

STUDENTS AS CREATORS, DRIVERS, INNOVATORS AND COLLABORATORS

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Students amaze us! Teaching can be a demanding, yet a rewarding profession. Our personal experiences with the 2018 University of Calgary Conference on Postsecondary Learning and Teaching and the students that we interacted with were truly amazing. Their insight, their stories, and their presentations provided an opportunity to critically examine and build on our collective knowledge of teaching and learning.

This issue of Papers on Postsecondary Learning and Teaching (PPLT) has surpassed its original volume (2016) threefold. There are contributions from across Canada and the United States, indicating a growing interest in the University of Calgary Conference on Postsecondary Learning and Teaching and an opportunity to publish in PPLT. The conference theme ‘Students as Creators, Drivers, Innovators and Collaborators’ has produced a significant body of work expanding on the conference presentations of May 1 and 2, 2018.

PPLT’s success is due to the many committed reviewers and the dedicated editorial team consisting of Dr. Sandra Hirst, Faculty of Nursing, University of Calgary, Dr. Laurie Hill, Faculty of Education, St. Mary’s University, Dr. Mayi Arcellana-Panlilio, Department of Biochemistry & Molecular Biology, University of Calgary, Dr. Anne C. Charles, School of Liberal Studies, Conestoga College, Dr. Brianna Hilman, Werklund School of Education, University of Calgary and the competent skills of the managing editor, Brit Paris, PhD Student, Werklund School of Education, University of Calgary. Together with the authors we continue the legacy of the conference and enhance the scholarship and practice of teaching and learning.

This volume of PPLT contains multiple perspectives and ideas from diverse disciplines presented at the 2018 University of Calgary Conference on Postsecondary Learning and Teaching focused on the conference theme, “As teachers, we now recognize that we need to nurture kind, informed and courageous individuals – innovators, creators, collaborators, producers, scholars, designers, builders – capable of understanding multiple perspectives and solving problems in order to drive positive, enduring change.” The articles are organized by the conference theme: Students as Creators, Students as Drivers, Students as Innovators, and Students as Collaborators. Diverse in disciplines and institutions, the authors share their experiences, reflections, and findings.

STUDENTS AS CREATORS

From an education program perspective, Lorelei Boschman, Colleen Whidden, and Jason McLester offer their insights about lessons learned in their interdisciplinary experiential learning (EL) program. They leave us with their philosophical and pragmatic questions of providing EL opportunities for students in their institution. Sandra Hirst, Cheryl Jeffs, Britney Paris, Mayi Arcellana-Panlilio, Anne Charles, Laurie Hill, and Brianna Hillman demonstrate how with encouragement and skills, students can embrace writing and be creators of their publishing

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career. Addressing the issue of assessment in problem-based learning (PBL) are Kim Koh, Nadia Delaney, Rose Bene, Christy Thomas, Gail Danysk, Gabrielle Hone, Jeff Turner, and Olive Chapman. They explore four principles of authentic assessment including results from their self-study that suggest practical and creative applications to this pedagogical approach. Similarly, Emily Marasco, Laleh Behjat, Robert Kelly, and Shannon Maguire present how problem-solving task can be addressed through creativity and students as collaborators. They define this as ‘pataphysics’ and expand on this idea with an interdisciplinary design framework.

STUDENTS AS DRIVERS

In her research on student-centered assessment practices, Manisha Kaur Chase, explores a model that combines both critical pedagogy and the underdeveloped notion of critical assessment. She discusses the possibilities for critical assessment and poses ideas how to involve students as drivers in their assessment. Incorporating student voice to move mental health strategies forward is imperative argues Vicki Squires. She provides an overview of the fundamental actions and processes that institutions can adopt to further this initiative. Fabiola Aparicio-Ting, Donna Slater, and Ebba Kurz include an article on inquiry-based learning (IBL) and share their experience with implementing a staged framework for and with students by introducing IBL into the curriculum. Their work provides guidance and a rationale for IBL to be implemented in higher education programs. Taylor Trotter-Scully and Kerry Ritchie provide a detailed example and present their findings from a health sciences program whereby students engage in a community-based experiential learning (EL) opportunity. They provide thoughtful reflections on the student-led model including their perspectives of the advantages and challenges of EL for consideration by other educators and institutions. Megan D’Souza and Carla Ferreira explore the untapped resource of student peer mentorship. By incorporating this strategy into educational curricula, students can be drivers of their own learning and influence program design. Rebecca Wilson-Mah reports on her research with authentic assessment in a graduate internship course. She describes how the collaboration shaped students’ perspectives and her reflections. Several recommendations are included to further develop authentic assessments.

STUDENTS AS INNOVATORS

Kim Koh and Olive Chapman provide the perspective of problem-based learning (PBL) in an undergraduate teacher education program. They describe the characteristics and advantages of PBL and its applicability to the impact of student learning and developing student innovation. Geoffrey Urch and Yuen-ying Carpenter explore how problem-solving tasks can be enhanced with the development of peer-feedback skills (students provide feedback on each other’s work). Nancy Marshall and Jennifer Martin introduce how students and teachers explored digital technology for practical innovation. They offer three sub-themes for consideration, informed consent and confidentiality, boundaries, and interpretation of text. Yvonne Poitras Pratt, Patricia Danyluk, Sarah Beech, Sarah Charlebois, Clancy Evans, Alyssa Fehr, Amanda Neilson, and Angela Sanregret offer a reflective journey towards reconciliation and share their transformative and authentic learning to teach and inspire others towards innovative strategies.

STUDENTS AS COLLABORATORS

Authentic learning is explored by Tracey Clancy, Carla Ferreira, and Paige Thompson as they introduce the notion of “radical collegiality” and describe how pushing the limits and expanding collaborative partnerships between students and teachers fosters growth and learning. Furthering their thinking is a paper with Nicole Zuban and her account of a lived experience of the student-faculty partnership, her growth and understanding of her practice. AnneMarie Dorland, Dawn Johnston, and Monica Jean Henderson present their work on Mapping Movements in Mentorship and demonstrate the benefits of including students as collaborators, research and mentors. Focusing on the mentorship process with doctoral students, Anna Azulai, Amy Fulton, Christine Walsh, Carolyn Gulbrandsen, and Hongmei Tong share their perspectives as faculty and graduate students and conclude systematic and reflective processes enhance teaching development. Patricia Samson writes about participatory collaboration and explores the value of introducing a learning paradigm to enhance learning partnerships. Robert Mayall and Mayi Arcellana-Panlilio describe how a team-based collaborative program enhanced authentic learning and how it can be applicable to other higher education disciplines.

Collectively we have furthered the conference goal to provide an opportunity for faculty, students, postdoctoral scholars, librarians, and staff to share, critically examine, and build on our collective knowledge of teaching and learning. It is our hope that this publication will allow the conversations that began within the conference presentations to flow over the conference boundaries and enrich the development of teaching and learning over time.