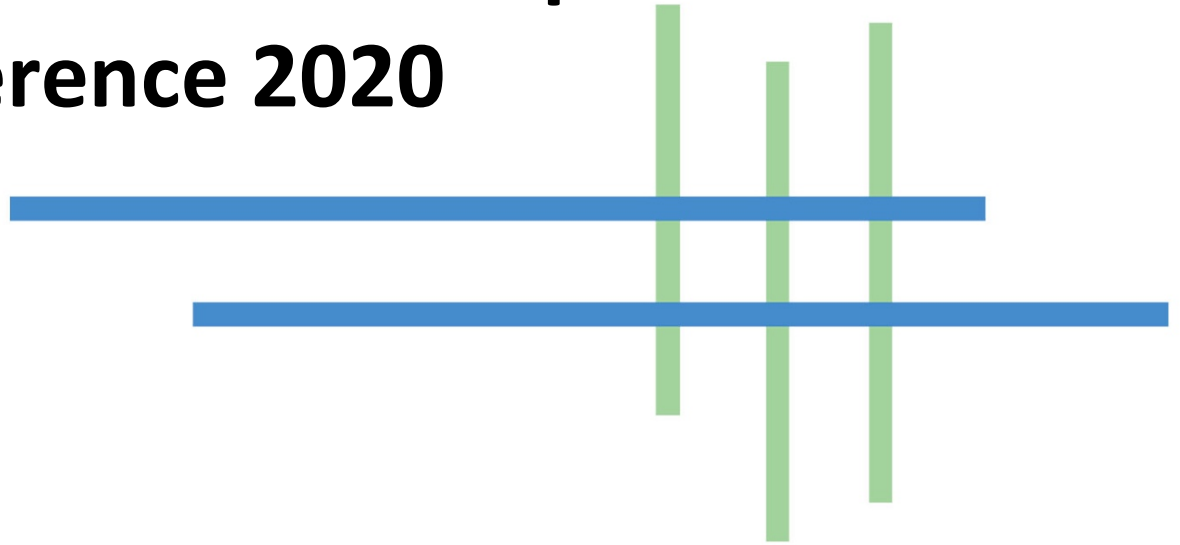# Educational Developers Caucus Conference 2020

Transforming Learning: Educational Development at the Intersections of Relationships, Evidence-based Practices, and Inclusivity

Halifax, Nova Scotia, Canada
February 19-21, 2020

MOUNT SAINT VINCENT UNIVERSITY

EDC · RFPES
Educational Developers Caucus
le Réseau de formateurs en pédagogie
de l'enseignement supérieur

DALHOUSIE UNIVERSITY

Educational Developers Caucus Conference 2020
Wednesday, February 19, 2020
Dalhousie University

Time	Room	Event
8:30 to 9:30	MC Atrium	Breakfast and Registration
MORNING PRE-CONFERENCES		
9:30 to 12:30	MC2107	**Indigenous Learning Circle: Our Journey as Settlers** Apryl Gill; Elaine Berwald, Visiting Elder; Dana Wetherell; and Crystal Adams Coons In 2015, the Truth and Reconciliation Commission of Canada outlined calls to action for reconciliation between Canadians and Indigenous peoples. The proposed actions call on all levels of government "to raise awareness of Indigenous peoples, cultures, histories, and intellectual traditions in non-Indigenous learners […]" (Morcom & Freeman, 2018). In this session, we will explore how a team of Educational Developers and an Indigenous Elder created and have maintained an Indigenous Learning Circle at Niagara College. The Circle is designed to assist educators in exploring the issues shaping the experiences of Indigenous students and calls on faculty to reflect on their role in reconciliation. Participants will explore the stories of individuals who have participated in the ILC, engage in an ILC session facilitated by an Indigenous Elder, and have the opportunity to relate new learnings to their own practice and their understanding of Indigenous Ways of Knowing.
	MC1108	**How Learning Works** Dr. Michele DiPietro, Executive Director of the Center for Excellence in Teaching and Learning at Kennesaw State University A tenet of learner-centered teaching is that learning is the litmus test of any pedagogy. Therefore, one of the most important contributions educational developers can offer instructors is to help them understand how learning works. This very interactive workshop synthesizes 50 years of research on learning from the cognitive, motivational, and developmental perspectives into seven integrated principles. Emphasis will be placed on experiencing activities that illuminate each of the principles, which participants can reuse in workshops at their institutions.
SPECIAL MEETINGS		
9:30 to 12:30	MC1107	EDC Executive Meeting (invitation only)
PRE-CONFERENCE ATTENDEE LUNCH		
12:30 to 1:30	MC Atrium	Lunch for pre-conference attendees
COMMUNITIES OF INTEREST		

During the second half of the pre-conference day, we have introduced a free afternoon of "Communities of Interest" facilitated by key community members. These "Communities of Interest" will focus on bringing together members in an informal and unstructured session where they can discuss and collaborate on areas of interest, issues, conundrums, or curiosities related to their practice. It is our aim that these meetings will generate a call to action and build a network of professionals looking to engage in deeper collaboration and discourse around session topics.

These sessions will be free and open to any and all participants at the conference. We hope that you plan your travel to Halifax in such a way as to make these community of interest sessions part of your EDC 2020 experience.

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Time	Room	Event
1:30 to 2:50	MC1107	**Curriculum Development** Dr. Susan Joudrey, Dalhousie University Dr. William Kay, Saint Mary's University Attendees will participate in a facilitated community-building session that hopes to provide an overview of curriculum practices across Canada, and identify people who would like to continue informal conversations about curriculum and post-secondary education. The session will be organized around the following outcomes: • Meeting other curriculum professionals • Identifying challenges and opportunities by sharing experiences • Sustaining a national community of interest
	MC2107	**Graduate Students and TA Teaching Development** Phillip Joy, Dalhousie University Brandon Sabourin, University of Windsor This session is designed to build a community of inquiry around current practices and issues related to TA and/or graduate student development. Our session seeks to encourage the community to think about and discuss TA and grad student mentorship. We encourage all who are involved in or have an interest in TA and/or grad student development to come and share one success and one challenge or issue they face. It is our hope that this session will be guided by the experiences of the participants rather than a set list of topics. Through sharing experiences and stories, we envision the group might feel empowered to discuss their vision for successful TA/grad student development in a public way.
2:50 to 3:00	MC Atrium	**Break**
3:00 to 4:20	MC1107	**Equity, Diversity, and Inclusivity** Tereigh Ewert, Dalhousie University Enveloped in the generous collegiality for which EDC conferences are known, practitioners and pursuers of equitable and inclusive pedagogy are invited to join this community of interest. We will use this time together to identify existing and effective programs, resources, courses, workshops etc.; uncover challenges that may be shared or unique within the group and collaborate and support one another in how these challenges might be tackled; and share emerging theories, approaches, practices, with the intention of critically discussing and possibly adopting and advancing these.
	MC2107	**Students as Partners in Learning** Dr. Heather Smith, University of Northern B.C. Are you interested in programming related to students as partners (S.A.P.) in learning? Are you actively engaged in S.A.P. research? Are you curious about the challenges and benefits of S.A.P. work? Are you keen to meet other practitioners with shared interests? If the answer to any or all of these questions is yes, please come and join the Students as Partners in Learning Community of Interest. We will use this opportunity to engage in networking, to share experiences related to programming and research, and to reflect on the challenges and benefits of S.A.P. work. We will also explore opportunities for moving forward together as a community of interest.
SPECIAL MEETINGS		
1:00 to 3:00	MC1108	Teaching and Learning Centre Directors' Meeting

MC= Mona Campbell Building

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Time	Room	Event
EDC WELCOME		
4:30 to 5:00	MacDonald Building, University Hall	Newcomers Welcome
5:00 to 6:30	MacDonald Building, University Hall	Welcome Reception Musical accompaniment will be provided by Neven Prostran, a guitarist, musician and educator based in Halifax, Nova Scotia.

Educational Developers Caucus Conference 2020
Thursday, February 20
Mount Saint Vincent University

Time	Room	Event
7:20	Lord Nelson Hotel	Bus departs hotel to take delegates to Mount Saint Vincent
8:10	Lord Nelson Hotel	Bus departs hotel to take delegates to Mount Saint Vincent
7:45 to 9:00	MPR	**Breakfast and Registration**
9:00 to 10:45	MPR	**Welcome and Opening Plenary** **Part I: The Heart of Educational Development** Dr. Michele DiPietro, Executive Director of the Center for Excellence in Teaching and Learning at Kennesaw State University Dr. Peter Felten, Assistant Provost for Teaching and Learning at Elon University We often study, think, and talk about the relationships, identities, and sense of belonging that are essential to the learning and the success of the faculty and students we work with, but how often do we consider these about ourselves and our field? In this highly interactive two-part session, we will consider the ways that relationships, identities, belonging, and stories shape our practices and purposes. We will draw on multiple forms of evidence – ranging from empirical research to storytelling – to critically examine the ways that our identities intersect with our professional roles and responsibilities. Who are we in our work? Who do we want to become? And who are we accountable to – and who do we want to be accountable to – in our work?
10:45 to 11:00	MPR	**Break**
CONCURRENT SESSION 1		
11:00 to 12:00	McC105	**CON01.1: Transforming Teaching and Learning Cultures to Foster Workplace Well-being for Faculty and Educational Developers** Dr. Natasha Kenny, Dr. Klodiana Kolomitro, and Dr. Suzanne Le-May Sheffield Results from a recent study looking at the work experiences of educational developers (Kolimitro, Kenny & Sheffield, in press) confirm four emergent factors that both enhanced or hindered participants' sense of well-being at work: a) colleagues, b) manager/directors, c) institution/senior administration, and d) workplace characteristics. Analysis demonstrated that while educational developers utilize numerous coping strategies, and institutions have attempted to implement strategies to support employee well-being, respondents were clear that more needs to be done. Addressing issues related to workplace well-being must go beyond individual action. Deep transformative change will only occur through working with centre leaders and supervisors, and by facilitating systemic institutional change to address the challenges and opportunities associated with workplace well-being. This workshop will provide an overview of research related to well-being in academe and then offer an interactive opportunity for participants to identify actions that are needed to create deep transformative changes to further support workplace well-being, especially as it relates to educational developers. We will explore questions such as: What is needed to influence and change our institutional teaching and learning practices, policies, and cultures related to workplace well-being? What would a teaching and learning policy related to well-being look like? How can centre cultures and practices further model well-being for our campus communities?

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		Our hope is that the results of this work will benefit not only educational developers, but also the wider community in supporting our collective journey to create flourishing teaching and learning cultures that promote well-being in our workplace environments.
11:00 to 12:00	McC301	**CON01.2: Steps on the Journey of Decolonizing Course Design** Robin Attas and Dr. Sue Fostaty Young As Canadian educational institutions continue to grapple with the Calls to Action of the Truth and Reconciliation Commission (2015), teaching and learning centres must move from generalities and initial steps to specific, significant, and structural change. This workshop offers one example of the latter as two educational developers share their centre's first attempt at decolonizing its course redesign institute, offered every summer as a two-day program. Explanation of some of the groundwork laid in both the campus community and the teaching and learning centre staff will lead to a detailed discussion of revisions made to the course design program itself and exploration of the steps yet to be taken. Two breakout segments allow participants to apply findings to their own course design programs, brainstorm possibilities for change, and connect with those from other institutions to share ideas and perspectives. Attending as a teaching and learning team is strongly encouraged!
11:00 to 12:00	McC302	**CON01.3: Disrupting the Heteronormative Narrative in Business Education Classrooms** Susan Graham Business education, along with other program areas, is falling short in terms of including gender non-conforming individuals and perspectives. This is important for two reasons. First, gender non-conforming individuals may not feel welcomed or represented in programs that do not address gender non-conformity in the program content or curriculum. Second, failure to include gender non-conforming perspectives in programs may result in future leaders being unprepared to lead organizations in an increasingly diverse world. The purpose of this interactive workshop is to 1.) highlight the importance of gender non-conforming content and perspectives in programs, including business education, 2.) examine existing scholarship that may support the development of advancements and interventions, 3.) encourage reflection of teaching practices to identify opportunities for greater inclusion of gender non-conforming individuals and perspectives in various program areas, and 4.) co-develop a framework that might support faculty who recognize a need for inclusion of gender non-conforming individuals and perspectives.
11:00 to 12:00	McC401	**CON01.4: Designing the ISSoTL Fellowship Program: Community Consultations and Critical Reflective Practice** Dr. Heather Smith, Dr. Jessica Riddell, and Heather Carroll The International Society for the Scholarship of Teaching and Learning (ISSOTL) exists because of, and for, its membership. The ISSOTL Fellowship empowers communities of learners committed to scholarship, mentorship, leadership, and engagement in SoTL in its many forms. The ISSOTL Fellows Program identifies and supports champions, allies, and advocates for SoTL in order to have a positive impact on the landscape of higher education internationally. During this session, panelists engage in a critical/reflective evaluation process, which we believe is essential to the process of transformative learning (Meyer and Land 2003), about the process of building and implementing a large-scale fellowship and its relationship to building capacities for SoTL leadership through intercultural lenses. We seek to continually improve our process through a commitment to the application of diversity

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		and equity in our adjudication and selection of fellows, and we invite you to join this critical and reflective process with us.
11:00 to 11:30	RC312	**CON01.5a: Designing Ethical Assessments for Inclusive Learning** Dr. Susan Joudrey As educational developers and educators, how can we support each other to design courses that acknowledge diversity and ensure opportunities for students to achieve academically? Can we learn from the past to reflect on our current teaching practices? This presentation shares preliminary research findings by examining a historical case study (1930s-50s) of Biology 3 "Personal Hygiene and Public Health" course assignments from the Mount Allison University archives. Assessment design is one way to enable engagement in course materials and provide spaces for students to challenge hegemonic ideologies. However, identifying injustice does not ensure that subsequent actions and assumptions are appropriate. By examining a collection of assignments and the student experience in the first half of the 20th century, we can interrogate our current beliefs about creating assessments for a diverse student population. Attendees will reflect on methods for addressing personal biases and consider strategies for creating conscientious learning experiences for students.
11:30 to 12:00	RC312	**CON01.5b: Beyond the Original Curriculum Map: An Interactive Approach to Ongoing Engagement with Faculty** Jackie Hamilton In this session, a strategic School-wide curriculum mapping project will be explored. By taking a holistic faculty first and learner-centric approach, the project was able to map all undergraduate, graduate, and executive programs across the Lang School of Business and Economics at the University of Guelph in one, stream-lined process. In addition, an interactive curriculum mapping tool that allows instructors to explore the results was also created to increase use of results. By the end of this session, participants will develop an understanding of the strategies and tools they can use to create a strategic curriculum mapping approach for entire Schools and Colleges (vs one program or department at a time), as well as identify the benefits of building an interactive curriculum map for faculty and other stakeholders to explore on an ongoing basis.
11:00 to 12:00	RC401	**CON01.6: Levelling Learning Hierarchies in Educational Development: A CoP Model** Dr. William Kay, Dr. Paul Muir, Dr. Nicole Conrad, and Dr. Shelagh Crooks This interactive workshop will share a 'community of practice' (CoP) model that has proven impactful and transformative for both educational developers and faculty members at Saint Mary's University. The context of this model is a response to a call for more lateral venues for faculty engagement in relation to exploring classroom-based learning and teaching approaches. This is a move away from conventional professional development venues offered through delivered seminars and workshops. Workshop facilitators will reveal how involvement in this learning community has been an authentic approach to engaging in interdisciplinary discussions on best practices in enhancing teaching practice and promoting active student learning. Throughout the session, participants will engage in a progression of guided conversation topics related to their own institutional experiences, aspirations, and challenges in the areas of CoP creation, engagement, and

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		sustainability.
12:00 to 1:00	Rosaria Dining Hall	**Lunch**
1:00 to 2:00	MPR	**Indigenous Panel: Responding to the Indigenization Imperative** Debbie Martin, Canada Research Chair in Indigenous Peoples' Health and Wellbeing, Faculty of Health, Dalhousie University Jonathon MeDrano, Assistant Professor in the Department of Child and Youth Studies, Mount Saint Vincent University Naiomi Metallic, Chancellor's Chair in Aboriginal Law and Policy, Schulich School of Law, Dalhousie University
2:00 to 2:15	MPR	**Break**
CONCURRENT SESSION 2		
2:15 to 3:15 pm	McC105	***EDC Distinguished Career Winner Feature Session*** **CON02.1: Transforming Educational Development: How do we Develop Ourselves?** Dr. Celia Popovic (2019 recipient) In this session educational developers will be guided through a review of their current skills and knowledge in a wide range of educational development concerns with the aim of identifying development needs and ways to address gaps. Participants will be engaged in reviewing their own professional development as well as identifying ways they can and do mentor and support others in the educational development community. Participants will be introduced to a new resource for Educational Developers. The intended outcome of the session is for every participant to leave the session with a personal tailored development plan with realistic aims and target dates.
2:15 to 3:15 pm	McC301	**CON02.2: SOAR: A Strengths-Based, Results-Focus Facilitation Model for Supporting Continuous Curricular Improvement** Dr. Beth Hundey and Dr. Stephanie Horsley As some departments grow more comfortable with curricular review for quality assurance purposes, their attention shifts towards strategic planning, continuous curricular improvement, and responding to (or ahead of) changes in resources, disciplinary focus, and market forces. SOAR (Strengths, Opportunities, Aspirations, and Results) is a framework to guide strategic, inclusive, and affirmational conversations that has become a powerful addition to our curriculum toolkit. Key principles of SOAR that apply to curriculum development are that it is strength-based, focuses on measurable and tangible results, and engages all departmental stakeholders (e.g., students, faculty, staff, employers, community, etc.). In this session, participants will receive and work with an annotated SOAR agenda that can be amended to help departments or other units at their own institutions build a results-focused and strength-based strategy. Participants will work in groups to discuss how SOAR can be used in either their own context or in a provided case study.
2:15 to 3:15 pm	McC302	**CON02.3a: Transforming Teaching and Learning through Transmedia Projects** Dr. Brandi Estey-Burtt Transmedia storytelling is the technique of telling a single story across multiple platforms and formats using current digital technologies (for example, Facebook, YouTube, text messages,

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		email, blogs, websites, print, graphics, etc.). The story emerges through a reader's engagement with the characters, events, and places in both the storyworld and the real world. As such, the narrative is highly interactive: this effect is achieved by 'transportation' into the storyworld through the creation of content that permeates the daily life of the reader, with multiple forms of media delivering unique pieces of content, linked together and synchronized into a persuasive narrative.

Transmedia storytelling is a relatively new phenomenon, and as such it is little known. While there are a number of 'early adopters' who are exploring its potential, among prospective educational users the process is largely unknown. We outline ways that transmedia storytelling can build authentic, meaningful, and transformational relationships between an audience and the story, extend and enhance the scope and depth of the story being told; share limited content and resources among many platforms; and increase reach and content delivery diversity.

We also highlight how transmedia storytelling can be used to generate interest, awareness, and engagement among students through interaction with on-line, and real-world characters, images, places, and events. Through orchestrating a reader's engagement with multiple media, transmedia storytelling has the potential to be utilized in education, knowledge mobilization, and the raising of social and political awareness. It can bridge the divide between the classroom and modern technologies and bring a creative component to learning.

Transmedia storytelling is in its infancy, but we argue that it offers numerous benefits for transformative teaching and learning: it can engage even 'reluctant' learners, give voice to marginalized communities, enhance motivation, leverage the power of collective intelligence, and encourage students to drive their own learning. Its parameters can also be adjusted according to time and expense constraints. In exploring these possibilities for transmedia, we draw on examples from our own Transmedia Education project with mental health professionals and social workers at St. Thomas University. We hope our work contributes to evidence-based practices for the use of transmedia in education.

This paper will follow the format of a 20-minute research presentation. It will include a demonstration of some of the materials developed in our Transmedia Education project and will invite questions and discussion from the audience. |
| 2:15 to 3:15 pm | McC302 | **CON02.3b: Revisiting a Repository: Challenges, Opportunities, and Lessons Learned**
Dr. Elizabeth Gillis

Teaching resources can be disseminated in many ways, including via open-license collections and repositories. In this way, resources that are classroom-tested can be reused, revised, and contextualized in ways that make them valuable learning objects. Over the past two years, we have reviewed our open educational resource repository as part of a redesign process. In this talk, we will be reflecting on its potential success in supporting our local teaching and learning community, the advantages in moving to a repository based on well-maintained open-source software, and the recent changes we adopted to better support the availability of accessible content. We will touch on typical repository success factors and indicators for reuse for OERs. We aim to provide useful insight to those interested in building similar teaching and learning resources. |

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2:15 to 3:15 pm	McC401	**CON02.4: Supporting Early Career Developers: Learning the Language and Translating the Knowledge** Dr. Mandy Frake-Mistak and Dr. Brian Nairn Supporting university teaching is what educational developers do - simply put that is. Designing effective workshops, courses, and resources are some of the means by which we attempt to communicate best (better?) practices for teaching students in postsecondary education. Often this means thinking critically about our own practices and how we can be effective knowledge translators to those who may not have the practical or theoretical foundations of teaching that we do. The aim of this interactive workshop is to identify needs and share practical approaches that educational developers can use to best support early career and emerging developers. Through a jig-saw activity, we will explore a number of critical questions and what they mean for emerging educational developers. We hope that these conversations will encourage attendees of all experience levels to consider innovative practices to support and engage new and emerging developers at their respective institutions.
2:15 to 2:45 pm	RC312	**CON02.5a: Mental Wellbeing, Teaching, and Learning: Resources and Collaboration to Support Instructors and Teaching Assistants at the University of Waterloo** Dr. Kristin Brown Creating inclusive campus communities includes establishing environments that support students' wellbeing. Many Canadian post-secondary students are experiencing mental health concerns, including overwhelming anxiety and depression (American College Health Association, 2019). In 2017, the University of Waterloo undertook a comprehensive review of mental health on campus, which yielded several teaching-related recommendations (University of Waterloo, 2017). To address instructors' and TAs' needs for guidance in supporting student wellbeing, the Centre for Teaching Excellence created a suite of resources acknowledging the importance of balancing instructors' wellbeing while supporting students' wellbeing. We will highlight these resources, including online teaching tips, workshops tailored to instructors and TAs, a section in the institutional TA Manual, and collaboration with campus partners. Participants in this session will: • examine initiatives providing instructors and TAs with practical tools for supporting mental wellbeing through course design and teaching strategies; and, • discuss how educational developers can help instructors and TAs support student wellbeing in their courses.
2:45 to 3:15	RC312	**CON02.5b: From Pilot to Implementation: Development of a University Ally Program for Indigenous Peoples** Dr. Daniel A. Nagel, Dr. Catherine Hamilton, Dr. Moira Law, and Elder Sheila Croteau The *Mawoluhkhotipon Ally & Safe Space Program for Wabanaki and Indigenous Peoples* is intended to promote a more inclusive environment for Indigenous peoples who study, work or visit the University of New Brunswick Saint John. In this session we outline the development and implementation of our program that came with the support and blessing of both Elders and members of the Indigenous communities in our area, and emphasizes how ongoing program evaluation and collaboration with key stakeholders facilitated a successful transition from pilot sessions to full implementation of the program. We describe how we developed measurement

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		strategies, gathered data, and used our findings from program participants with input from Elders and other Indigenous stakeholders to continuously refine the Ally Program to its current format. Given the dearth of literature on ally programs and the need to promote safer environments for Indigenous peoples on campus, our experience may be of benefit to others seeking to develop and ally program.
2:15 to 3:15 pm	RC401	**CON02.6: Telling Stories: A Conversation on Evaluating the Contribution, Value, and Impact of Educational Development** Dr. Carolyn Hoessler, Jessica Raffoul, and Dr. Klodiana Kolomitro Engage in focused facilitated small group discussions of how evaluation can tell the stories of contribution, value and impact of educational development, including challenges, opportunities and approaches. We ask: Who gets to tell the story? Who is listening? What stories aren't told? With resources available from previous evaluation action group workshops (e.g., frameworks for designing evaluations, stakeholder goals, and interpreting data), this session digs into questions of what counts as evidence in the stories we have to tell of impact, for whom is our contribution valuable, and tangible steps for how to engage others in telling the story of contribution, value and impact of educational development. From interactive workshop, attendees should be able to: 1) identify evidence for the stories for their context, 2) explore how is that evidence is shared, when, and by whom, and 3) articulate one action to advance program evaluation at their own Centre/Institute.
3:15 to 3:30 pm	MPR	**Break**
CONCURRENT SESSION 3		
3:30 to 4:30	McC105	***EDC Distinguished Career Winner Feature Session*** **CON03.1: Exploring Educational Development through the lens of Conscious Leadership** Dr. Natasha Kenny (2018 recipient) Based on my leadership experiences and learnings, I can summarize my approaches to leadership from the lens of conscious leadership (Jones & Brazdau, 2015; Hofman, 2008). Being conscious is about being aware of and responding to one's surroundings. Conscious leadership is facilitated through awareness, intentionality and transformation. Through conscious leadership, these processes are enacted across multiple levels (self, others, and the organizations and communities which surround us). Although this is an emergent concept for me and in scholarly literature, the foundations of conscious leadership continue to inform my beliefs and daily practices as an educational developer and leader. Through this interactive session, participants will explore an overview of conscious leadership and how the principles of conscious leadership can apply to the work of educational developers.
3:30 to 4:30	McC301	**CON03.2: Failure as a Catalyst for Growth: Critical Friends in Educational Development** Dr. Jennifer Boman and Dr. Michelle Yeo In the educational development literature, we are much more likely to encounter narratives of success than we are of failure. As developers, we may be reluctant to acknowledge or openly discuss experiences of failure. As two mid-career practitioners, we have developed a trusting collegial relationship within the complicated environment of our work. This workshop is grounded in our recent self-study of failure in our own practice. The intended outcomes of this workshop will be for participants to excavate experiences of failure, and to leave

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		with a structured way of thinking about these experiences such that they become catalysts for growth.
		We will utilize the framework we used in our own self-study to guide participants in reflecting upon experiences of failure in their practice. Participants will have the opportunity to connect with other developers and to engage with a reflective model that they can take back to their own centres.
3:30 to 4:30	McC302	**CON03.3: Navigating Relationships with Groups: Understanding Rapport** Donna Ellis and Veronica Brown Facilitating group discussions about curriculum, engaging in committee meetings, running workshops. These are common parts of many educational developers' practice. Some of these events seem to go more smoothly than others: the question is why? One possible answer involves looking at the many relationships present in these group settings in relation to the construct of rapport. At this session, we will explore an integrated model of rapport that identifies the importance of six key rapport elements in relation to time: mutual attentiveness, mutual respect, empathy, trust, coordination, and positivity (Hoessler & West, 2017; Tickle-Degnen & Rosenthal, 1990). Participants will apply the model to two case studies and contemplate the implications of this model to their practice as educational developers.
3:30 to 4:00	RC312	**CON03.4a: Digital Tools for Enhancing Curriculum and Building Classroom Community in Higher Education** Dr. Paula MacDowell While there are many technological options to engage students and enhance the learning environment, there are also considerable challenges with integrating technology in meaningful and inclusive ways in university classrooms and lab settings. This session will report on a novel technique for enriching curriculum and building community by leveraging augmented reality (AR) experiences that are suitable for learners with a range of technical skills, from beginner to advanced levels. 144 undergraduate and graduate students from six interdisciplinary classes were challenged to create, code, and curate AR experiences that represent the course keywords in a new way, and a new medium. Students designed and programed AR scenes that overlay digital information on top of the keywords, thereby augmenting learning with personalized definitions that interact with both physical and virtual environments. Not only is this flexible and easily-adaptable assignment enjoyable to teach and meaningful to do, but it also builds community by bringing people, art, story, knowledge, and technology together. A series of AR demonstrations will be presented as stimulating examples and to provide a depth of understanding. Research findings will explore how AR design, coding, and sharing can foster a better student learning experience (e.g., supporting creative thinking, distributed cognition, experiential learning, psychological immersion, and visualization techniques). Participants will be invited to contribute their perspectives on how digital tools can be employed in innovative ways to meet teaching and learning goals.

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4:00 to 4:30	RC312	**CON03.2b: The Audit Culture Under Surveillance: Navigating Higher Education** Dr. Allyson Skene, Jessica Raffoul, and Laura Chittle Over the last two decades, researchers have argued that a culture of audit, managerialism, and increasing government oversight and regulation has materialized in post-secondary institutions, negatively impacting academic freedom and the quality of teaching (Apple, 2005; Shore, 2008; Spooner, 2015; Power, 1994). At the same time, the intent behind the emergence of this culture is to ensure accountability in a context charged with and responsible for educating and graduating ethical, engaged citizens. How has the audit culture impacted educational development? In this session, we will share results from an EDC-funded investigation into the impact of the audit culture on teaching and learning centres in Canada, including a review of centre mandates, activities, reporting patterns, and data collection, as well as staff perceptions around whether these data capture their work and impact. We will also share recommendations to enhance evidence-based practices that help educational developers effectively navigate the audit culture.
3:30 to 4:30	McC401	**CON03.5: Planning for Diversity and Inclusiveness: Generating a Theory of Action for a Teaching and Learning Center** Wendy James Creating inclusive teaching and learning environments is a complex process that goes far beyond the teaching philosophy of individual faculty members or an institutional priority to increase diversity. It requires a concerted effort that includes work in communications, at the college and department level, with educational developers, and through all aspects of the work of a Teaching and Learning Center. Careful planning processes, including a theory of action, can help clarify how to effectively support complex instructional and cultural shifts. Session outcomes: • Clarify how to utilize institutional priorities to support a theory of action • Develop elements of a theory of action for creating teaching practices that facilitate inclusive community
4:50 pm		Bus departs Mount Saint Vincent to return delegates to the Lord Nelson Hotel
4:30 to 5:30	MPR	**EDC Annual General Meeting**
5:45 pm		Bus departs Mount Saint Vincent to return delegates to the Lord Nelson Hotel
6:30 to 9:00	Lord Nelson Hotel & Suites	**Banquet** This year's banquet will take place at the conference's hotel of choice, The Lord Nelson Hotel and Suites, in the heart of Halifax, and is included as part of your registration fee.

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7:20 am	Lord Nelson Hotel	Bus departs hotel to take delegates to Mount Saint Vincent
8:10 am	Lord Nelson Hotel	Bus departs hotel to take delegates to Mount Saint Vincent
8:00 to 9:00	MPR	Breakfast and Registration
CONCURRENT SESSION 4		
9:00 to 10:00	McC105	**CON04.1: Serving some Educational Development Pie: Cutting up the Foci and Time of a "Diversity and Inclusivity" Portfolio** Tereigh Ewert Canadian EDs strive to embed "inclusion" of one or many types into their daily work. For many folks, though, this faculty development is forced to the 'corners of their desks.' For one magical hour, participants will be given a new ED colleague to join their centre. This colleague is tasked with taking the lead on educational development in diversity and inclusivity. The challenges put to participants are these: identify the different foci for this individual, and to anticipate the types of activities in which this individual will engage, and determine how much time is allotted to each focus. This activity will be followed with the shared (and perhaps surprising) stories from a living and breathing ED (Diversity and Inclusivity). Finally, the group will strategize how the identified foci and activities can be effectively met in ED centres, regardless of whether or not there is a dedicated position.
9:00 to 10:00	McC301	**CON04.2: Reflection as Pedagogy: Teaching Reflection for Experiential Education** Lisa Endersby The act of reflection is a common, habitual human activity that can often feel like reminiscing or look like remembering. In the classroom, however, reflection is a powerful pedagogical strategy for inspiring deeper learning and encouraging students to make what and how they are learning more explicit. This session will showcase a model for critical reflection that can be applied to the design, facilitation, and assessment of opportunities for analysis and synthesis, while providing participants the opportunity to experience this model through the eyes of a student engaged in experiential learning. An interactive series of exercises will encourage participants to examine their own understanding of reflection as habit and pedagogy with the goal of leaving with ideas for incorporating this model into their own teaching or supporting faculty in considering these ideas for further enhancing their experiential education offerings.
9:00 to 10:00	McC302	**CON04.3: Be the Expert- NOT: Educational Development (ED) as 'Facilitating Opportunities to Create Communities'.** Dr. Russell Day Perry (1970) noted that developing learners enter post-secondary as 'dualists' – seeing only right or wrong, with little room for 'maybe'. Our ED clientele are post-secondary educators, who while committed experts within their chosen disciplines, may occasionally default back to being

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		'dualists' when seeking help from Educational Developers (EDs), and EDs must resist the natural urge to 'give them the right answer'. For EDs there is often a tension between being the Teaching and Learning expert (why you were hired) and being the facilitating questioner who asks: "What do you think will work for you?"
		In this lively discussion, we will explore the power of using simple facilitation approaches to engage ED clientele, all adult learners, in the self-reflection processes that will lead to committed changes in teaching practice. Facilitated individual consultations and facilitated reflective practice in groups (e.g., ISW), can be transformative and help build learning communities across disciplines.
9:00 to 10:00	RC312	**CON04.4: The ABCs of Course Redesign: Engaging with the ABC Rapid Course Redesign Method** Wendy Freeman, Curtis Maloley, Michelle Schwartz, Nada Savicevic, Restiani Andriati, and Lesley Zannella How can you redesign a course for online, blended, or in-class delivery in just 90 minutes? Over the last four years, educational developers and instructional designers at Ryerson University have adapted University College London's ABC (Arena Blended Connected) curriculum design workshop to give faculty members an opportunity to redesign their courses using a wide range of new tools and ideas for flipping, blending, and better align their curriculum. This transformative process involves visually storyboarding a course curriculum, breaking down how the course makes use of common learning activities, including acquisition, investigation, production, discussion and collaboration, and working with peers to implement both conventional and digital tools in order to provide more opportunities for formative feedback and assessment. Participants in this hands-on workshop will have an opportunity to try out the ABC Course Design activity, and to reflect on how this method has been adapted, and could further be adapted to meet the needs of faculty members at your institution.
9:00 to 10:00	McC401	**CON04.5: Experimental Approaches to Teacher Development: A Performance Based Teaching Development Cohort** Alli Diskin and Cristina D'Amico The Teaching Assistants' Training Program's new teaching practicum "Exploring Your Teaching Presence" accommodates a need to address graduate students' concerns around teaching-related anxiety and confidence. Making use of multiple performance practices, such as theatre, jazz improvisation, etc., this practicum encourages participants to engage their bodies, voices and personalities, and challenges their assumptions about what it means to be a good teacher. In this workshop, participants will be introduced to the history and structure of this practicum. We will discuss barriers, challenges and resistance to a performance-based approach, as well as strategies for community building. Finally, participants will reflect on their own position as educational developers and consider adjacent skills and methods that could be included in their own practice.
10:00 to 10:15	MPR	**Break**

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CONCURRENT SESSION 5		
10:15 to 11:15	McC105	**CON05.1: Mawoluhkhotipon - Fostering a Safer Space on Campus Through Allyship** Dr. Daniel A. Nagel, Dr. Catherine Hamilton, Dr. Moira Law, and Elder Sheila Croteau The *Mawoluhkhotipon Ally & Safe Space Program for Wabanaki and Indigenous Peoples* is a project at the University of New Brunswick Saint John intended to promote an inclusive environment for Indigenous peoples who study, work or visit the campus. Developed in collaboration with Elders and Indigenous community representatives in New Brunswick, this program supports the mandate of the university's Truth and Reconciliation Strategic Action Plan by increasing participants' knowledge of Indigenous cultures, the impact of colonialization on Indigenous peoples, and the role of being an ally. Through raising awareness and establishing a cadre of allies, we envision that the campus community will help foster a sense of allyship to create a safer space for all Indigenous peoples. This session will provide a short overview of the development of this program, engage participants in two program activities, and introduce elements of Indigenous culture co-facilitated by a trained team and an Elder.
10:15 to 11:15	McC301	**CON05.2: The Evolution of a Framework for Quality Online Courses** Kasey Fulton, Charlene Jones, Leanne Vig Share in the story of how one post-secondary institution is transforming teaching and learning by addressing the need for a sustainable framework to guide the development and delivery of quality online courses. This active session encourages participants to experience a Framework for Quality Online Courses that involves three phases: Development, Delivery, and Renewal. Participants will be invited to explore three "stations" where they will interact with the resources that support the three phases of the Framework. This session will conclude with an opportunity for both presenters and participants to share their experiences at the "stations" and also at their respective institutions. We invite you to walk alongside us during our session to gather ideas, build new relationships, and share experiences for sustaining quality online courses at our post-secondary institutions!
10:15 to 10:45	McC302	**CON05.3a: Inclusive Teaching@NC: How Crucial Conversations Informed Program Design** Whitney Ross and Dr. Natasha Hannon In 2019, the Centre for Academic Excellence (CAE) was tasked with planning a comprehensive suite of programming to promote an inclusive teaching mindset and expand the application of inclusive teaching practices among educators at Niagara College. The CAE initiated a broad consultation process and engaged with over 150 faculty, staff, and students in order to inform the design and delivery of an integrated and holistic program framework, Inclusive Teaching@NC. We will share the story of how our innovative focus groups allowed us to gain an enhanced understanding of student diversity, service needs, and faculty perspectives in order to ground our programming in local and contextual specificity. We will also discuss how creating safe spaces for authentic conversations served as an initial first step for institutional investment in inclusive teaching and spawned new partnerships to enhance the educational experiences of our diverse student population.

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10:45 to 11:15	McC302	**CON05.3b: Using Theatre to Help Faculty Uncover and Mend Bias in the Classroom** Alicia Cundell Inspired by the CIRTL Players, the presenter set about developing a theatre experience for faculty to help them better understand and react to tense moments in the classroom. The presenter will discuss the process of collecting stories of students who experienced micro aggressions in the classroom and turning them into a set a of scenarios that were dramatized for faculty in a way that allowed them to deepen their understanding of the situations and interact with the scenes. The presenter will show selected clips (of actors only) and discuss the feedback received from faculty participants.
10:15 to 10:45	RC312	**CON05.4a: Finding your People in the World of ED Development** Paul Maher From high impact strategies (Felton et al, 2016) to active learning (Blaich, C., & Wise, K. 2015) learner- centred strategies are recognized as an effective means in which to improve on learning outcomes. However, there is still a gap with faculty adopting learner-centred teaching approaches. Kinchin (2016) suggests that while university educators may be experienced, they lack teaching expertise. Alternatively, Blaich and Wise (2015) posit that faculty familiar with learner centred approaches may lack the knowledge on how to apply them within specific contexts. Contexts such as when working within disciplines specific context and signature pedagogies (Shulman, 2005). Identifying a need to develop authentic discipline specific connections, educational developers from three Art & Design institutions established a learning community that spanned Canada. Part of the connection was to develop a series of cross-institutional discussions. Using the Canadian Art and Design Teaching & Learning Forum as a case study, this research presentation will outline the benefits of developing a discipline specific professional learning network.
10:45 to 11:15	RC312	**CON05.4b: Students as Vetters of Knowledge and Facilitators of Learning: The Value of the Academic Conference in an Undergraduate Context** Dr. Jessica Riddell Undergraduate student research conferences (USRC) have a significant and positive impact on both developing employment skills and graduate-level attributes (Hill & Walkington 2016). However, most undergraduate student research conferences (USRCs) are concentrated in disciplines of natural sciences or social sciences. This study addresses this critical gap with ten-year longitudinal study on an international undergraduate humanities conference. Qualitative data measured transformative learning, integrative reasoning, interdisciplinary engagement, critical inquiry, and communication skills. This study points to the significant impact USRCs have in the humanities undergraduate curricula. The faculty coordinator presents alongside a student collaborator to co-facilitate rich and dynamic opportunities for discussion.
10:15 to 11:15	McC401	**CON05.5: Why don't they show up? Dealing with Troubling Program Participation Rates** Kris Knorr As educational developers in Canada and abroad, we spend a great deal of our time assessing teaching and learning development needs of our campus communities, then designing programs that are responsive, informative, and engaging. At McMaster University, we invest significant effort into recruiting participants to our programs, but when the program officially begins, we

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		often find that only 25-50% of registered participants have shown up. Evidence, both from the literature and from discussions with colleagues at other postsecondary institutions, suggests that others experience similar attendance challenges (Mak & Pun, 2015). In this interactive workshop, we will collectively share experiences, consider barriers to attendance, and discuss strategies to close the distance between ourselves and our participants.
11:15 to 11:30	MPR	**Break**
CONCURRENT SESSION 6		
11:30 to 12:30	McC105	**CON06.1: Overcoming the Sounds of Silence: Exploring the Impact of the Scholarship of Educational Development** Brad Wuetherick The scholarship of educational development (SoED) and the scholarship of teaching and learning (SoTL) have increasingly become part of the expectations for educational developers in Canada and around the world. There have been several recent explorations of the challenges associated with SoTL having impact on teaching and learning practices, whether at the level of individuals, programs, institutions or across higher education broadly (Friberg and McKinney, 2019; Wuetherick and Yu, 2016; Hutchings et al, 2011; Poole et al, 2007), but there has been less attention paid to the impact of SoED on educational development practices. This workshop explores a framework to help navigate the potential challenges with ensuring SoTL projects have the intended impacts on the teaching and learning community (Wuetherick and Lockhart, 2019). Then, using two case examples from the SoED literature (Turner, Wuetherick, and Healey, 2008, Wuetherick and Ewert-Bauer, 2014), we will explore how this framework might help us proactively influence changes in educational development practices.
11:30 to 12:30	McC301	**CON06.2: Using Project-Based Learning to Help Faculty Reflect Critically on the Intersections of Learning, Teaching and Inclusion** Susanna Calkins Faculty often have little training with thinking critically about their teaching, positionality as educators and creating inclusive learning environments. In this session, we will present a model for project-based learning employed in a year-long educational development program for faculty designed to explore these questions. Using case studies drawn from real participant experiences, we will share how we used critical reflection and individualized project-based learning to help faculty think deeply about their own teaching and their students' learning, and how inclusion and identity intersect with both practices. Attendees will analyze examples drawn from the program participants' work and take part in an inclusive teaching activity that we use in the program. Attendees will be able to address how project-based learning for faculty can be used to promote critical reflection on teaching in a manner that encourages deeper and inclusive student approaches to learning; and identify and implement strategies for engaging faculty in critical written reflections on their teaching, student learning, and inclusion.

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11:30 to 12:30	McC302	**CON06.3a: Nitawahsin Nanni: Strategies for Disruptive Interviews on Campus and on the Land** Dr. Robin Attas and Dr. Michelle Yeo As Canadian educational institutions continue to grapple with the Calls to Action of the Truth and Reconciliation Commission (2015), teaching and learning centres must move from generalities and initial steps to specific, significant, and structural change. This workshop offers one example of the latter as two educational developers share their centre's first attempt at decolonizing its course redesign institute, offered every summer as a two-day program. Explanation of some of the groundwork laid in both the campus community and the teaching and learning centre staff will lead to a detailed discussion of revisions made to the course design program itself and exploration of the steps yet to be taken. Two breakout segments allow participants to apply findings to their own course design programs, brainstorm possibilities for change, and connect with those from other institutions to share ideas and perspectives. Attending as a teaching and learning team is strongly encouraged!
11:30 to 12:30	McC302	**CON06.3b: Equipping Students in Helping Professions to Engage Diversity Through Arts-based Pedagogy** Olufunke (Funke) Oba By 2031, net population growth in Canada will come from immigration. However, racialized students in Canadian Post-secondary institutions face access, integration and retention challenges as curriculum and pedagogy remain hegemonic. This qualitative study framed by Afrocentric and critical race theories reports on use of arts-based strategies to equip social work and nursing students to build meaningful relationships with peers and clients or patients. Data collection included participant observations and focus groups. Students reported that art-based pedagogy enhanced reflectivity and inclusion compared to passive didactic teaching. The study makes significant contributions to the scholarship of teaching and learning: First, collective art experimentation enhanced personal self-awareness, empathy, cultural humility and critical thinking. Second, art-based experiential learning has the potential to promote transformative intergroup connections and increased repertoire for engaging peers and clients, thus holding promise for inclusive campuses and effective professional learning and practice.

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11:30 to 12:00	RC312	**CON06.4a: How a Compensated Professional Development Program for Part-time Faculty Facilitated Organizational Change** Dana Wetherell and Dr. Natasha Hannon Niagara College's Part-time Teachers' Development Program has been successful for many years. In 2018, senior leaders at our College requested a change. They wanted to increase part-time faculty participation in their orientation to the institution, which meant: part-time faculty would be compensated for participation in the program, and program offerings would be increased to enhance flexibility. The request had implications for stakeholders across the College including all academic divisions, human resources, payroll, administrative assistants, program coordinators and faculty. These implications created a "messy" place where our Centre had less control – and was a hub for impassioned conversations that examined organizational processes and explored how we could work better together to support part-time faculty. By the end of this session, participants will: • Reflect on how "messy" situations can be opportunities in disguise. • Explore how they currently support part-time faculty. • Consider why and how they may implement a compensated PD program for part-time faculty.
12:00 to 12:30	RC312	**CON06.2b: Barriers to Learning in an Active Learning Classroom: Student Perceptions of how the Built Environment and Interactive Nature of Active Learning Classrooms Influence Learning Experiences** Karalyn McRae An increased interest in implementing active learning pedagogies has led to the design and use of active learning classrooms (ALCs) – flexible, technology-enhanced, collaborative spaces for students to be active participants in their own learning. Although there is substantial evidence that demonstrates the real and perceived benefits of ALCs, there is little examining the barriers to learning in these spaces. This study employed a mixed-methods online survey to examine which factors in ALC design that students identify and describe as barriers to their learning. The results of the study will describe 3 areas including: 1) the features of the physical space, 2) the social and interactive nature of the classroom design, and 3) students' sense of inclusion in an ALC. Understanding the challenges that students face in ALCs will inform our practice as educators, as well as educational developers, on how we can reduce barriers and create inclusive environments for learning.
11:30 to 12:30	McC401	**CON06.5: Leveraging Disciplinary Expertise to Transform SoTL** Dr. Jill Marie McSweeney-Flaherty and Phillip Joy The evolution and popularity of SoTL across disciplines has resulted in educational developers (EDers) building bridges between SoTL for faculty from various disciplinary backgrounds. From this diversity of SoTL practitioners, comes a mixture of approaches and paradigms embedded within their own disciplinary epistemologies and methodologies, and can be a barrier for faculty who are unfamiliar with the social sciences. In this workshop we will present results from our study that examined the quality of SoTL currently published, and then use this information to have attendees explore how EDers can best enable faculty to engage in top-quality SoTL. Attendees will participate in conversations and activities that will challenge them to define

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		"rigour" and "robustness" in SoTL while respecting diverse epistemologies, and discuss how we, as EDers can support faculty from various disciplines in transversing between SoTL and their disciplinary scholarship.
12:30 to 1:30	Rosaria Dining Hall	**Lunch**
12:30 to 1:30	McC201B	EDC Indigenous Knowledges Community of Practice

ROUNDTABLES
Concurrent roundtable discussion will occur at different tables in one room. Facilitators will host the same round table discussion (20-mimutes each) with three different groups during the one-hour event.

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1:30 to 2:30	MPR	**RT01: (Re)Locating Your Centre** Dr. Erika Kustra, Claire Lamonica, and Dr. Veronika Mogyorody Transforming teaching and learning on our campuses includes transforming the spaces of teaching and learning centres. The location and space of a centre conveys a message about the value of teaching and learning on campus (Van Note Chism, 1998). The physical spaces inhabited by our centers have an impact on every element of our work from the scope and kind of work possible, to the relationships built, and the well-being of members (e.g. Kamarulzaman, et. al., 2011). When it comes to the work of educational development, form and function are inextricably intertwined. The (re)location of a teaching center is a chore for which few educational developers are adequately prepared, requiring expertise in interior design, space allocation, and logistics. The process can involve headache-inducing and unforeseen logistics. We will share relevant literature, practical lessons learned from two institutions, and compile insights from colleagues that can be shared with others. **RT02: Designing and Delivering Teacher Education that Models Inclusion and Accessibility** Lisa Boyle, Trish Farry, and Cheryl Burgess Designing faculty education grounded in accessibility and inclusion is at the core of transforming the teaching and learning environment. We will utilize a roundtable approach to model a community of learners by providing opportunities to share best practices, curating a shared resource of strategies for creating accessible and inclusive education as a take-away. We will touch upon key concepts and approaches to accessibility and inclusion used to inform the design and delivery of a required adult education program for faculty and professional support employees at NSCC. **RT03: Developing a Toolkit for the Design, Delivery and Assessment of Experiential Learning** Dr. Jennifer Martin This session highlights the cross-institutional development of a Toolkit for the Design, Delivery and Assessment of Experiential Learning (EL). Developed collaboratively by three post-secondary institutions, this suite of 16 comprehensive, open-access modules supports postsecondary educators and their community partners in developing a critically informed understanding of experiential learning and a practical understanding of how to plan, assess, and sustain EL opportunities. Authors will discuss ways the toolkit can be used to inform the development of outcomes appropriate to EL and assist stakeholders in supporting students in achieving these outcomes. Designed for flexibility, the toolkit enables faculty, postsecondary institutions, and

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		community organizations to customize the modules and can help to improve the accessibility of EL across Ontario. With access to comprehensive, current, and practically-focused training, these critical stakeholders will be better equipped to conceive of and deliver effective EL opportunities for all students, including those who may experience EL barriers.
		RT04: Exploring the Disciplinary Identities of Educational Developers Dr. Emily Ballantyne, Tereigh Ewert-Bauer, Dr. Les T. Johnson, Dr. Susan Joudrey, Dr. Leigh-Ann MacFarlane, and Dr. Jill McSweeney-Flaherty How do our disciplinary identities intersect with our work as Educational Developers (EDers) and guide our institutional relationships? The central work of Educational Development (ED) is, arguably, relationship building and management. To succeed in our profession, we rely on sustained rich relationships with institutional partners that come from constructing a shared vocabulary and common teaching experiences. In this roundtable session, our presenters intend to engage in a rich discussion with the audience about the ways in which disciplinary identity informs, shapes, and challenges the work of ED. Looking inward, a team of six EDers from two universities, who possess a variety of disciplinary backgrounds, will explore with the participants what disciplinary difference means for ED now and in the future.
		RT05: Graduate Teaching Associates: How to Include Graduate Students in Centre's for Teaching and Learning Robyn Moore and Kate Crane Dalhousie University's Centre for Learning and Teaching has employed 4 graduate students as Graduate Teaching Associates (GTAs). TAs get the opportunity to work alongside Educational Developers, Curriculum Developers, and other staff at the Centre. This is a unique and important opportunity for students to develop skills and gain experience in the world of teaching and learning. In this roundtable discussion, the 4 GTAs from Dalhousie will explain their roles in the Centre, share their experiences, and facilitate a discussion around how GTA positions provide professional development opportunities and help graduate students to learn important skills that prepare them for careers after their degrees. Session participants will learn the importance of engaging graduate students in teaching and learning and will leave the session with ideas on how to create or improve opportunities for graduate student development in their own institutions.
		RT06: Overcoming Faculty Resistance by Creating the Conditions for Transformative Learning Meagan Troop and Bethany Osborne Scholars and practitioners like Flaherty (2019) and Seidl & Tanner (2017) suggest that there are a number of factors at play in the resistance that we experience within our teaching and learning spaces. Each year, Sheridan College has 80-100 new faculty enrolled in different stages of a two-year mandatory faculty development program. Throughout this program, we frame the experience with transformative learning theory and model inclusive practices, fostering a sense of belonging within our community of faculty learners, many of whom experience feelings of resistance in their developmental journeys. In our roundtable sessions, we would like to discuss the role that co-creating an inclusive community of praxis has played in helping faculty to name and overcome their resistance, and the approaches and conditions that have ultimately inspired a change in perspective to embrace the developmental learning opportunity wholeheartedly (Hoggan, 2016; Ahmed, 2013).

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		RT07: Practicing what we Preach: Enhancing Constructive Alignment and Scaffolding of Learning Across Graduate Student/Postdoctoral Fellow and Faculty Teaching Development Programs Kris Knorr and Erin Allard As educational developers in higher education, we tout the importance of scaffolded learning opportunities within and across postsecondary courses and programs. However, upon reflection, we recently realized that at our own teaching and learning institute, we did not intentionally or explicitly examine constructive alignment (Biggs, 1996) and scaffolding of learning (Vygotsky, 1978) across our programming for graduate students/postdoctoral fellows and our programming for faculty. During this roundtable discussion, participants will learn about the process we went through at our home institution to enhance constructive alignment and scaffolding of learning across these programs. The discussion will entail us sharing our experiences, and focus on considerations for participants engaging in alignment and scaffolding exercises at their own institutions. By the end of the discussion, participants will be able to list some benefits and challenges associated with engaging in program scaffolding at their home institutions, and list key stakeholders that they should consider in conducting this work. **RT08: Taking up the Calls to Action: Educational Development and the Truth and Reconciliation Commission of Canada** Dr. Natalie Currie-Patterson This roundtable session is focused on sharing ideas and instigating discussion about the role of educational development and educational developers in efforts of truth-telling, reconciliation, and relationship building in institutions of higher learning. This session centers the 94 Calls to Action made by the Truth and Reconciliation Commission of Canada as well as the words of Oneida scholar and educator Martin Cannon (2018) who has argued that "reconciliation can only take place when settlers start to move beyond a simple acknowledgement of privilege to place words into real, anticolonial, transformative, and pedagogical action" (p. 178, emphasis added). The roundtable asks participants to consider what such pedagogical action looks like in the practice of educational development. Moreover, it seeks dialogue around the role educational developers can and should play in supporting our institutions towards a pedagogy of truth-telling and reconciliation. **RT09: Transforming the Teaching and Learning Environment at the Intersection of Organizational Development and Educational Development** Dr. Kim Myrick In this roundtable discussion, participants will explore the application of approaches of organizational development to the field of educational development. The goal is to raise awareness of conceptual foundations and strategic requirements to create educational development opportunities that elevate the value of teaching and learning as a scholarly practice and foster teaching excellence and educational leadership. Participants will be encouraged to discuss concepts of vision, leadership, goals and resource distribution as well as strategies to apply these concepts to educational development. We will share insights and ideas that bridge realities and challenges of academia with strategies of organizational development.

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POSTERS		
2:30 to 3:00	MPR	**P01: Classroom Inclusivity: The Case for Pronouns** Phillip Joy Educators are responsible for creating learning environments that are inspiring, respectful, and inclusive to all. Educators are likely to have diverse students in their classrooms, students who identified as cis, trans, genderqueer, and gender diverse. Previous research reports that university institutions have policies and practices that are less supportive of genderqueer and gender diverse individuals. It has been noted that practices that reinforce binary concepts of gendering and misgendering by the use of pronouns are microaggressions. Faculty should consider how they use pronouns in their classrooms. Educators, by considering the use of pronouns in their teaching, can transform their teaching environments to ones that are inclusive, supportive, and conducive to learning. **P02: Developing Student Personas and Stories to Guide Course and Program Development** Bobbi Dunham In recent years, academics have begun to incorporate design anthropology, information architecture and marketing research techniques into the development of courses and programs, with the intention to focus on the learner experience (LX) in the design process. The LX design process helps course design teams to empathize with diverse learner needs and motivations, and deviate away from objective assumptions or facilitator-focused design. NSCC Organizational Learning has begun to use an LX research method developed by Alan Cooper called 'persona research' to help course design teams better communicate as a team and identify with their learners. Personas are fictional, archetypal characters developed from real learner qualitative and quantitative research (not stereotypes), that serve as efficient representations of learners. Personas are used to inspire the course design process. This poster presentation will outline the process of creating learner personas that can breathe life into course and program design. **P03: Factors that Influence Undergraduate Students' Study Programme Choice** Ibiye Tonye Dagogo The study attempts to examine the influence of career aspiration on the retention of third-year students at a research-intensive university in South Africa using a constructivist approach and a qualitative case study design. The convenience sample consisted of students of diverse ethnicity and gender from both the extended degree and mainstream programme who have successfully entered their final year of study. Data was generated from semi-structured interviews about why students chose their study programme. The interview transcripts were analysed qualitatively using open coding, generation of categories and emerging meaningful themes. The findings showed that achievement in the subject at school level, interest in the subject and influence of role models were the foremost criteria that influenced undergraduate students' choice of study programme. **P04: It's Working - A Blended Adult Education Program Designed for Flexibility** Lisa Boyle, Trish Farry, and Bobbi Dunham Providing learners with flexiblity is the approach NSCC took in the development of the Adult Education Foundations (AEF) program. We will share how and why we have intentionally designed and developed our AEF program curriculum, course sequencing and integrated program feedback, highlighting our successes and challenges in delivering a blended faculty development program.

Time	Room	Event
		P05: Life After Online Course Development: Evolving into Quality Delivery Kasey Fulton, Charlene Jones, Leanne Vig, and Melanie Latham What happens after an online course has been developed? How do faculty effectively deliver an online course? Visit our poster to explore how one institution evolved its Framework for Quality Online Courses to include a phase for the delivery of quality online courses. Through a variety of visual elements, our poster will illustrate the process, team, and resources involved in our Delivery Phase. Let's work together to transform teaching and learning by shifting the mindset of online course delivery as being the siloed facilitation of a content-based course to the team-based facilitation of an engaging, learner-centred experience. We invite you to engage with us and further the conversation about the need for quality online course delivery in post-secondary institutions. **P06: Maclean's Rankings and Reputations, 1992-2018: An Evidence-Based Analysis** Denise DeBlock Using a protocol of statistical tools and procedures, we offer an empirical examination of Maclean's magazine rankings of Canadian universities for the years 1998-2018 to provide the following: (1) the correlation across all institutions between (a) rank and reputation in a given year, (b) a given year's rank and the previous year's reputation and (c) a given year's reputation and the previous year's rank; (2) the correlation between rank and reputation for a given institution across all years; and (3) a comparison of variance in rank to reputation for a given institution across all years. Results of these analyses showed largely nonsignificant and inconsistent relationships across the aforementioned categories; whereas some categories were significantly related, they were not synonymous when they arguably should be. Consequently, Maclean's annual analyses using a rank-based approach to evaluate universities has offered inadequate practical use, different from their continually advertised intentions, for over twenty years. **P07: Online Quality Guidelines: A Resource to Promote Excellence in Online Course Design and Pedagogy** Dr. Les T. Johnson In response to the growing number of online course offerings at Dalhousie University, coupled with the general unfamiliarity of teaching in the online space, educational developers at the Centre for Learning and Teaching created a set of Online Quality Guidelines (OQG) to promote excellence in online course design and pedagogy. Although there are already a number of internationally recognized rubrics that can be used to evaluate the quality of online courses (e.g., OSCQR, QTIP, QM, etc.), Dalhousie needed a context-specific, evidence-based resource designed with our faculty in mind. The poster and corresponding presentation will review the OQG resource, consider its unique features, explore ideas for promoting faculty engagement and use, and demonstrate how the tool continues to grow to meet the ever-expanding needs of our online teaching community.

Time	Room	Event
		P08: Teaching Support for Contract and Teaching-Stream Faculty Dr. Brian Nairn There is a recent trend across Ontario universities to increasingly hire contract/sessional faculty [1] and teaching/alternate-stream faculty [2], both emphasizing teaching as opposed to research [1,2]. However, these populations often remain under-represented in empirical research studies. Evidence suggests both contract and teaching stream faculty are motivated to pursue professional development activities related to their teaching [1,2]; however, contract faculty in particular often report inadequate support for these additional activities [3]. Therefore, the purpose of this project is to investigate the barriers and preferences towards teaching and learning professional development at a Canadian university for both full-time and part-time teaching faculty members. At the time of abstract acceptance, quantitative data were being obtained from an online survey and preliminary results will be analyzed using both descriptive and parametric (e.g. ANOVA) statistics. [1] Field et al. (2014). Higher Education Quality Council of Ontario (HECQO). [2] Vajoczki et al. (2011). Higher Education Quality Council of Ontario (HECQO). [3] Hitch et al. (2018). Higher Education Research & Development, 37(2), 285-300. **P9: What does Effective Educational Development for Sessionals Look Like?** Brandon Sabourin Sessional instructors teach a substantial number of courses—and students—in Canada every year. The precarity of sessionals has been explored from a labour perspective which poses questions of fair employment. Yet despite their precarity, sessionals can and should have the opportunity to become better educators, as teaching is typically their main duty. For educational developers, sessionals present unique challenges. They are not a homogeneous group; they teach for a variety of reasons and at a variety of stages in their careers (Gappa & Leslie, 1993). Because of this, sessionals require various opportunities for educational development, which complicates the development of such programs. This poster will explore how an ED program for sessionals might be developed. There are many factors considered, including needs, outcomes, format, design, and evaluation. This research will inform the future development of educational development opportunities for sessionals across North America, beginning with the University of Windsor.
3:00 to 4:00	MPR	**Part II: Returning to the Heart Educational Development** Dr. Michele DiPietro, Executive Director of the Center for Excellence in Teaching and Learning at Kennesaw State University Dr. Peter Felten, Assistant Provost for Teaching and Learning at Elon University
4:00 to 4:15	MPR	**Closing**
4:50	McCain Building	Bus departs Mount Saint Vincent to take delegates to Halifax International Airport