefit to students and the agencies. In 2007, one project was to Change the Change Course and students did research, applied theory, and implemented change in the course itself.

Balbir Gurm, contact: balbir.gurm@kwantlen.ca

Dr. Balbir Gurm RN, EdD, is the coordinator for the Bachelor of Science in Nursing Program at Kwantlen University College. Over the last 11 years she has been a member of the Faculty Performance Review Committee which has developed and implemented a review process with input from faculty and management. Balbir participates in scholarly activities varying from article writing to community service.

G3050 - How to Use a \$15 million Virtual Reality Environment to Teach Psychology

In this multimedia presentation I will share my experiences in using an immersive virtual reality environment to teach principles of Human Factors and Ergonomics. Students enter a \$15 million Airbus simulator and are immersed in a simulated visual, kinesthetic, auditory, tactile cockpit environment where they apply classroom concepts such as the design principles of displays and controls, focused vs. divided attention, cognitive tunneling, the role of human error in aviation accidents, and crew resource management. Some time will also be given to the practical considerations of how to organize and evaluate such an experience.

Farhad Dastur, contact: farhad.dastur@kwantlen.ca

Dr. Farhad Dastur is the chair of the Psychology Department at Kwantlen University College. He holds a B.Sc. (Br. Col.), a MSc. (Dalhousie), and a Ph.D. (Dalhousie). He is focused on teaching for learning and teaches in all four years of the Kwantlen Psychology program.

Plenary - 3:00 - 3:50 pm - Conference Centre A

Reach Out and Teach Someone: The Collateral Benefits of the Value-Added Classroom

This Plenary session will incorporate discussions around student retention that invariably examine the relationship between the student and the institution, but any good instructor knows that this relationship - first and foremost - is cultivated and sustained by the classroom experience. The student-teacher relationship, however, is usually not at the

centre of the planning and design of a course; instead, a positive student-teacher relationship is a collateral benefit of the instructor's teaching style. In the somewhat modified words of Carl Jung, "The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the [student]." Our presentation explores the dynamic between a deliberately constructed 'value-added' learning environment (partially online, team taught, process oriented) and the collateral benefits such innovations produce.

James Panabaker and Sheila Hancock, Contact: sheila.hancock@kwantlen.ca

Sheila Hancock, B.A. (B.C.), M.A. (S.Fraser), is the Chair of the Creative Writing Department in the Faculty of English at Kwantlen University College.

Dr. James Panabaker, B.A., M.A. (Car.), Ph.D. (Qu.), is a dynamic and collaborative instructor in Kwantlen University College's English Department.

Posters - 3:50 pm - Conference Centre B

Applied Rapid Case Methods and Related Training Theory

Building upon a prior needs analysis, learning objectives and training design are described leading to a detailed lesson plan for a Rapid Case Method that has been implemented in various versions with over two-thousand students in Canada. A rationale follows including literary references such as adult learning theory and Kolb learning styles, amongst others.

David T. Wright, contact: dr_dtwright@yahoo.co.uk

David T. Wright has more than nineteen years award-winning engineering (i.e. space, aerospace, motorsports, defense, oil/gas, and mining), management consulting, teaching and research success. Qualifications include: BEng, MBA, PhD, CEng MIET, MCMI, FRSA, SMIIE, and SMIEEEE.

Business Education Influenced by English-As-a-Second Language Approaches

This report reviews viewpoints and experiences of the author relating to teaching business subjects to international students with English as their Second Language (ESL). Classroom observation is made of other teachers teaching English as a second language, to note and discuss similarities and differences in methods, content, and pedagogy as well as implications for teaching practice.

David T. Wright, contact: dr_dtwright@yahoo.co.uk

David T. Wright has more than nineteen years award-winning engineering (i.e. space, aerospace, motorsports, defense, oil/gas, and mining), management consulting, teaching and research success. Qualifications include: BEng, MBA, PhD, CEng MIET, MCMI, FRSA, SMIIE, and SMIEEEE.

Educational Benefits of Student Research Projects

Horticulture is an 'art of science'. As such, it attracts people from a very wide background of personalities and therefore learning styles. The current generation of learner is

inquisitive, technically savvy, and while being a team player is also confident enough to tackle the unknown alone with some 'hand-holding'. How do we, as instructors, facilitate learning for these students?

In recent years, students in HORT 2372 'Greenhouse Vegetable Production' have been asked to undertake a research project. At the start of the semester, students are asked to decide on a topic that they will work on for the next 13 weeks. A timetable is provided to keep students focused on task and provide regular 'checks' and incentives for progress. Having completed the practical aspects of their project, students are provided with a PowerPoint template and present their results as a Poster at a 'Poster Conference' held for a half day in week 14 of the semester in a suitable location (e.g. a Board Room). Other faculty, staff, students and members of the Kwantlen community are invited to attend. A Poster Conference booklet is produced providing summaries of each poster. Students are required to assess the posters of three of their peers, and these assessments form part of the overall grade awarded to the student's projects.

One of the burning issues for all teachers is how to 'get through' - how to make that connection with students and their learning. Plus, in a large institution, there is always a question of how faculty can help make a connection between courses, ideas and concepts across a program – joining up the dots to avoid 'in-the-box' course thinking. I believe that such research projects given a public setting such as the Poster Conference, can help students identify issues, instill motivation and provide a forum for success. In addition, it provides a natural setting for faculty to reach out to each other and support colleague's teaching.

Gary Jones, contact: gary.jones@kwantlen.ca

After a long career in the UK Ministry of Agriculture and commercial horticultural enterprises, Gary Jones is now Chair of Production at the Langley campus. He is particularly interested in horticultural training within the wider context of sustainability for the future.

Fitness Training for Frail Seniors

This poster details the application and result of a self-administered survey that was mailed out to sixty-six individuals who participated in the Functional Fitness Training (FFT) workshops offered twice a year at Kwantlen University College. The primary purpose of this survey was to determine if individuals who participated in the workshops are integrating the workshop guidelines into their fitness programs and if they are assessing and tracking the results as recommended.

Carol Hansen, contact: carol.hansen@kwantlen.ca

Carol Hansen, BA, MEd, is the coordinator and course developer for the Gerontology - based Therapeutic Recreation Certificate program at Kwantlen University College. She has had over twenty years of hands-on experience in therapeutic recreation specific to the field of gerontology. She has worked in long term care settings including independent living, intermediate care extended care and special care.

Meaning and Manifestation of Scholarship at Kwantlen

Kwantlen faculty are continually re-defining scholarship and investigating a variety of ways of communicating scholarship. This includes Boyer typography and beyond. Some of our areas of scholarly work include diversity and inclusion, pedagogy/anthropology, health and community projects. They have presented our projects at national and international conferences, written reports and created other artifacts such as portfolios, articles and games. This poster session is about the meaning and manifestation of scholarship at Kwantlen as revealed through reading and study circles. We will also display artifacts that demonstrate the diversity of scholarship that is done currently by Kwantlen faculty and may include agreements, poems, articles, websites, etc.

Kwantlen Faculty, contact: TD@kwantlen.ca

Microcomputers and robots: binary fun in engineering courses

In the past two years the applied science programme at Kwantlen has created an Introduction to Microcomputers course where teamwork skills and hands-on programming and testing lead the students to the robots' challenge: following a complex path based on electronics and decision making. The learning curve in this course is steep and students are introduced to the wonderful digital world. Bits and signals programmed by the first year engineering students guide the robot to victory: path completion and speed challenge.

Dr. Carmen Ciubotariu, contact: carmen.ciubotariu@kwantlen.ca

Carmen was born in Romania and obtained a PhD in Engineering Physics from France in 1997. Since then, she has guided many engineering students in their first year at the University of Lethbridge, Mount Royal College, and the University of Calgary in Alberta. Carmen has been with Kwantlen since August 2006 and she brings her passion to the development of the Applied Sciences courses to encourage long life learning for future engineers and scientists.

Peer Mentoring Alliances: Transformational Leadership & Scholarship from the Inside Out

This poster highlights the forming stages of Peer Mentoring groups as they get to know each other and choose partners for a two semester interdisciplinary alliance that will develop transformational situated leadership that crosses conventional boundaries. There will be descriptions of activities used in this process and the embedded theoretical concepts along with ideas and materials that can be used in the implementation of similar processes in their home institutions. An academic paper is also available for theoretical background and support.

The academic work of teaching is deeply embedded in cultural and intercultural practice and reaches well beyond the 'halls of learning' and on into 'communities of learning' where academics have the opportunity to become transformational leaders through the scholarly teaching that they do. They need the critique and support of other like minded individuals to build a framework to further and share human knowledge in ongoing transformational ways. The Peer Mentoring Alliances program draws on the concepts of Wilcox and Ebb (1992) in that: "...professorial knowledge is not proprietary but

communal, dedicated to the welfare of society through the transmission and extension of knowledge. The role of the scholar can be conceived in four phases: teaching, discovery, application, and integration, each of which has its own ethical assumptions and problems (Boyer 1990). Often the competing needs of these roles cause conflicts for the scholar teacher/researcher. In responding to these problems, the scholar must balance individual with group realities and requirements. An important pedagogical conception to help achieve the balance is the learning community.”

Alice Macpherson, contact: alice.macpherson@kwantlen.ca

Alice Macpherson is energized by working with colleagues and building community at Kwantlen. She holds an MA in Education and is currently pursuing interdisciplinary doctoral studies at SFU combining Education and Leadership through an organizational development lens. Alice is the Professional Development and Prior Learning Assessment Coordinator at Kwantlen, where she works with employees at all levels to increase their strengths and harness their creativity to work with students and improve learning.

Reflection on a Practice Course

For the past two years a group of students in the September - December and January - April semesters have been engaged in long-term projects that were identified by the community agency and agreed to by the faculty member. The projects that students have worked on in Nursing 4141, application of change theory course, have been: improving work environments on a medical unit, improving work environments in the emergency room, improving diversity in the hospital, improving the nutrition and fitness level of students in an elementary school and in the past semester, improving the course, Nursing 4141 itself. All projects have been of benefit to the agencies and students. In reflection, the progression of the projects is dependent on the commitment of the students and preceptor, and the time commitment of the faculty.

Balbir Gurm, contact: balbir.gurm@kwantlen.ca

Dr. Balbir Gurm RN, EdD, is the coordinator for the Bachelor of Science in Nursing Program at Kwantlen University College. Over the last 11 years she has been a member of the Faculty Performance Review Committee which has developed and implemented a review process with input from faculty and management. Balbir participates in scholarly activities varying from article writing to community service.

The team of teams: Kwantlen Engineering students CAN!

Throughout the first year engineering transfer programme at Kwantlen the students enjoy collaborative work and problem solving learning based on applied research. In March 2007 the class of APSC 1125 (Introduction to Engineering) have successfully combined challenge and ingenuity to build a structure for Vancouver CANstruction 2007 and they obtained an Honourable Mention in the School Division. The poster presents the milestones of the odyssey which led to this great achievement.

Dr. Carmen Ciubotariu, contact: carmen.ciubotariu@kwantlen.ca

Carmen was born in Romania and obtained a PhD in Engineering Physics from France in 1997. Since then, she has guided many engineering students in their first year at the University of Lethbridge, Mount Royal College and the University of Calgary in Alberta.

Carmen has been with Kwantlen since August 2006 and she brings her passion to the development of the Applied Sciences courses to encourage long life learning for future engineers and scientists.

Use of Literature across Disciplines

A literature review will provide support for the inclusion of literature into the curriculum in nursing and other disciplines. This poster will provide an example of innovative practice in teaching and learning through the nursing programs at Kwantlen University College. Finally, recommendations for transdisciplinary collaboration between nursing and liberal arts in course design and semester planning will be presented.

Melodie Hull, contact: melodieprof@telus.net

Melodie Hull, RPN, MSc, BA, TESL, PID, MEd (candidate) was on Faculty in the BSN and BPN for five years at Kwantlen University College, and has recently departed for the College of the Rockies. Besides her nursing specialties, she has a keen interest in language, literacy, and transdisciplinary collaboration in curriculum design.