

ACURIT 2019

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University of Alberta, Augustana Campus, Camrose

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ABSTRACTS (alphabetical by last name of first author)

Ault, Lindsay. *Searching for Bigamists: Doing Research in the New York Times*. University of Alberta, Augustana Campus

Not available at time of posting.

Batra, Charanjeet Singh. *Using an Analytical Asynchronous Tool: IQT to Build a Community of Researchers*. University of Ontario Institute of Technology.

The emergence of Information and Communication Technologies (ICT) and their use, have left an enormous effect on education. ICT based new learning environments have offered exciting opportunities for the learners' diversity to grow. This case study focuses on lifelong learners who are (a) highly motivated to explore learning and (b) returning to higher education. Based on their past knowledge and experiences these learners when collaborate, can immensely contribute to an enriched learning experience for others and enhance their own learning. This has necessitated a review of existing teaching and learning practices particularly. What would a collaborative learning space look like to engage these learner and how to create an enduring community of life long learners within it? A space in which everyone has an opportunity to clearly communicate and express even opposing and diverse views respectfully. A space where learners are equally empowered, motivated and create new knowledge, by sharing each other's ideas and presence, for an enriched learning experience. Answers to this question are built on a review of communication and technology theories and models (Peirce, 1931-36; Garrison, Anderson & Archer, 2000; Kennedy & Kennedy, 2010; Petrushyna, Kravcik, & Klamma, 2011; Garrison, 2011; Garrison, 2016; Dias & Benet, 2016; Anderson, 2018; Garrison, 2018) and their use for social and pedagogical purposes. This case study has discovered that the socio-constructivist learning theories grounded in the works of Peirce, Dewey and Vygotsky have become most relevant today for lifelong learners. Community of Inquiry (Col) framework (Garrison et al., 2000) is explored as a design solution to create a community of life long learners. In a workshop type setting using Google docs, and a mobile application, participants of this proposed session will collaborate with ease and experience how new knowledge is created and measured within a collaborative community.

Buttler, Tim and Shirley Freed. *Drawing on the Power of Multimedia and Reflection: ePortfolios Enable Students*. Burman University.

The purpose of this presentation is to describe the research stemming from ePortfolio process Burman University's School of Education has instituted in the bachelor of education programs. This description will include the journey experienced by education students and instructors as educational ePortfolios became the standard of practice and how successive iterations of the process continues to provide opportunities for student growth. Drawing on the power of multimedia and personal reflection, the creation of the educational ePortfolio is an opportunity for students to develop and demonstrate proficiency in the six competencies based on the Alberta Teaching Quality Standard. As students proceed through their program, and their expertise in teaching increases, they often choose to include some artifacts in their portfolio only to discover later that they will have better examples of their competency. They are constantly removing and adding new documents to their ePortfolio. In this way, the portfolio becomes a 'living' demonstration of their growth. An important focus of the presentation will involve a description of the process we conduct. For example, how is an ePortfolio rubric employed? How are opportunities provided for education students to present their ePortfolio to their peers and faculty members? The presentation will conclude with a brief discussion regarding how making student learning visible through ePortfolios supports reflection and deep learning. Finally, recommendations for teacher educators and education programs, in general, will be made.

Chaffe, K, J Hoang, R Hathaway, M Spila, and A Rissanen. *Case Study InSciTE: High Impact First Year Program*. University of Alberta.

As a leader in interdisciplinary science, the Faculty of Science engaged in development of a program bundling foundational STAT and CHEM courses with integration of MATH and BIOL or PHYS to create a new first-year, academic interdisciplinary experience called InSciTE— Interdisciplinary Science Threshold Experience. This project-based curriculum emphasized teamwork and leadership and presented complex interdisciplinary challenges. To assess the effectiveness of InSciTE, we used two surveys, the first being the Test of Scientific Literacy Skills (TOSLS), which measured skills related to major aspects of scientific literacy (Gormally et al., 2012). The second survey examined student belongingness, motivation, and autonomous learning, combined with demographic data questions (Black, & Deci, 2000; Good, Rattan, & Dweck, 2012; Luhtanen & Crocker, 1992; Macaskill & Taylor 2010). Pre-existing demographic characteristics that were considered include: age, gender, ethnicity, international student status, whether other family members have already attended university, high school GPA, familiarity with science, and faculty affiliation. The evaluation of the second academic year suggested that the InSciTE cohort performed better on the TOSLS than the general science cohort. However, the effect of higher scientific literacy became non-significant when accounting for affiliation with the Faculty of Science, with Faculty of Science students having overall higher scores. The InSciTE cohort reported more positive relationships in the InSciTE classroom and scored higher on Black & Deci's Relative Autonomy Index, a measure of

motivation. There was a trend in data suggesting that female students of InSciTE benefited from the cohort experience.

Domnich, Ilan. *The Use of Interactive Learning Objects in MOOCs*. University of Alberta.

High-impact teaching practices employ a variety of strategies to increase student engagement with course material, in order for students to better understand and synthesize complex material. We present the use of a modern learning technology, Interactive Learning Objects (ILOs), and their applications to improve student engagement and understanding. ILOs are based on the concept of “gamification”, which aims to improve student engagement and understanding by increasing interaction with the course content in an entertaining format. ILO development is underway for a forthcoming MOOC, Bugs 101, and equivalent on-campus course, Ent 101, to allow greater student engagement with complex topics in the course. ILOs are hosted within online learning platforms, Coursera or eClass, and allow the students to virtually explore and visually interact with the material. Most ILOs for Bugs 101 and Ent 101 are “drag and drop” style, which provides students with a formative assessment to gauge their knowledge of concepts throughout the course in an engaging and “gamified” format. The proposed uses of learning technologies and strategies, with a particular focus on ILOs, within the context of Bugs 101 and Ent 101 will be presented, with the opportunity for discussion from other attendees about the learning technologies employed in these online courses.

Freed, Shirley, Tamara Bond, Jelani Coke-Talbot and Julia Curtis. *Undergraduate Researchers Influence their Education Program*. Burman University.

This session describes how undergraduate students enrolled in a BEd program provided valuable assistance in shaping their own program. Three different research projects are described showing how interviews and surveys provided data in order to improve their academic program. The first project gathered interview data by simply asking the questions: What is working well in your program? And what is not working so well? The responses were analyzed by the students and recommendations made to the faculty. This resulted in changes to the portfolio process and field experiences. The students expressed surprise that they could gather this data and influence the faculty in program development. The second project resulted from a curiosity about the extent to which students were embracing the multiple ‘new’ activities related to First Nations people that were being embedded in their classes. An online survey was developed and reflection papers written and analyzed. The third project was connected to the development of a new course on Teaching for Truth and Reconciliation. The student reviewed all of the education resources provided on all provincial education websites and made recommendations on the value of various resources for teachers in training as well as in-service teachers.

The following questions emerged from these activities:

- 1) Is this really ‘research’ and is this a ‘high-impact’ practice?
- 2) How do students manage their own ‘bias’ in participant research?
- 3) What research skills were developed in these projects?

- 4) How did the students change professionally and personally as a result of these projects?

Gares, Sheryl. *Can CUREs Cure the Ennui of "Cookbook" Science Labs?* University of Alberta, Augustana, Campus.

Undergraduate research is recognized as a high impact educational practice. In science education, students who engage in independent research tend to enjoy grade improvements and integrate scientific knowledge and thinking better than students restricted to traditional course-based learning. However, there are typically too few faculty to supervise individual independent research projects for all students majoring in the discipline. To improve the efficiency of offering authentic research experiences to a broader, larger student body, course-based undergraduate research experiences or CUREs are being adopted. The CURE replaces the traditional laboratory component of a lecture + laboratory-based course. Students enrolled in CUREs investigate a legitimate scientific question. Each student designs and carries out individual laboratory or field research that generates novel data that students analyze and usually present in a public forum. This approach engages students on many levels of authentic scientific practice and offers an exciting way to invigorate scientific teaching and learning in undergraduate labs. Because of the potential benefits, I explored the feasibility of designing and incorporating a CURE in a senior microbiology course that I teach. I will describe my rationale for the particular scientific problem I selected for the CURE, the necessity of substantial background preparation and the completion of the first iteration of a CURE in my microbiology course. I will discuss how well my CURE achieved each of the five dimensions that are typically used to define a CURE and I will conclude by sharing student feedback about their research experience and the future of CUREs at Augustana Campus.

Greer, Sarah and Shauna Wilton. *"Grandma is the Mayor": Women's Participation in Local Politics in Alberta: A Student Research Assistant's Perspective.* University of Alberta.

The presentation will be composed of two parts. The first part will begin with an overview of the project developed by Dr. Shauna Wilton and Sarah Greer on the representation of women in municipal politics. The second part will discuss the project through the perspective of a student research assistant. The research project provides context on the experiences of women in municipal politics in Alberta and how these experiences reflect the barriers and motivators women have when running for local office. Based on a survey of 198 women currently serving in local government in Alberta, our research found that although women are more drawn to local politics for personal reasons, primarily family care responsibilities, a more significant factor was their connection to local community and the feeling that they could bring about change. The project explores these findings, focussing on: (1) the role that family played in their decision to run; (2) the women's experiences of mentoring and the encouragement they received to run for local office; (3) their perception of the qualifications needed to run for office; and (4) their connection to the local community. Beyond the information provided about the project, the presentation will also reflect on the experiences of working as a student research assistant. These experiences include the development of crucial research skills for academic improvement, the formulation of positive relationships with academic professionals, the creation of personal research interests, and inspiration for future career plans.

Grimshaw, Michael. *Enhance Collaboration, Engagement & Performance with IMPROV Practices!* The Entrepreneurial Institute @ California State University- Dominguez Hills College of Business.

For the past few years at the beginning of each semester, my business and entrepreneurship students practice IMPROV techniques to help them communicate, listen, minimize fear of failure, embrace surprise, engage and network with each other in a fun and interactive manner. This HIP collaboration project has increased the student camaraderie, openness and willingness to give presentations, lead workshops and challenge each other in and out of the classroom to higher levels of performance during the semester. It is amazing how this practice has broken down personal barriers among the students and in the semester evaluations, they indicate that IMPROV has helped them feel more confident in their work and be more at ease in working with each other to accomplish tasks. As a kickoff and icebreaker for the ACURIT conference, I will conduct a 60 minute IMPROV in education workshop with the attendees participating and establishing a fun, interactive and positive tone for the balance of the conference. This 60 minute workshop will explore the methods, feedback and impact of 5 years of practical experience in teaching over a thousand disadvantaged & under-served upper class students small business management & entrepreneurship in active learning classrooms vs standard traditional classroom modalities. Survey and workshop tools will include activities to determine & demonstrate the efficacy of flipped learning, engaged learning and active learning techniques. California State University, Dominguez Hills is a highly diverse, metropolitan university primarily serving the South Bay area of Los Angeles County. Established in 1960, CSUDH is one of the 23 campuses that comprise the California State University system. CSUDH is proud of its exceptional faculty, staff, and students. Our state-of-the art educational institution is equipped with SMART classrooms, new sports facilities, and a serene environment for students to grow and learn. At CSUDH, we work with our community and friends closely to do outreach projects with area charities, non-profit organizations, schools, and libraries.

Haave, Neil. *Using HIPs to Facilitate Students' Critical Reflection on their Major.* University of Alberta, Augustana Campus.

The high impact practices (HIPs) advocated for higher education by the American Association of Colleges and Universities (AAC&U) have been shown to positively impact student learning outcomes. Augustana's biology capstone is a requirement of all biology majors that employs HIPs. I use a form of team-based learning (TBL), a highly structured version of the flipped classroom, as the instructional strategy for this course. The strength of TBL derives from subdividing a class into teams that remain stable throughout the term. As teams learn to work with each other and begin to trust each other with their learning, they effectively become learning communities, one of AAC&U's HIPs. TBL also facilitates collaborative assignments, another HIP, in the form of in-class applications of the course material being learned. In addition to the two HIPs inherent in TBL, Augustana's biology capstone is also a writing intensive course, includes an ePortfolio in which students reflect on their writing and learning, and finally, is a culminating capstone experience in which students consider the larger context of the biological knowledge they have been mastering over the course of their undergraduate degree. The foil used to prompt students' reflection is the history and philosophy of biology.

Student evaluations indicate that students find the course challenging yet rewarding. HIPs provide the means for students' to critically reflect on their major.

Haukenfrers, Jasohna. *A Study of Perspectives*. University of Alberta, Augustana Campus.

Inclusion choirs and music therapy practices are growing in popularity across North America and, although there are many shared goals between the two activities, they are neither synonymous nor presented together. High impact teaching and learning practices within undergraduate courses AUMUS 236 Choral Literature, Interpretation and Techniques and AUMUS 335 An Introduction to Music Education establish foundational information about inclusion choirs and music therapy. These two courses provide valuable experiential learning opportunities through a Community Service Learning program in a hospital setting and with SingAble, a community-based multigenerational inclusion choir. The courses provide a method to explore how inclusion choirs and music therapy could intersect in the realm of a new discipline—choral music therapy. In addition to the foundational work established through the undergraduate courses, additional research will be conducted. Through interviews with conductors of inclusion choirs and with music therapists, the definitions of choir and music therapy will be evaluated and reviewed to facilitate a clearer understanding of the two separate disciplines. Placed within the high impact learning practice environment, the distinctions between music therapy and choral singing will be considered through overlapping characteristics and goals which could open the possibility for a fusion of approaches to create a new discipline of “choral music therapy”.

Heinrich, April. *Marrying Music with History: Exploring the Reception of Gabriel Fauré*. University of Alberta.

According to Britannica Encyclopedia, French composer Gabriel Fauré (1845-1924) “influenced the course of modern French music” as one of the most prominent composers of the end of the Romantic Era and the beginning of modernism. Several academic sources, including French musicologist Jean-Michel Nectoux, and American composer Aaron Copland, agree that Fauré does not have his proper place in the musical canon, even though he enjoyed a degree of popularity during his lifetime in his home country (1984 and 1924). Despite the few who elevate him to the Parthenon of musical masters, Fauré’s legacy (or lack of) testifies to the difficulties for composers to enter the musical historical canon. Analyzing the reception he received in popular outlets throughout his life and posthumously sheds light on how composers and the study of music reception fits into the larger musical canon.

I propose to present the research I have done in historical French, German and English newspapers and to reflect on the opportunity to do original research at the undergraduate level.

Honey, Lynne and Ryley Russell. *Differential Effects of Feedback Templates on Student Performance*. MacEwan University.

Our goal was to determine whether time-saving feedback templates can be useful for improving student work in a large introductory course. Participants were enrolled in introductory psychology at MacEwan University, with optional pass/fail reflection assignments.

One of three types of feedback was delivered following a 'failing' reflection submission. The control condition pointed out key errors and encouraged the student to seek help as needed. The 'strong' condition additionally provided a template with an annotated 'A' example. The 'weak' condition provided a template with an annotated 'failing' answer. Students could then revise and resubmit for full marks. The three conditions were counterbalanced across 16 sections of the course, with approximately 2300 students, and across four weeks of reflections. The 634 resubmitted reflections constitute our sample. There were 240 in the control condition, 203 in the 'strong', and 191 in the 'weak' condition. Pairwise comparisons revealed greater among the 'strong' group ($p < .023$) but no difference between weak and control groups ($p < .152$). Logistic regression revealed significant effects of feedback condition, reflections completed, and topic (all $p \leq .001$). When we added the interaction term between reflections completed and feedback condition, the significant effect of condition was eliminated, with no interaction between factors. Effect of templates appears significant only when 'motivation' is considered. Using templates can be an efficient method of providing quick feedback to large classes, and seems to support improvements to student work. Strong templates may be especially beneficial to weaker or less motivated students.

Kariuki, James, Elizabeth McGinitie, Shaylynn Nickel and Benjamin Schmidt. *Triumphs and Challenges of Undergraduate Research*. University of Alberta, Augustana Campus.

Undergraduate research is considered one of the high-impact practices that has been shown to provide an enriching educational experience to students. Undergraduate research provides students with an opportunity to engage in hands-on activities and allows them to develop potential solutions to real-world problems. It has been demonstrated that students who participate in undergraduate research significantly improve their critical thinking and communication skills and are more satisfied with their overall educational experience. Our presentation will focus on recruitment strategies for undergraduate researchers and the successes and challenges associated with undergraduate research. Senior students who have been actively involved in undergraduate research will share their experiences. Conference attendees will also be given an opportunity to share their best practices regarding undergraduate research.

Lane, Stephen and Sharon Morsink. *Black Holes for Non-specialists: Efforts at Online Engagement*. University of Alberta.

We adapted a University of Alberta open online course named "Astro 101: Black Holes" for a for-credit offering. Astro 101 is a first-year optional course for non-specialists, and has no post-secondary prerequisites. Traditionally, the topics of this course are in a fourth-year undergraduate or a graduate course, aimed at specialists and researchers. This is because the concepts are synthesized from multiple different fields of physics, and there are few analogies for them. Thus, there are challenges both in making the material accessible and engaging, but also with maintaining this engagement through an online-only delivery. To this end, multiple high-impact teaching practices were used. As students learned about the naming,

classification, and environments of black holes during the course, they used primary and secondary literature to develop a two-page report on an assigned black hole. This report was to be readable by the general public, and was graded both by small-group peers and the instructor. A second term project was more creatively-directed. Students chose a method of creative expression and used it to explore the concepts of black holes. Examples included comic strips, short stories, drawings, and even an “Interview with a Black Hole.” These were developed in stages including a proposal, peer feedback, and instructor feedback. Astro 101 communicates high-level specialized concepts to an online, non-specialist audience. In this presentation, I discuss challenges behind the Astro 101 course and details of the projects used.

McCollum, Brett. *Using a Research Learning Plan to Integrate Undergraduate Research into your High Impact Practices*. Mount Royal University.

Kuh’s identification of High Impact Practices (HIPs) has provided educators with a collection of 10 teaching and learning practices that promote deep learning (Kuh, 2008). One of these HIPs, undergraduate research, is an experience that supports students in experiencing the barriers of knowledge and the process of knowledge creation. Eager to acquire new skills under the willing supervision of an experienced researcher, many undergraduate researchers are even willing to work as volunteers. However, their limited disciplinary knowledge and often complete lack of research training can present challenges.

In this session, Dr. McCollum will share faculty and student experiences of using a research learning plan to transform undergraduate research assistants into research partners. These experiences reveal that faculty and student can have different motivations for engaging in research partnerships and divergent metrics for success. McCollum will invite participants to reflect on how they protect the physical, psychological, and social safety of undergraduate researchers. Collectively, we will explore the need for institutions to develop an undergraduate researcher Bill of Rights. Finally, he will also reveal how one of his undergraduate researchers has used Kuh’s definition of HIPs (2013) to discover a new high impact practice.

McIntosh, Anne, Brian Rempel, and Glen Hvenegaard. *Thinking Outside the Assignment Box: Expanding Beyond Traditional Assessment*. University of Alberta, Augustana Campus.

Even in the context of Augustana’s goal of developing innovative classroom learning experiences, assessments of student learning in science often have stuck with very traditional tools: laboratory reports, one or two summative midterm exams, and a summative final exam. These assessment structures have evolved for a variety of reasons, which include maximizing assessment of comprehension of specific course content, dealing with relatively high student to instructor ratios, meeting external program certification or transfer agreement requirements, and familiarity of the instructor with these forms of learning assessment. The problems with these traditional assessment tools are that they sometimes reward test-taking ability rather than knowledge, can increase student anxiety levels, may not engage students in the learning process, and are not the most appropriate tools for assessing all types of learning. In this seminar, we will briefly explain some of our experiences using high-impact assessments that are

“out-of-the-box”. Assessment tools that are somewhat out-of-the-box include Community Service Learning (CSL) placements, portfolios, two-stage midterm exams, and oral or poster presentations (all of which are surprisingly uncommon in science courses). We will also discuss some of our own experiences with high-impact assessments that are further out-of-the-box, such as “Choose Your Own Assignment” projects, oral exams, interviewing an expert, and class debates (all of which are definitely uncommon in science courses). This workshop seeks to spark ideas for others to adopt, and provide a venue for discussion by participants of additional out-of-the-box assessments that have been successfully implemented by others across disciplines.

Purc-Stephenson, Rebecca. *Teachers as Mentors: Designing and Implementing a Project-Based Learning Experience*. University of Alberta, Augustana Campus.

This interactive workshop will introduce the pedagogical approach to project-based learning (PBL) and its application in the classroom. Participants will learn the steps commonly used in designing and implementing PBL, work through concrete examples, and share ideas and tools.

Rempel, Brian, Geoffrey Dipple, and Daniel Sims. *First Year Seminars at Augustana*. University of Alberta, Augustana Campus.

First Year Seminar (FYS) courses are recognized as a High Impact Practice (<https://www.aacu.org/leap/hips>) that introduce incoming students to the demands and expectations of university learning. At many institutions, FYS courses focus on critical thinking, informational literacy, frequent writing assignments, and a collaborative learning environment (<https://www.aacu.org/leap/hips>). In the Fall of 2017 at Augustana, we implemented a mandatory FYS program for incoming first-year students. This initiative occurred at the same time as the Augustana academic calendar was revised to introduce a 3-week block course at the beginning of each semester, followed by an 11-week session in which students typically take four courses simultaneously. The September block allows student to take the entire FYS in the first three weeks of their academic career, and in which they take no other courses. The objective is to provide students a focused introduction a new learning environment, faculty workload expectations, and the experience of receiving feedback and grades all within the first three weeks of their degree. Many of our FYS courses also feature the presence of a senior student tutor (3rd or 4th year) whose role is to provide another perspective in the room, and offer advice on student success. In this session, a panel of three faculty, three senior student tutors, and three outgoing first year students will discuss our experiences to date in the Augustana FYS program.

Risk, Nicole. *Puberty, Penises and the Patriarchy: Eliot Birch and Masculinity in Big Mouth*. University of Alberta, Augustana Campus.

Not available at time of posting.

Rissanen, Anna. *Student Engagement in Large Classroom: The Effect on Grades, Attendance and Student Experiences in an Undergraduate Biology Course*. University of Alberta.

A Biology first year university class that has over 600 students creates a challenge to instructors who would like to offer high quality teaching as they tend to lead to poor student attendance. One suggested approach to increase attendance is to increase interactions by using student engagement during classes. When students are engaged in active learning exercises they achieve higher grades, and more students stay in higher education (Springer et al, 1999; RuizPrimo et al., 2011; Freeman et al., 2007; 2014; Gasiewski et al., 2012). Student engagement by active learning includes collaborative learning among students, preparing and attending to classes, and any kind of interaction with the course content inside and outside of the classroom (Larose et al., 1998; Svanum & Bigatti, 2009; Handelsman et al., 2005). This study was designed to increase student engagement in large classes. One of the three sections in Introductory Biology class (Biology1001, 200 students in each section) was taught using active learning and student engagement (Engaging Class), and two other sections received lectures without active learning or significant engagement (Lecture Class). This was a mixed method study with quasi-experimental design that used both quantitative and qualitative research methods, and it was conducted during the fall semester in 2013 at Memorial University, Canada.

Trigg, Tina. *Making a Difference Through High Impact Practices and Inclusion*. King's University.

While invested instructors are interested in how learning practises benefit students during their studies, a longer-term concern is how High Impact Practises translate into outcomes for students beyond their formal academic experiences. How do ways of learning shape ways of thinking, thereby shaping engaged citizens? How do HIPs make a difference? AACU identifies “difficult differences” (or diversity) as doubly significant – not only is diversity a HIP but it is also a signature initiative for the organization. Moreover, inclusion is defined as “[t]he active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.” By increasing awareness, knowledge, and empathy, inclusive practise has the potential to shift students to a perspective that carries beyond their campus experience – one that aligns with AACU’s essential learning outcome of developing “personal and social responsibility.” This presentation will compare and contrast the use of different HIPs in two student experiences – one in theory and the other in systemic analysis of a practical social problem – with the ultimate goal of suggesting that to approach the “difficult difference” of inclusion both as a HIP and through campus modelling can enable students to experience formative learning that transfers to meaningful lived outcomes. The presentation will speak about a capstone course, undergraduate research, community-based learning, a community engaged research project-in-development, campus environment, and carryover outcomes from both faculty and student perspectives.

Wilk, Melissa and Jason Taylor. *Exploring Experiential Learning in the Pathways Program.* University of Alberta, Augustana Campus.

This presentation aims to showcase the value of Augustana's experiential learning program, Pathways. Funded by a generous donation from alumnus Gordon Warnke, Pathways aims to engage in meaningful partnerships with rural and Indigenous communities. To this end, we present two perspectives on the Pathways Program, student and instructor. In the summer of 2018, Melissa Wilk - a fourth year Global and Development studies student at Augustana - was a pathways scholar in Maskwacis with WIN EcoSciences, an Indigenous-led organization, to help implement a permaculture and food forest program at a high school. Wilk will discuss her partnership with the community while highlighting two central lessons learned through her experiences as a pathways scholar: the need to acknowledge key contexts challenges within the community and the importance of flexibility and patience. Dr. Jason Taylor will then speak to one central experiential learning technique - dialogical inquiry - which can be used to deepen student experiences in many experiential learning opportunities.

Xiang, Cecilia and Gavin Bradley. *Teaching Collaboration in Massive Open Online Courses.* University of Alberta.

With the rise of massive open online courses (MOOCs), many students view online learning as an independent activity. However, collaboration is a key skill in most disciplines. Using the three computing science MOOCs created by the University of Alberta as examples, this round table will focus on how collaboration can be taught and encouraged in MOOCs. Particular examples will include the challenges and benefits of using peer review to grade student assignments at a large scale and creating formative feedback that mimics collaborative work so students can move through a course asynchronously.