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Yassine El Hiani, Faculty of Medicine
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Arfan Mir, Faculty of Engineering
Katherine Strynatka, Faculty of Science
Ghdeer Tashkandi, Interdisciplinary PhD
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Yellow Cab   902-420-0000

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6136 University Avenue
Tel: 902-494-3781
Monday to Thursday – 8:30 am to 7:00 pm
Friday – 8:30 am to 5:00 pm

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Food Services at Dalhousie University
6230 Coburg Road - Lower Level
Halifax, Nova Scotia
B3H 4J5

Dalhousie University Club
6259 Alumni Crescent
Halifax, Nova Scotia
B3H 4R2

Lord Nelson Hotel and Suites
1515 South Park St
Halifax, NS
B3J 2L2
The Significance of Community Engagement for Student Learning
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<td>The Role of Communities and Community Engaged Learning in Supporting Canada’s ‘Skills’ Agenda in Post-Secondary Education</td>
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<td>Dr. Carl Amrhein, MCIP, RPP</td>
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<td>Distinguished Research Chair, Conference Board of Canada; Centre for Skills and Post-Secondary Education</td>
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<td>What are we trying to provide for students? Using Furco’s continuum to guide discussions</td>
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<td>Student-Community Symbiosis: Sharing impressions of value and impact generated through Management Without Borders (MWB) Group Projects</td>
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<td>Youth in Motion: Community-engaged learning opportunities for CBU students</td>
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<td>Fostering Community Engagement at the College and Program Level – Integrating Perspectives from Renaissance College (UNB)</td>
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<td>Thomas Mengel, Sarah King, Jenny Rowett, Cynthia Stacey, Nathan Thompson</td>
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<td>Learning Analytics: Understanding online student interaction networks</td>
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<td>The Dalhousie School of Social Work Community Clinic: A Framework for Social Justice-Based Engaged Learning through direct service delivery and collaborative community development</td>
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<td>Sara Oulton and Andrea Donovan</td>
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<td>Even Wars Have Limits: Youth-led community engagement</td>
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<td>Catherine Baillie Abidi</td>
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<td>Reconceptualizing the ‘Guest Lecture’ as Community-Engagement in Undergraduate Science Classes</td>
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<td>A Lifelong Journey Toward Personal and Social Transformation: The international internship program at Renaissance College, UNB</td>
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<td>Nadya Ladouceur</td>
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<td>Five years in – what have we learned from the community based Health Mentors Program?</td>
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<td>Diane MacKenzie, Andrews, C., Godden-Webster, A., Harris, J., Persaud, D.D., Hayward, K., &amp; Mensink, N Dalhousie University</td>
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<td>Responding to the Pulse of the Community through Learning and Teaching</td>
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Wednesday, April 29, 2015

Registration and Continental Breakfast

8:30 to 9:00 am  Rowe Atrium
Coffee, tea, and a light breakfast will be served

Welcome and Opening Remarks

9:00 to 9:15 am  Room 1028

Keynote Speaker

9:15 to 10:30 am  Room 1028

The Role of Communities and Community Engaged Learning in Supporting Canada’s ‘Skills’ Agenda in Post-Secondary Education

Dr. Carl Amrhein, MCIP, RPP
Distinguished Research Chair, Conference Board of Canada
Centre for Skills and Post-Secondary Education
Professor, Department of Earth and Atmospheric Sciences, University of Alberta

Abstract

There is an ongoing conversation in post-secondary education about the importance of community engaged learning as a high impact educational practice, ranging across the spectrum of work-integrated learning/coops/internships/practica through to community service learning. Much of that literature discusses the key role such experiential opportunities play in developing what has been called ‘21st century skills’ that are essential for students as they enter the workforce. The Conference Board of Canada has been leading a national exploration of skills in post-secondary education, and how post-secondary education might move forward the ‘skills’ agenda. This keynote will explore the role of community, including the private, public and non-profit organizations involved in supporting community engaged learning, in developing key skills or graduate attributes across the disciplines.

Biography

Dr. Amrhein served as Provost and Vice-President (Academic) at the University of Alberta from 2003 to 2014. Dr. Amrhein came to the University of Alberta following his 17 years at the University of Toronto.

Dr. Amrhein holds a Bachelor of Science Degree in Geography from Pennsylvania State University (1978) and a Ph.D. in Geography from State University of New York at Buffalo (1984) with research interest in economic geography, labour markets, decision theory, migration, and quantitative methods.

Dr. Amrhein currently is a member of Fulbright Canada: Foundation for Educational Exchange between Canada and the United States of America; and a director for the German-Canadian Centre for Innovation and Research.

Dr. Amrhein served as Visiting Professor, Graduate School of Education, Peking University, Haidian, Beijing, China, during October, 2012. Since 2013 he has been serving as Special Executive Advisor to the Conference Board of Canada.

Dr. Amrhein was awarded the Officer’s Cross of the Order of Merit from the Federal Republic of Germany in 2011 and recently received an Eagle Feather to honor his contributions in advancing the role of Traditional Knowledge of the First Nations in university programming.
Networked Break

10:30 to 10:50 am
Rowe Atrium

Concurrent Sessions 1

10:50 to 11:40 am
Room 3001

Community Engaged Scholarship within the Health Professions at Dalhousie and Beyond: Continuing the conversation
Heidi Lauckner, Dr. Lara Fenton, Karen Gallant, and Marion Brown
Dalhousie University

Abstract

In the fall of 2014, an interdisciplinary group within the Faculty of Health Professions met to discuss guiding principles and ways to advance their work in community-engaged scholarship and learning. Building on these conversations, this session invites those interested and/or currently involved in community-engaged learning initiatives in different faculty at Dalhousie to participate in a dialogue.

The aims of this session are to (1) increase our awareness of community-engaged learning initiatives at Dalhousie, (2) collectively identify and prioritize factors that support and/or hinder effective community engaged learning opportunities in higher education, and (3) propose potential collaborations or information sharing to strengthen community engaged learning initiatives.

The session begins with a brief overview of examples of community-engaged learning in the Faculty of Health Professions and a series of questions that arose from our experiences (15 mins). In small groups, participants will draw on their own experiences to explore and prioritize the factors that support and/or hinder community-engaged learning in higher education (20 mins). Key priorities will be reported back to the larger group (15 mins) and these priorities will inform ongoing work of this group (which is open to new members) to strengthen community-engaged scholarship and learning at Dalhousie.

Biographies

Heidi Lauckner is an Assistant Professor at Dalhousie University’s School of Occupational Therapy. Her research explores ways that occupational therapists and other health professionals can work with people with disabilities or chronic conditions to promote meaningful participation in their communities. Recent/current projects explore: age-friendly communities, interprofessional learning and collaboration, community development approaches, and collaboration between health and recreation sectors.

Dr. Lara Fenton is currently a post doctoral fellow in the School of Health and Human performance at Dalhousie University engaged in a ‘Recreation for Mental Health project’. The project aims to advocate for and produce evidence to support the use of recreation across the recovery and rehabilitation continuum for individuals with mental health challenges. Lara’s research background includes mental health, experiential education, and nature based recreation.

Karen Gallant is an assistant professor in Recreation and Leisure Studies in the School of Health and Human Performance, Dalhousie University. Her research interests focus on citizen engagement and inclusion of marginalized populations in communities. She is also engaged in research and teaching on experiential and community-based learning, and reflexivity in the context of teaching.

Marion Brown is Associate Professor at the School of Social Work. Her research includes working with community partners on initiatives which address social determinants of health and wellbeing through meaningful, collaborative engagement.
Engaging Sociological Imaginations Through Community Partnerships: An RDC experience
Dr. Krista Robson and Dr. Choon-Lee Chai
Red Deer College

Abstract
The Sociology Program at Red Deer College provides learners with opportunities to collaborate with community organizations on issues that are related to course work. At RDC, two primary approaches are used - volunteering is done through Community Service-Learning and research-based work is done through Independent Studies courses and Honours theses. Through CSL, students volunteer with a community organization for a minimum of 18 hours, and write a reflective report about their experience. In Independent Studies / Honours thesis, students conduct full-fledged research according to the needs of a community organization. In both processes, students gain first-hand experience about social issues while helping community organizations achieve their goals. These approaches serve the mutual interests of academia and community, helping to build stronger communities. In this paper, the approaches used will be discussed in terms of underlying principles, strengths and weaknesses. One recent collaboration between RDC Sociology and the Central Alberta Immigrant Women’s Association will be highlighted; this collaboration has resulted first, in the involvement of students in the collection of data on the barriers that local immigrant women face in terms of their economic security and second, in CAIWA’s ability to implement a community plan to empower immigrant women to overcome such barriers.

Biographies
Dr. Krista Robson teaches Sociology at Red Deer College. She teaches in the area of criminology, aging, gender and offers Community Service-Learning opportunities for students in all these courses. She has been working with Dr. Chai on a community-based research project with the Central Alberta Immigrant Women’s Association. She is also Chair of the Red Deer College Research Ethics Board.

Dr. Choon-Lee Chai teaches Sociology at Red Deer College. He has supervised Community Service Learning, Independent Study, and Honours students who participated in community-based research projects with community organizations such as Central Alberta Immigrant Women’s Association, Central Alberta AIDS Network Society, and the City of Red Deer.

What are we trying to provide for students? Using Furco’s continuum to guide discussions
Nadhir Salahuddin, State Islamic University of Sunan Ampel
Marla Gaudet, St. Francis Xavier University
Ann Sherman, University of New Brunswick

Abstract
Our discussion session will include perspectives of practitioners from 3 universities who are at very different points in implementing student community engagement programs. We will use Andrew Furco’s continuum of experiential learning to discuss ways that different understandings of what we name our programs can lead to misunderstandings of purposes of community engagement programs. As university programs we see the different terminology describing very different programs with different purposes. We invite participants to discuss how we can find room for different kinds of community engagement for our students. On a continuum ranging from most beneficial to the student to a program that is most beneficial to the community, Furco’s continuum allows us to consider what our purpose is before we determine the goals and nomenclature for our post-secondary programs. Each of the participants have narratives to share about successes and planning strategies used to bring colleagues’ views together, clarifying understandings and enabling community engagement programs to garner wider support.

Biographies
Nadhir teaches in the Department of Community Development at the State Islamic University of Sunan Ampel in Surabaya, Indonesia. After serving as the head of the department for 8 years, he is now involved in promoting and institutionalizing university and community engagement in his university, with the support of funding from DFATD (Department of Foreign Affairs and Development), Government of Canada.

Marla is the Program Manager of the StFX Service Learning Program. In this role for 15 years, she has been involved in the development, implementation and evaluation of service learning at StFX. She has also consulted with other universities in Canada and abroad. Prior to her position at the university, Marla worked in the community in the areas of health care, social services and community development.

Ann is currently the Dean of Education at the University of New Brunswick, having also taught and been in administration at the University of Calgary and St. Francis Xavier University. She has several years of experience with Service Learning programs as well as other forms of community-engaged teaching. As a former school teacher and university professor, Ann has used experiential learning and community engagement in a variety of ways.
Bringing the Community to the classroom: Teacher and learner experiences in Community Nutrition
Jane Butler and Barb Anderson
Acadia University

Abstract
This interactive presentation will highlight examples of and techniques for supporting community engaged learning within a Nutrition and Dietetics curriculum, which is an integral foundation of a Community Nutrition course. The teacher and learner pair will share the impact of using community engagement as a catalyst for promoting critical reflection and of challenging students’ perspectives of practice in nutrition. The philosophy of teaching that shapes these learning experiences, and the resulting impact on professional skill development and the students’ worldviews will be highlighted. Specific examples of partnerships with local community organizations (e.g., Baby Friendly Initiative; Wolfville Farmers’ Market) will be described demonstrating the benefits for student learning and facilitating achievement of community organizations’ goals.

Biographies
Jane (Weber) Butler was born to a farming family in the small Alberta town of Castor. With a combined degree in Science and Education from the University of Lethbridge, Jane taught high school math and science for a few years, then returned to university and is set to complete a Nutrition degree at Acadia University this spring. She aspires to provide nutritious meals to those in need and to feed the body alongside the soul.

Barb Anderson is Professor and Director, School of Nutrition and Dietetics at Acadia University, assuming this position after a career with Public Health. Her research focus is food security; she is interested in ways to work with the local community around healthy food issues. Barb was Chair of Dietitians of Canada, was the “nutrition voice” on the CBC Maritime Noon phone-in for 20 years, and has been an invited speaker at over 30 conferences.

Formal Lunch
11:50 am to 1:20 pm
University Club, Great Hall

Map data ©2015 Google
Student-Community Symbiosis: Sharing impressions of value and impact generated through Management Without Borders (MWB) Group Projects

Jenny Baechler
Dalhousie University

Abstract

In 2006, Dalhousie University’s Faculty of Management launched a graduate-level course that is unique to management education in Canada. MGMT 5000: Management Without Borders (MWB) is a core class for all second-year graduate students in business administration, environmental studies, information and library studies, marine management, public administration and resource and environmental management. The course is characterized by a strong emphasis on teamwork, research design and effective problem solving in inter-professional environments. The major focus of the course is the MWB group project through which interdisciplinary teams of 5-6 students spend a semester working on live projects hosted by public, private and not-for-private organisations from across Nova Scotia. While contributing value to partner organizations, these projects are intended to provide students with the opportunity to develop/hone tools and skill sets that are part of various professional disciplines; gain a greater understanding of the issues at hand when organizations work; to integrate the seemingly disparate worlds of governance, business, environment and society; and develop leadership and teamwork skills that can be transferred to future work experiences that will inevitably take place in complex, cross-boundary environments. The panel of speakers being brought together today will capture perspectives from MWB students, faculty members and partner organizations. The purpose of the panel is to explore the ability of the MWB group project to contribute value to the work and goals of partner organizations province-wide while fostering, insights, learning and skill development for Dalhousie graduate students.

Biography

Jenny is the Associate Director of the Corporate Residency MBA program and a Lecturer for the Rowe School of Business at Dalhousie University. She is the Course Coordinator for Dalhousie University’s Management Without Borders course, a graduate class offered in the Faculty of Management that calls on students from various professional and academic backgrounds to explore broad issues in management while honing skills in interdisciplinary team dynamics, conflict resolution, cross-boundary collaboration, stakeholder engagement and project management.

Youth in Motion: Community-engaged learning opportunities for CBU students

Bettina Callary and Pat Maher
Cape Breton University

Abstract

This interactive panel will discuss experiences from two years of community-engaged, experiential learning opportunities for students and faculty from Sport and Human Kinetics (SPHK) courses at Cape Breton University (CBU). We explore ways in which community-engaged learning opportunities created an impact on student learning and academic teaching across four years of the SPHK program. Students in first-year, second-year, and third-year courses, and one fourth-year student researcher/teaching assistant created sessions for a program called ‘Youth in Motion’ (YiM). YiM is an initiative between CBU, the Cape Breton Regional School Board, the Cape Breton Health and Recreation Complex, and Health and Wellness Nova Scotia, which involves roughly 800 grade four students from every school on the Island engaging in a half-day of physical activities to boost physical literacy in youth. With each step up to a higher-level SPHK course, students became more self-directed, while adhering to the general topic of the particular course in which they were enrolled and working within the YiM framework –to be active, learn, and have fun! Experiences will be discussed that delve into perspectives of each party. Therefore, panelists include faculty members, students, and community organization leaders who will talk about the process of delivering the YiM initiative.

Biographies

Dr. Bettina Callary is an assistant professor in Community Studies, Sport and Human Kinetics at Cape Breton University and adjunct professor in Health and Human Performance at Dalhousie and in Human Kinetics at the University of Ottawa. Bettina’s research interests include coach education, learning, and development, long term athlete development, qualitative research methods, and university student development through experiential learning opportunities. Bettina is an alpine ski coach with team Nova Scotia.

Pat Maher, Ph.D., is an Associate Professor in the Department of Community Studies, Sport and Human Kinetics at Cape Breton University. Pat is the editor of the Journal of Experiential Education, a 2014 3M National Teaching Fellow, and an active researcher in a variety of areas including: sustainable tourism in the Polar Regions, outdoor and experiential learning, and leadership within teaching and learning in higher education. He can be reached at Pat_Maher@cbu.ca.
Exploring a collaborative, inter-professional community-based educational project: Learning from the reflections of the participants
Mary Jane Harkins and Zhanna Barchuk
Mount Saint Vincent University

Abstract
In a global, constantly changing society, academic and social issues are becoming more complex and challenging than ever for educators at all levels of education. For teacher educators, knowledge of collaborative practices provides an approach to address these issues that involves the expertise of professionals in a range of disciplines. This interactive session will draw upon the findings of an innovative, inter-professional collaborative education project that took place within a rural African Nova Scotia community and involved student teachers during their practicum placements. The overall goal of this project was to enhance the literacy achievement of elementary students in an after-school community program. The purpose of this session is to promote conversations around the role of collaboration and community engagement for student learning. The guiding questions will be: How do you define collaboration? What does meaningful community engagement look like? What are the strengths and challenges of community-based, inter-professional programs? In what ways can a shift to the use of collaborations in university programs contribute to the scholarship of teaching and student learning? The participants will be encouraged to share their experiences and to suggest strategies in response to the identified challenges.

Biographies
Mary Jane Harkins is an Associate Professor in the Faculty of Education at Mount Saint Vincent University, Halifax, Nova Scotia. Dr. Harkins teaches in the areas of curriculum studies, literacy education and learners with exceptionalities. Prior to coming to the Mount, she was a school board administrator with the Tri County Regional School Board in Yarmouth, Nova Scotia. Her current research interests include university-community collaborative research, teacher education, Aboriginal studies, and inclusive education.

Zhanna Barchuk is a professor in the Faculty of Education at Mount Saint Vincent University, Halifax, Nova Scotia, Canada. She teaches in both the undergraduate (Bachelor of Education) and the graduate programs in the areas of curriculum studies and social studies. Prior to coming to the Mount, she was an International Baccalaureate Geography teacher at SEK International School in Quito, Ecuador. Her current research interests include globalization, teacher education, collaborative research, and technology in education.

Fostering Community Engagement at the College and Program Level – Integrating Perspectives from Renaissance College (UNB)
Thomas Mengel, Sarah King, Jenny Rowett, Cynthia Stacey, and Nathan Thompson
University of New Brunswick

Abstract
Renaissance College (RC), the interdisciplinary leadership faculty at the University of New Brunswick (UNB) is committed “to engaging in local, national, and global communities through critical thought, inclusive dialogue, and direct action” (http://www.unb.ca/fredericton/renaissance/currentstudents/values.html). Further, learning with and helping solve problems in communities is practiced at RC in various courses, internships, and extra-curricular activities. Finally, throughout their program students at RC need to demonstrate their growth and competency in successfully engaging with communities at various levels as part of the Effective Citizenship learning outcome.

In this interactive panel various full and part-time faculty members of RC will critically reflect on the frameworks for community engagement used at RC, the impact of community engagement on communities and on student learning, and the evaluation of community-engaged learning practiced at RC. In particular, we would like to share various perspectives on and discuss what worked, what didn’t work, and what we need to improve on to better integrate meaningful community engagement in our overall approach to teaching and learning. After brief statements of each panelist, we will engage the audience in our discussion to jointly explore best practices of community engagement in the context of student learning.

Biographies
Thomas Mengel is a professor of leadership studies at Renaissance College, University of New Brunswick. He has been teaching in the field of leadership for more than 30 years. He holds academic degrees in theology, adult education, history, and computer science. His major focus in research, teaching and his professional and entrepreneurial practice is on the significance of motivation, values, and meaning in the context of project management, leadership, and social entrepreneurship.

Sarah King is a PhD candidate in the Faculty of Education at the University of New Brunswick. She has been a contract instructor at UNB’s Renaissance College since 2010, and graduated from the program herself in 2006. She completed her M.Ed. from York University and her B.Ed. from Brock University before returning to New Brunswick. Her PhD work looks at the civic engagement potential of university programs in Atlantic Canada.
Learning Analytics: Understanding online student interaction networks
Anatoliy Gruzd, Martine Durier-Copp, and Scott Comber
Dalhousie University

Abstract
The primary rationale of this study was to develop, apply and validate Learning Analytics (LA) techniques to a small sample of online and blended classes taught through The Centre for Advanced Management Education (CFAME) and the Faculty of Management. Further, it was designed to analyze online student interactions so as to better understand the social dimensions of learning and their impact upon learning processes and also capture the experience of faculty members. Learning Analytics (LA) has significant potential to utilize data generated by online interactions among students to improve learning outcomes (Buckingham & Ferguson, 2012). Online interactions provide a social network for peer-learning and community-engaged learning, and provide a lens into interactions among learner communities within the e-classroom. Data from online interactions were analyzed in an attempt to establish patterns in e-learning group communications and successful learning outcomes. The researchers will present objectives, methodology, analysis and preliminary findings. Although this is an initial pilot study, the findings may have implications for online interactions between faculty, students, community and beyond.

Biographies
Dr. Anatoliy Gruzd is an Associate Professor in the Ted Rogers School of Management at Ryerson University. He is also the Director of the Social Media Lab and a co-editor of a new, multidisciplinary journal on Big Data and Society published by Sage. Dr. Gruzd's research initiatives explore how the advent of social media and the growing availability of social big data are changing the ways in which people communicate, collaborate and disseminate information.

Martine Durier-Copp. PhD Political Science (McGill), MA Political Theory (McGill), MA Political Science/History (Université de Montréal). Director of the Centre for Advanced Management Education, Martine manages three on-line/blended Masters degrees, and has taught in the Master of Public Administration for 18 years. She has taught both on-line (blended) and in the classroom. Martine is also co-Principal Investigator in a project researching Effectiveness in Virtual Teams in both the public and the non-for profit sectors.

Scott Comber: I am an Assistant Professor with the Rowe School of Business. Overall, my primary research areas of foci are values and ethics, leadership development (physician) and social media, and management education. One of my research studies (CIHR) focuses on exploring research ethics and ways to improve health and advance ethical research engagement. I also have a number of other, ongoing research studies. Two to them are in the areas of values and ethics and explore the personal and work values of millennial business students; both undergraduate and graduate students. I am also a faculty member with the Canadian Medical Association (Physician Leadership Institute).
The Community Clinic provides case management for marginalized community members, simultaneously supplements existing resources in Halifax while acting as a site for community development and student skill-building. Graduate-level Coordinators supervise undergraduate social work students in direct service provision centralizing community-partnered and anti-oppressive approaches. The Clinic is an original project addressing service provision gaps while responding to employment trends calling for increases in university-level theory/practice experiential education. The Community Clinic provides opportunities for city-wide partnership and programming initiatives that form a model for other Canadian universities.

The Clinic has provided services to over 56 people, is deepening community partnerships and working with an expanding group of clients. Student involvement at the Clinic increases monthly and evaluations of the applicability that Community Clinic work has to career attainment have been overwhelmingly positive.

Biographies

Sarah Oulton holds a BSW from Dalhousie University and is currently completing her MSW thesis at the same institution. She is a teaching assistant for MSW level courses and holds the position as Clinic Coordinator at the Dalhousie School of Social Work Community Clinic. Sarah’s research interests are concerned with the relationship between mental health, substance use and trauma in women. Her teaching philosophy is rooted in critical pedagogies with feminist, narrative, and anti-oppressive influences.

Andrea Donovan holds an MA and an MSW from the University of Victoria. She is a Clinic Coordinator at the Dalhousie School of Social Work Community Clinic. Andrea is a feminist, social justice activist whose research centres on collaborative community development, particularly in how women resist dominance in spectral ways. She is indelibly inspired by, and honoured to collaborate with, women doing this work. Her teaching philosophy integrates anti-oppressive and socially contextualized critically reflective pedagogies.

2:30 to 3:20 pm Room 1011

Even Wars Have Limits: Youth-led community engagement

Catherine Baillie Abidi and Kalina McCaul
St. Francis Xavier University

Abstract

Current discourse on community-engaged learning is embedded within a formal educational context. Outside the formal curricular based, for-credit community-based learning, community organizations and university students have been engaged in shared learning processes for many years, and in many contexts. Non-formal, community-based student engagement brings unique lenses and perspectives to conversations around deepening student learning. Issues of motivation, sustained engagement, power and participation are central to future discussions on community-based, student learning.

This presentation is based on a ten year Canadian Red Cross (CRC) youth leadership program called Even Wars Have Limits (EWHL) which took place in Halifax, Nova Scotia. EWHL was a collaboration between the CRC and university students from three universities: Dalhousie, Saint Mary’s, and Mount Saint Vincent. The purpose of EWHL was to promote humanitarian issues and action through public outreach and engagement on such topics as international humanitarian law, the effects of war on children, anti-personnel mines, and the consequences of war.

In this presentation, we will share an overview of the creation, implementation, and theoretical frameworks that guided the student-centred programs within EWHL. We will also share reflections from students engaged in EWHL, CRC community-based strategies for youth leadership, as well as findings from a national external evaluation of CRC programs focused on community-based student learning.

Biographies

Catherine Baillie Abidi is a PhD Candidate in Educational Studies at St. Francis Xavier University in Antigonish, NS. Her research interests include youth engagement; active citizenship; peace and conflict education; lifelong learning; and migration and settlement. She has over fifteen years experience working with youth and young adults in the context of community-based learning and leadership development.

Kalina McCaul holds a Bachelor of Arts degree (Honours International Relations) and over a decade professional experience working with children and in the context of early childhood development, community-based learning and leadership development. As Training and Community Development Officer (Education Unit) at the Canadian Red Cross, Kalina spent three years coordinating youth engagement and violence prevention programming. Most recently Kalina has been appointed the Atlantic lead on migrant services for the Red Cross.
Reconceptualizing the ‘Guest Lecture’ as Community-Engagement in Undergraduate Science Classes
Jennifer Frail-Gauthier
Dalhousie University

Abstract

From 300+ student lecture-based classes to 30-student field-intensive summer classes, the importance of guest lecturers, in-class and on-site demonstrations in science courses cannot be overstated. As science instructors, we are preparing students for the world outside of the classroom; this is not as effective without community involvement. The benefits of bringing the community to the classroom (and vice versa) are at least five-fold and I will explain these benefits during this session. Oftentimes, students look for opportunities only within the university itself. Interaction with and exposure to the scientific community gives students career opportunities they may have otherwise missed; this is a common response from my past students. In return, the community members get direct exposure to qualified university students, inviting them to summer internships, meetings, etc. Hands-on demonstrations, whether in class or in the community, expose students to vastly different environments, teaching and learning, and communication styles which will give them the well-rounded education needed to better prepare them for their career. Additionally, students learn material they may have had media-inspired wrong impressions of, giving them the knowledge to dispel ‘myths’. Concrete examples from students’ and guest speakers’ impressions will be given during this presentation. Example community members here include the Ecology Action Centre, Blue Beach Fossil Museum, and many others.

Biography

Jen is a part-time instructor in Biology teaching third year Invertebrate Biology, third year SEASIDE Coastal Ecology, and lectures for second year Animal Diversity. Jen has received two university-wide teaching excellence awards since 2009. She also works for Student Services at Dalhousie at the Writing Centre and Studying for Success. Jen is a PhD Candidate in Earth Sciences studying salt marshes, and often brings her two young boys to play in the mud.

Concurrent Sessions 4

A Lifelong Journey Toward Personal and Social Transformation: The international internship program at Renaissance College, UNB
Nadya Ladouceur
University of New Brunswick

Abstract

Community-engaged learning is gaining momentum in universities and colleges around the world. Many voices argue for the need to strategically design programs as they have the potential to do more harm than good. In this session, I will discuss the strategy that guides my teaching of the international internship program at Renaissance College, UNB. My approach is informed by Paulo Freire’s critical pedagogy that sees education as a lifelong journey toward personal and social transformation. My strategy aims to develop students’ critical awareness and empower them to become active democratic citizens and includes four components: meaningful immersion, critical inquiry, self-reflection, and support networks. I will highlight how this strategy unfolds over a period of a year (before, during, and after the internship) to support student learning and then discuss the challenges I have encountered implementing it. One of these is related to the deeply entrenched charity approach to social issues that pervades our society, another associated with building reciprocal partnerships with community organizations, and a third linked to addressing the emotional challenge students face. Discussion will follow, the participants sharing their own experiences of addressing such challenges.

Biography

Nadya Ladouceur has been the Experiential Education Coordinator at Renaissance College, UNB since 2008. She teaches on the interdisciplinary leadership program and has supervised more than 150 students going on ten-week internships abroad. She is also the Chair of the Atlantic Council for International Cooperation. Her ideas on the internship experience may be found in The World is My Classroom (University of Toronto Press, 2013). She has traveled extensively and worked overseas for extended periods.
Five years in – what have we learned from the community based Health Mentors Program?

Diane MacKenzie

Members of the Health Mentor’s REWG: Cynthia Andrews, Anne Godden-Webster, Jonathan Harris, Dr. David Persaud, Kathryn Hayward, Naomi Mensink

Dalhousie University

Abstract

Health care systems worldwide are undergoing tremendous reform to meet the increasingly complex and long-term health care needs of patients with chronic conditions. Since 2010, the Dalhousie Health Mentors program (DHMP) has served as an interprofessional education (IPE) initiative to prepare health professional students for collaborative practice for persons with chronic conditions. The unique feature of this IPE experience is the participation of community volunteers as “health mentors”. Learning teams engage in activities designed to help students understand their mentor’s lived experience with their condition as well as their mentor’s strategies to navigate the health care system. The DHMP addresses three of the six IPE competencies expected for collaborative practice (interprofessional communication, team functioning and patient/family/community centredness). Over the past five years, the annual program evaluation surveys from all stakeholders have served to inform our understanding about impact on learning and design of guided learning experiences.

The objectives of this interactive presentation are to:

• Discuss the evolution of the DHMP educational design and student assessment changes
• Identify the program evaluation feedback from stakeholders that served to inform and/or drive educational design changes within the DHMP
• Discuss the potential relationships amongst the DMHP program changes and associated ratings from students, mentors and supervisors

References


Biography

Diane MacKenzie is an Assistant Professor in the School of Occupational Therapy with cross appointments to Physiotherapy, Medicine and Health and Human Performance. Diane’s teaching responsibilities include developing and teaching content and skill development related to neuroscience principles, neurorehabilitation techniques and interprofessional education. Diane is the School of Occupational Therapy’s interprofessional education coordinator and is a member of the Research and Evaluation Working Group (REWG) for the Dalhousie Health Mentors Program (DHMP).
From Male Doulas to Female Engineers: Gender is community
Rohini Bannerjee
Saint Mary’s University

Abstract
As one of the courses I offered in Fall 2014 reflecting Saint Mary’s University’s ongoing effort to encourage and create the infrastructure for teaching in areas related to sexualized violence and critical race studies, WMST 1200 Introduction to Women & Gender Studies is an opportunity to introduce students to topics including ideologies of femininity and masculinity, inequities, gender and intersecting identities, including ethnicity, class, race, disability, workforce and parenting. What better way than hosting a panel on campus with six community members sharing with students their experiences? This presentation will discuss the successes of the 1st Gender Role Panel at SMU, engaging students with Canada’s first male doula and stay at home father, a male nurse, a female nurse of colour, a female engineering professor and lone parent, a former stay at home father and now athletic director and a retired female military nurse. We will outline how students prepared questions for the panelists and how their learning was brought back to the classroom in the form of both written and oral presentations and then later to the university via a Faculty of Arts student conference. If time allows, students in WMST 1200 will be invited to briefly share what they gained from this community-engaged experience.

Biography
Recipient of the 2012 Saint Mary’s University Student Association Award for Overall Excellence in the Field of Education, Dr. Rohini Bannerjee is an Associate Professor in the Department of Modern Languages & Classics at Saint Mary’s University in Halifax, NS. Her primary area of research is in contemporary Indian Ocean Francophone literatures and cultures. Rohini is also Faculty member of both the Asian Studies and Women and Gender Studies programmes at Saint Mary’s.
**Creating a Community of Practice Through Peer-Feedback**

Michael Landry  
Dalhousie University

**Abstract**

The theme of this year’s conference is centred on the theme of community engagement and learning. However, before we look at engagement with the outside community, we need to first examine what can be done to build the student community within the classroom. Moreover, good engagement often begins with the ability to give quality feedback. One of the key requisites of good feedback is it that is action-oriented; meaning that it provides the student with an explicit focus for how they can improve. With a greater emphasis on metacognitive strategies, in conjunction with peer-feedback, students can become more aware of another one’s needs and create a genuine “Community of Practice”. This interactive presentation provides an overview of how teachers can use peer-feedback to help further a community of practice within their own course. The presentation explores concepts related to metacognitive strategies and Situated Learning. It provides participants with sample activities. While the activities are taken from an English Language Teaching (ELT) context, they can be modified to meet the needs of the participants.

**Biography**

Michael Landry is an ESL instructor with Dalhousie University’s ESL programs. He has worked in instructional and administrative roles in the English language teaching field since 2001. Michael has spent the majority of his career in East Asia, and returned to Canada in 2011. He is passionate about learner-centred approaches and the use of Web 2.0 applications to foster enhanced learning experiences.

**Sharing Promising Practices: Reflections on using an online, open-access course to connect with community members working with vulnerable young people**

Emily Pelley  
Dalhousie University

**Abstract**

Children and youth in vulnerable situations both in Canada and overseas, face common threats to their mental health and well-being. These challenges can be addressed better when service providers, researchers, families and communities pool their knowledge and resources, sharing what they’ve learned about helping young people become more resilient. The challenge for us at the CYCC (Children and Youth in Challenging Contexts) Network is to find how to share such information in a way that is both accessible and useful for those who work with youth in the community.

In response to this challenge, we have collaborated with Dalhousie University to offer a 5-week, open access course in March/April 2015. This course will be based on the work that the CYCC Network and its members have done to identify promising practices for helping vulnerable children and youth. This course will provide participants with concrete ideas for innovative programming, changes to policy, and the tools to assess the impact of the work they do.

This presentation will talk about:

- the role of open access courses in knowledge sharing and education
- the development process of this course
- what worked well and what did not
- how this tool can be used to support those working with youth in our communities

**Biography**

Emily Pelley is a project manager at the CYCC (Children and Youth in Challenging Contexts) Network at Dalhousie University and a researcher with the Romeo Dallaire Child Soldier’s Initiative. She is also PhD candidate in the Interdisciplinary program at Dalhousie, studying how to do research with marginalized youth. Her research interests include children and youth mental health, social justice, human trafficking, international humanitarian law, knowledge mobilization, and youth engagement.
Enhancing Student Learning Through Worldview Community Engagement
John Valk and Aybiçe Tosun
University of New Brunswick

Abstract
Exploring one’s own beliefs, values and behaviours (one’s own worldview) requires a journey into one’s “inner territory” – into one’s heart, soul and mind (Knowing Self). But “he who knows one; knows none” (Mueller); Knowing Self requires Knowing Others, imperative in light of a worldwide burgeoning of racism, xenophobia and religious intolerance. Students increase their knowledge of others generally through textbooks and classroom discussions – an arms length, armchair scholarly approach. Engagement with worldview communities outside the academy (experiential learning), however, can significantly increase knowledge of the other – active engagement with the other – while increasing knowledge of the self.

This presentation seeks to demonstrate that Knowing Self and Knowing Others is enhanced when students engage with those of religious and secular communities through site visits in the community. It will present research results indicating that such engagements lead to enhanced awareness and learning of one’s own worldview and those of others: one’s own beliefs, values and behaviours and those of others.

The presentation will 1) describe a course model that incorporates community engagement (10 min); 2) present research results indicating enhanced student learning through such community engagement (15 min); 3) engage in a Q & A discussion session (25 min).

Biographies
John Valk (PhD) is Professor of Worldview Studies at Renaissance College, University of New Brunswick. His teaching, research and writing focus on worldviews. He has presented at various national and international conferences, and published in various academic journals and books. He is currently involved in a book-writing project on “An Islamic Worldview” at Ankara University (Turkey). He is also a Visiting Professor at the Protestant University of Darmstadt (Germany) and a Distinguished Fellow at the University of South Africa (Pretoria).

Aybiçe Tosun received her B.A. (2007 - Theology) and M.A. (2010 - Religious Education) from Ankara University (Turkey). Currently she is completing her Ph.D. in Religious Education at Ankara University. She is doing her Ph.D. research on Worldview Education at Renaissance College, University of New Brunswick. Aybiçe taught Religious Education in Turkey at the secondary school level from 2007-2009. Since 2010 she has worked as a Research Assistant in the Faculty of Theology at Eskisehir Osmangazi University (Turkey).
Building Community and Academic Mentoring in the Faculty of Science: A mentorship practicum for senior students in Science Leadership
Dr. Anne Marie Ryan and Dr. Allison Schmidt
Dalhousie University

Abstract
The new Leadership in Science class at Dalhousie is the first of its kind in Canada. It aims to provide students with an introduction to current best-practices in leadership in the context of their science, as well as an opportunity to “practice” leadership. A key component of this course is the service-learning practicum. Students in the Science Leadership course serve as academic mentors and community builders in the Faculty of Science. The mentoring component involves pairing students from different disciplines within the Leadership course together to offer drop-in extra help sessions for novice students. Mentoring helps the senior students develop mastery over their discipline, and serves to help them clarify their values, inspire others in a shared vision of learning and enable novice learners to take ownership of their learning while they provide support for and encourage the learning of these novice students: all critical to developing current best-leadership practices. The regular reflections senior students write about their practicum experiences have been key to solidifying their learning and gaining confidence both in their disciplinary knowledge and their leadership skills. In this session, we share our experiences with this developing and evolving service-learning practicum and invite discussion throughout the presentation.

Biography
Dr. Anne Marie Ryan and Dr. Allison Schmidt co-teach the Leadership in Science course in the Faculty of Science. Both are teaching faculty within the Faculty of Science at Dalhousie University: Anne Marie in Earth Sciences and Allison in Biology. They both strongly believe in the importance of developing leadership skills in young scientists, and in the importance of building community across the sciences.

Creating Community in the Classroom: Assisting students with learning to learn
Emily Root, Pat Maher, and Bettina Callary
Cape Breton University

Abstract
Students flourish when they become part of a collaborative and creative community. All too often, courses are focused in a content-heavy manner where curriculum supersedes the equally important “process” component of learning. From our experience, across a variety of disciplinary spheres, learning can be deepened by spending more time, and paying greater attention to, creating learning communities. This concept is highlighted as a “high impact practice” in student recruitment and retention literature.

Whether the setting is a conventional university classroom or lecture hall, a field or forest on the edge of campus, or a local neighbourhood, educators can facilitate a learning community through a progression of intra- and interpersonal explorations. This workshop will engage participants in a series of experiential activities that we use in our first-year course programming – aimed at fostering initiative, leadership, self-awareness, and trust – all factors that underlie effective collaborations for increased learning. Workshop activities will be debriefed from both the participant and facilitator perspectives, and one or two current undergraduate students in our degree program will be invited to speak first-hand to their thoughts on this process and how it assisted their learning.

Biographies
Emily Root is an Assistant Professor in the Department of Community Studies at Cape Breton University. Her research and teaching interests include outdoor, experiential and environmental education and decolonizing and Indigenous Land-based pedagogies.

Pat Maher, Ph.D., is an Associate Professor in the Department of Community Studies at Cape Breton University. Pat is the editor of the Journal of Experiential Education, a 2014 3M National Teaching Fellow, and an active researcher in a variety of areas including: sustainable tourism in the Polar Regions, outdoor and experiential learning, and leadership within teaching and learning in higher education.

Dr. Bettina Callary is an Assistant Professor in Community Studies, Sport and Human Kinetics at Cape Breton University and adjunct professor in Health and Human Performance at Dalhousie and in Human Kinetics at the University of Ottawa. Bettina’s research interests include coach education, learning, and development, long-term athlete development, qualitative research methods, and university student development through experiential learning opportunities. Bettina is an alpine ski coach with team Nova Scotia.
Supporting Curriculum Changes Through Evidence Syntheses: A systematic review of embedded research programs in Undergraduate Medical Education
Robin Parker and Jackie Phinney
Dalhousie University

Abstract
In 2013, Dalhousie’s Undergraduate Medical Education (UGME) curriculum introduced a scholarly project component in the form of the Research In Medicine Unit (RIMU). The goal of the program is to graduate doctors who have an understanding and appreciation for research through hands-on experience with a project throughout the four years of their degree. The program also engages the faculty and research community through partnering students with faculty mentors. We are conducting a systematic review of the evidence regarding programs similar to RIMU to increase our understanding of how embedded, longitudinal scholarly programs impact outcomes such as research outputs, engagement with clinical research after graduation, and changes in local research capacity. In our review, which will summarize the primary literature and build on an existing review from 2010 (1), we will add to the body of knowledge supporting RIMU and the UGME curriculum and will help illuminate the characteristics of other successful medical curricula with embedded research programs. We will present on the progress of the review to date and highlight key messages from the literature thus far. Audience discussion and input based on our interim findings will help inform the final report and potential future directions for program evaluation.


Biographies
Robin Parker is a medical librarian at the W.K. Kellogg Health Sciences Library. She brings her experience in hospital, health research, and academic settings to her teaching responsibilities with the Undergraduate Medical Education (UGME). In addition to presenting lectures and seminars for programs within the Faculty of Medicine, Robin provides research support for students, faculty, and research staff, especially regarding knowledge syntheses, such as systematic and scoping reviews.

Jackie Phinney is a medical librarian working with the faculty, staff, and students of the Dalhousie Medicine New Brunswick program in Saint John. In her role, she teaches students about efficient practices for information retrieval, and engages with faculty and staff to support their research and teaching endeavors. Jackie is currently pursuing a Master of Education degree in Adult Education.

The impact of a reflective Graduate Engineering Attribute-Based Co-op Work Term Curriculum on student learning
Ian Watts and Jennie Brimicombe
Dalhousie University

Abstract
Recently, engineering education in Canada has made a dramatic shift to outcomes based learning. The outcomes, which were developed by the Canadian Engineering Accreditation Board (CEAB), comprise 12 attributes that graduating engineers should possess when they complete their B. Engineering degree. The Dalhousie Engineering Co-op Program has designed and piloted a new reflective work term curriculum based on four of the twelve attributes. The curriculum allows students to track and articulate their development of four attributes while also enabling them to acquire a deeper understanding of how their work place experiences contributed to their professional growth and career plans. It is also designed to allow students to interact and share experiences with one another during their work term. This presentation will describe both the curriculum and the ways in which we evaluated its impact on the student learning at work.

Biographies
Ian has been Student Development Coordinator in Science, Information Technology, Engineering Co-operative Education at Dalhousie University for the last 3 years. He is a graduate of MSVU’s MA(Ed) Lifelong Learning program and has several years of teaching experience in post-compulsory education in the United Kingdom.

Jennie Brimicombe has worked at Dalhousie University for the past nine years in student advising, adult education, career development and experiential learning. She has a Bachelor of Commerce in Human Resources from Saint Mary’s University, and a Diploma in Career and Work Counselling from George Brown. She possesses sound knowledge of adult learning principles through graduate courses in adult education from MSVU, and hands-on experience teaching and advising adults for the past 9 years.
How to Win Partners and Support the Community: Making strong connections for community engagement for student learning
Rick Hutchens and Roxanne Reeves
University of New Brunswick

Abstract
The leadership faculty at the University of New Brunswick – Renaissance College has for the past decade offered a two-semester practicum. This year 10 Community partners pitched their problems. Eight were selected by student groups who then negotiate the solution process, craft an MOU, and submit and present deliverables to the boards of the respective partners groups. Students also present their findings at a public symposium. While lauded as a capstone experience by students and replete with returning community partners, the experience and the nature of the relationships have never been formally measured or investigated.

This conference has been a call to action of sorts. Correspondingly, community partners were interviewed in an effort to understand benefits, complexities of the experiences and the nature of the relationships.

Among the questions asked of our former and current community partners are two posed by the conference organizers:

- Have organizational goals been supported by students’ learning in the community? If so, how?
- What is the impact of service learning on your partner organization?

Additional questions included:

- What is the organization’s motive for participating in service-learning partnerships?
- What are the strengths and challenges of these relatively short-term service-learning relationships?
- Is there a demographic divide – if so, what difference does it make?

Join in an interactive and engaging workshop where we will report on findings, respond to requests for advice, and reply to questions in an effort to spark conversation and to facilitate the sharing of promising practices and authentic experiences, so we can learn from one another about the myriad possibilities and partnerships that can enrich and deepen student learning. Together we will analyze challenges and complexities, discover solutions, discuss the difference between a project and problem-solving, and network with other colleagues as we discuss the characteristics of successful service-learning.

The Foundations of Mindfulness: The triumphs and challenges of teaching and learning in a highly experiential course at Renaissance College, UNB
Jenny Rowett
University of New Brunswick

Abstract
This interactive presentation is grounded in the experience of teaching adapted forms of mindfulness-based stress reduction (MBSR) and meditation to university students over the past six years. Formats have included psycho-educational open groups and workshops, and for credit course offerings at the undergraduate and graduate levels in the Faculty of Education and at Renaissance College, at the University of New Brunswick. Over the past two years, a unique stand alone course, The Foundations of Mindfulness, was created and offered at Renaissance College. This fourth year, leadership elective continues to attract diverse students from numerous faculties, and from all levels: Undergraduate, Graduate, PhD, and Retiree. The structure, content, benefits, and challenges of teaching and learning in this highly experiential course will be discussed. Participants will (1) learn the development and progression of mindfulness-based education in various settings at UNB; (2) discuss the content and experiential practice of The Foundations of Mindfulness course; (3) review students’ feedback.

Biographies
Jenny Rowett is a university instructor, mindfulness researcher, counsellor, kinesiologist, exercise physiologist, yoga and meditation teacher, and retreat leader. With an extensive background in physiology and counselling psychology, Jenny seeks to integrate mindfulness-based interventions into a variety of settings including psychotherapy, education and health care. She has been weaving mindfulness into her own self-care practices for the past twenty years.
Coming Together to Train the Best Clinical Psychology Students and Support Children with Learning and Mental Health Needs in the Community
Elaine Ply, Penny Corkum, Annie Baert Jill Chorney, and Kathryn Birnie
Dalhousie University

Abstract
Dalhousie’s Clinical Psychology PhD program places a high value on community engagement in the student learning process, which occurs in several arenas: research projects, student-driven projects for community health services, and clinical skills training. The purpose of this presentation is to describe how the clinical program has integrated community-based learning into the program in ways which enhance student growth and development as well as creating opportunities for students to “give back” to their community. This interactive program focuses on the impact of partnerships (including the benefits and challenges) between faculty and community organizations in the areas of clinical skills training and program evaluation. Presenters include two Clinical Psychology Program faculty who facilitate assessment practicums in the schools, community practica, and program evaluation in the hospitals, along with a community-based educator and clinical supervisor who will address the impact of learning partnerships on their systems and the community. A clinical psychology student will also present to highlight the impact of these experiences on her own professional development. Community-based learning is one of the key reasons for the success of Dalhousie’s clinical students, who, for the past seven years, have had a 100% internship placement compared to a national average of 75%.

Biographies
Dr. Elaine Ply serves as the Field Placement Coordinator for the Clinical Psychology Program in the Department of Psychology and Neuroscience at Dalhousie. She teaches undergraduate and graduate level clinical courses, dividing her time between teaching and working with students to assist them in developing their clinical skills through practicum training. Her work in the program also includes working closely with health service psychologists to develop and maintain community partnerships for the clinical program.

Dr. Corkum is a Registered Psychologist and Professor in the Clinical Psychology Program, Department of Psychology and Neuroscience at Dalhousie. When she began teaching psychological assessment, Dr. Corkum decided it was important for clinical students to have “real life” training with childhood learning and mental health problems. As such, she established a practicum within the schools, which not only enhances student learning, but provides an important service to the schools and the children they serve.

Ms. Baert is the Learning Disabilities Consultant at the Department of Education and Early Childhood Development. Ms. Baert has facilitated a number of partnerships with our Clinical Program, including helping to establish the assessment practicum. Her work at the department is focused on supporting individuals with learning disabilities during their formal education as well as when transitioning to post-secondary education.

Dr. Chorney is a Professor in the Department of Psychology and Neuroscience at Dalhousie University and a psychologist with the Pediatric Complex Pain Team at IWK. Dr. Chorney has multiple roles with clinical psychology students, from supervising research to practicum training. Through the IWK, she has supervised clinical student skills training and program evaluation projects conducted by students. As such, she knows first-hand how applied learning experiences benefit both students and the health care system.

Ms. Katie Birnie is a senior student in the Clinical Psychology program. As a student, she has had the opportunity to experience community-engaged learning first-hand through her clinical training experiences HRSB schools and IWK, research projects, and program evaluation. Ms. Birnie will describe how these experiences have contributed to her development as a psychologist while also contributing to children and families with the school and hospital systems.
Why Don’t Sociologists Like Service Learning?
Riley Olstead
St. Francis Xavier University

Abstract
This presentation reflects upon the formative stages of an experiential-learning course in a new interdisciplinary Arts program in Human Health offered at St. Francis Xavier University. In particular, I will focus on the creation of an Introductory Sociology course with a substantive experiential-learning component, specifically tailored for incorporation into the Human Health Program. Out of the process of designing the course, several questions emerged about the value of service/experience based learning in relation to pedagogic goals associated with sociology as a discipline.

I will focus on the following:
1. From a sociological perspective, how can we locate service/experiential learning within dialogues about changes in academic cultures?
2. Is experiential learning a necessary, or at least, an additional method for teaching and learning about citizenship, critical thinking and social justice?
3. How can we understand experiential learning in an academic culture which, increasingly privileges student experience over academic rigor?
4. How can an experientially-based sociology reconcile Marx’s call to social praxis with concerns about service-learning’s McService’?

Undergraduate student perspectives on the characteristics of valuable community-based experiential learning activities
Karen Gallant, Melanie Fingold, Braden Kingdon, Lara Fenton, Barbara Hamilton-Hinch, Susan Hutchinson, and Laurene Rehman
Dalhousie University

Abstract
The purpose of this presentation is to describe the characteristics of community-based experiential learning opportunities that make them valuable learning experiences from the perspectives of undergraduate students. This research is part of a larger project currently underway within the Recreation and Leisure Studies division of the School of Health and Human Performance at Dalhousie; the project team includes two undergraduate students who have been active in data collection and will help to represent the student perspective during this presentation. This presentation will focus on the findings from four focus groups (three completed, one pending) with students in Dalhousie’s Recreation programs. The data to date suggest that students value experiential learning in community-based settings when (1) they feel capable of doing well at the tasks they are assigned; (2) there is a shared understanding of the purpose and goals of their involvement; (3) they have a means to reflect on their experiences; (4) they do not anticipate a gap in service when they end their learning experience. During this session we will elaborate on and discuss these findings as well as delegates’ perspectives, and the ways in which these findings can inform the design of community-based experiential learning opportunities.

Biographies
Karen Gallant is an assistant professor in Recreation and Leisure Studies in the School of Health and Human Performance, Dalhousie University, Nova Scotia, Canada. Her research interests focus on citizen engagement and inclusion of marginalized populations in communities. She is also engaged in research and teaching on experiential and community engaged learning, and reflexivity in the context of teaching.

Melanie is a senior undergraduate student in the Therapeutic Recreation program in the School of Health and Human Performance at Dalhousie. She is active as one of two undergraduate students working with Recreation and Leisure Studies faculty on revisions to the undergraduate curriculum in our leisure programs.

Braden is a senior undergraduate student in the Recreation Management program in the School of Health and Human Performance at Dalhousie. He is active as one of two undergraduate students working with Recreation and Leisure Studies faculty on revisions to the undergraduate curriculum in our leisure programs.

Lara Fenton, Postdoctoral Fellow, HAHP
Barbara Hamilton-Hinch, Assistant Professor, HAHP
Susan Hutchinson, Associated Professor, HAHP
Laurene Rehman, Professor, HAHP
Informal lunch and networking break

Continuing the Conversation…Engaging Community Partners
Heidi Lauckner and Jenny Baechler
Dalhousie University

Building on the dynamic discussion(s) happening at the CLT conference on April 29 & 30\textsuperscript{th}, we invite you to join us for a brown-bag lunch discussion on Thursday, April 30\textsuperscript{th}, 12:00 to 1:00 pm in room 1007 of the Rowe Management Building. We hope this will be the beginning of a series of conversations amongst faculty members who are interested in learning about and strengthening community-engaged learning. This first conversation will involve sharing experiences and best practices related to engaging & recruiting community partners. We’ll have a few samples of different engagement strategies to get the conversation going and hope to hear about the challenges and opportunities you’ve faced in building relationships with community partners. We’ll wrap up our time together with a discussion around what a community of practice focused on community-engaged learning might look like. how could such a network add value to your work, what topics would you like to discuss with peers over the next 6-12 months and how often (and in what format) would you like to meet? Bring a coffee and your lunch to room 1007 of the Rowe Management Building and join the conversation. All are welcome! Looking forward to seeing you next week!

Concurrent Sessions 8

Have Not No More: Educating for Civic Engagement at Atlantic Canadian Universities
Sarah King
University of New Brunswick

Abstract
Policy makers, educators, and community organizers lament the civic disengagement of young people, particularly those in the 18-25 age bracket. A discourse of deficit permeates discussion on Atlantic Canada’s have-not status in the broader Canadian landscape. As well, a substantial amount of literature exists documenting the potential for post-secondary institutions to contribute to the creation of a more civically engaged youth, and to contribute to the creation of more engaged communities.

This paper examines how one undergraduate program at an Atlantic Canadian university fosters a sense of community within its program and how it is engaged with the outside community. I will discuss the findings from an appreciative case study I conducted as part of a broader study. Using practices of conversational inquiry, I spoke with students, faculty, and staff to explore the program’s approach to community engagement, including examples of community-based research and connections with community partners, and how those engagements respond to the specific needs of the community. Implications for policy, pedagogy, and practice at other institutions will be explored, to advocate for a particular framework for engagement in Atlantic Canadian communities.

Biography
Sarah King is a PhD candidate in the Faculty of Education at the University of New Brunswick. She has been a contract instructor at UNB’s Renaissance College since 2010, and graduated from the program herself in 2006. She completed her M.Ed. from York University and her B.Ed. from Brock University before returning to New Brunswick. Her PhD work looks at the civic engagement potential of university programs in Atlantic Canada.
From accreditation to implementation – developing a new service learning program – a framework for you!
Brie Rehbein, and the Service Learning Working Group Representatives at Dalhousie University

Abstract

Faced with new accreditation standards to encourage and support undergraduate students to participate in service learning activities, Dalhousie Medicine is implementing a new service learning program with a focus on providing students with the opportunity to gain knowledge of community needs while broadening their understanding of patient needs.

From creating a national environmental scan of comparable programs to navigating curriculum approval to supporting community organizations and student learning, this interactive presentation will provide participants with an in-depth understanding of the implementation framework developed by the Global Health Office with support from the Service Learning Working Group. Presentation attendees will hear from the Service Learning Working Group on topics including student assessment and program evaluation. Tools and techniques will be reviewed and critiqued by attendees.

The presentation style will include group discussions on challenges in service learning programs:

- Curricular vs. Co-Curricular
- Balancing community needs with student learning
- Insurance and legal considerations

Participants will leave the session with an in-depth understanding of the framework of the service learning program being implemented in the Faculty of Medicine, knowledge of tools and techniques and potential challenges in implementing service learning programs.

Biographies

Brie Rehbein is the Program Manager with the Global Health Office at Dalhousie University. She manages implementation of global health programming for students in Medicine and the Health Professions. She holds a Masters in International Development Studies and has over 10 years experience in international education and community engagement.

The Service Learning Working Group works with the Global Health Office on implementing a service learning program in Undergraduate Medical Education at Dalhousie University. Members include faculty, staff, students and community members.

Engaging for Learning and Leading – NSCC and DAL leading a local campaign for innovative economic and social development
Kathleen Kevany, Fonda Smyth, and Sarah Hingley
Dalhousie University

Abstract

Faculty members of NSCC and Dalhousie University have partnered to foster community engagement through Engage Colchester-Truro (C-T). These engagement initiatives are proactive, purposeful, positive, and inclusive. Ideas are gathered from all interested parties to stimulate social and economic development for a community that is welcoming, wealthy and wise. Students at both NSCC and DAL-AC also are becoming leaders of this local movement for greater prosperity and vibrancy. Students are involved as community facilitators, as change agents and leaders. Several students also are researching on how to make the region the best it can be. These initiatives help Colchester-Truro to rewrite its story. Our efforts are addressing goals of the ONE Nova Scotia Report through active community-engaged learning. The goals of Engage C-T are advanced with student learning in the community. This is the story of how we are making this the coolest place to live and the fun-est story to tell. Come find out how. Also, students will share the impact of community-engaged learning. Students will discuss what they have gained from community-engaged experience including personal development, professional skills, their place in the world and their sense of citizenship, along with the importance of community research for community change.

Biographies

Kathleen Kevany is a community leader and facilitator. She is known for her community engagement of more than three decades. She currently teaches Leadership and Social Change as well as a course in Human Relations and Conflict Resolution for the Faculty of Agriculture. Kathleen also is the Director of Adult Learning which involves broad community engagement. Along with Fonda Smyth, Kathleen is the co-chair of Engage Colchester-Truro, the locally lead movement for making Truro and the coolest area in Nova Scotia in which to love, live, work, create, and learn.

Fonda Smyth is a Faculty member of International Business at NSCC, Truro Campus. She has been a leading thinker in strategic planning for governments in Canada and abroad, as well as for community economic development. Fonda engages the community in learning with NSCC through internships and partnerships as well as by leading efforts to bring partners together for innovation and collaboration. Along with Fonda Smyth, Kathleen is the co-chair of Engage Colchester-Truro, the locally lead movement for making Truro and the coolest area in Nova Scotia in which to love, live, work, create, and learn.
Change One Thing Grant - Living Theory Through Embodied Practices: The Integration of Caring Science into Graduate Education in Nursing Philosophy
Dr. Lisa Goldberg, Dalhousie University

Dr. Goldberg is the 2015 recipient of the Change One Thing Challenge grant, which is offered through the Centre for Learning and Teaching. The Grant was implemented in order to showcase student engagement activities that have been incorporated into teaching practices across Dalhousie, which has a positive impact on student learning.

The theoretical approach to teaching nursing philosophy in graduate education in Canada has often failed graduate nursing students in understanding the significance of philosophy to their practice as nurses. To foster a deeper understanding and increase student learning, Caring Science, as an experiential and theoretical framework, was infused into a graduate course in nursing philosophy (Goldberg, 2014; 2015). The use of this framework facilitated a more embodied understanding of philosophical theories for graduate nursing students. This entailed a deeper recognition of how their personal and professional practices were inherently connected to their ability as nurses to foster authentic caring-healing relationships in the context of nursing practice (Goldberg, 2014; 2015).

Institutional Approaches to Community Engaged Learning
Robert Summerby-Murray, Dean, Faculty of Arts & Social Sciences, Dalhousie University
Matthew Hebb, Government Relations, Dalhousie University
Esther E. Enns, Senior Advisor, Teaching and Learning, Saint Mary’s University
Fiona Black, Provost & VP Academic, Dalhousie University

Abstract
Community engaged learning, in all of its forms, has been singled out as one of several high-impact educational practices in higher education. In addition to becoming a standard component of the strategic directions/academic plans of many Canadian universities at the program, faculty and institutional levels, community engaged learning has increasingly become a focus for government and community partners (in both the corporate and non-profit sectors) looking to both enhance the student learning experience as well as support the ongoing social, cultural, intellectual, and economic development of the community. This panel, to close off our conference on “The Significance of Community Engagement for Student Learning”, will explore four perspectives from academic leaders on the opportunities and challenges facing institutions looking enhance community engaged learning across the disciplines.