CTL NEWSLETTER

November, 2018, Issue 4

6th Annual Teaching & Learning Symposium

Dr. Frances Kalu, UCQ and Dr. Mohamud Vergee, WCM-Q (Co-Chairs)

Engaging Students Through Experiential Learning

Our 6th Annual Symposium on Teaching and Learning, co-hosted by Weil Cornell Medicine-Qatar and scheduled for Saturday March 30th, 2019, is fast approaching. With the theme, Engaging students through experiential learning, we are looking forward to sessions that highlight the different approaches being used to facilitate experiential learning in health sciences.

Fostering student engagement through experiential learning is key to teaching and learning in the 21st century. Students become engaged in learning when learning is meaningful and relevant to their lives. They are able to make connections to real life, think critically, work collaboratively, and apply learning in diverse contexts. Weimer (2012) advocates that students' participation in engaging activities leads to high-quality learning. Experiential learning activities create opportunities for students to critically analyze, synthesize, and reflect on their learning. Students who learn using this approach are seen to have the flexibility to adapt to a changing society where knowledge is ever evolving, with flexibility and critical-thinking skills being key to success after graduation.

As educators we acknowledge this shift in our paradigm as we move towards developing classrooms that are learner-centered and invite students to engage and reflect on the learning with teachers as facilitators and mentors. With this in mind, we invite you to start thinking of ways that you teach in the classroom, clinical, labs, simulation and plan to share these strategies at our conference.

We invite educational and research abstracts under the following streams:

- Active Learning Strategies
- Educational Technology
- Interprofessional collaboration
- Assessing student learning
- Simulation
- SoTL
- Curriculum
- Students as partners

The call for abstracts will be launched before the end of November. Stop by the CTL if you would like to discuss potential sessions.

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Making a Case for Case-Studies as a Signature Pedagogy in Nursing

Dr. Frances Kalu, Teaching and Learning Specialist
Carnelle Symes, MScN, Nursing Instructor

As nursing education includes a combination of pure and applied science framed in a practice-based discipline, bridging the gap between theory and practice becomes key to students' learning. Shulman (2005), in his seminal work, describes signature pedagogies within professions as discipline-specific approaches to teaching that educate novices within the discipline to think, perform and act within the disciplinary framework. Among several pedagogical approaches used in nursing, signature pedagogies within the discipline include clinical rotation and simulation. Both approaches enable students to learn from nursing practitioners at the bedside in the case of clinical rotations and in simulation labs where practice takes place in a safe environment (Long et al., 2012), hence socializing them into the discipline. However, in an age where knowledge changes rapidly, where information contained in textbooks and lectures quickly becomes obsolete, and patients are less likely to spend as much time in acute care settings (Long et al., 2012; Schulman, 2005), health science disciplines are looking at different signature pedagogies to educate students. In nursing, narrative pedagogies and problem-based learning approaches have been identified as pedagogies that engage nursing students in thinking critically and empathetically while excising clinical judgement (Long et al., 2012). Examples of problem-based pedagogical approaches include case studies which are used in nursing education to facilitate the acquisition of new knowledge by students through the resolution of problems.

Popil (as cited in Leenders et al., 2001) notes that case studies are descriptions of actual or hypothetical situations which commonly include a challenge, problem or opportunities that require decisions to be made in resolution. Used in the classroom, they create an opportunity for students to think critically, analyzing and synthesizing knowledge as they apply learning in resolving clinical situations designed to reflect real life situations, thereby bridging the gap between theory and practice. As problem-based learning environments provide an opportunity for students to learn while resolving real life problems (Jonassen, 2011), resolving case studies as novice nurses enables students to think within the discipline, whilst developing habits of the mind, a tenet of a signature pedagogy (Shulman, 2005).

In the nursing profession we are very familiar with the use of case studies as a means of instructing our students both in the clinical environment and in the classroom. During our Spring (2018) Teaching and Learning in Nursing Education Book Club at the University of Calgary in Qatar (UCQ), we were introduced to a variety of case studies that can be used to enhance students' understanding of content. These case study types include: Quickies, Pre-class, Interspersed, Continuing, and Unfolding case studies (Herrman, 2016). The author explains that the various types of cases studies can be used for diverse class sizes to portray situations that mimic real life depending on the outcomes to be achieved within the class.

One of the authors has been able to use all of the various forms of case studies noted by Herrman (2016) in her classroom. The sections below contain a brief definition of the type of case study and an explanation of how she applied each of these types of studies in both N207- Nursing Inquiry taught during the Spring 2018 semester for the Bachelor of Nursing, Regular Track (BNRT) students, and N411- Nursing Scholarship taught during the Winter 2018 for the Bachelor of Nursing, Post Diploma (PDBN) students.

Quickie Case Study – This type of case study is usually very short and usually consists of an introduction to the patient and the clinical situations. It can be used to introduce topics, as a transition from one topic to the other, or as a demonstration on links between content. In the nursing class, I used the quickie case study approach with the case descriptions I used in

test questions. In my class I frequently give students multiple choice questions related to the content using a classroom response system (such as Socrative). These questions commonly have a case study component that provides context for the students. Here is an example: You are a nurse working with an interdisciplinary team to provide care to a patient. During patient rounds you hear several members of the team make derogatory remarks about the patient due to their nationality. What patterns of knowing might you experience during this interaction? (You may choose more than one) Empiric, Personal, Ethical, Aesthetic, or Emancipatory.

Pre-class Case Study - In this case study approach, you provide students with the case study in advance of the class and students engage with the content before coming to class. This provides an opportunity for students to prepare for the class by reviewing pre-readings as well as any other information required for the class whilst resolving cases. This is very pertinent for classes that have more content to be covered than time permits. Though I did not use this type of case study in the aforementioned classes, I have used it in clinical and lab courses as preparation for class. Most recently, I used this case study approach while teaching N406 – Consolidated Practicum II to students who were in a clinical rotation at the Heart Hospital in Qatar in the fall of 2018. This was a way to facilitate further learning and to prepare the students for clinical by familiarizing them to the types of diseases, medications and treatments that they would encounter before entering the clinical placement area.

Interspersed Case Study - This type of case study is used to break up a lesson and reinforce the content that has been covered up to this point in the lecture or to reinforce difficult concepts. This approach could involve the use of mini-cases. This approach was used both in N207 + N411 to reinforce the idea that a single report or journal article may be informative but may not/should not be enough to change professional practice. The levels of pre-appraised evidence (Dicenso, Bayley, & Haynes, 2009) can be confusing for students to understand. As a result, I used the case study of the article published in the Lancet journal that stated that autism may be caused by the MMR vaccine as an example. This article has since been proven inaccurate and retracted but has managed to do a lot of damage from a public health perspective with individuals refusing to vaccinate their children as a result of one piece of evidence. Students in my class are expected to identify that this article would fall at the base of the evidence period (level 1) and should, therefore, not be used as definitive proof of the results and, therefore, should not be generalized without further investigation.

Continuing Case Study - A continuing case study is one that is discussed multiple times throughout a class period to reinforce a variety of linked concepts. It can be developed as new content is presented in the classroom. Hermann (2016, p. 59) asserts that it brings a 'human element' to the case as students get to know the client and develop a holistic picture of the situation. An example that I like to use in my class is a patient that I had who was sedated and therefore unable to state who his family members were. In this case study there was a conflict between parents of the patient and a person who claimed to be the common-law partner of the patient. More details were provided to the students as we learnt more about the concepts of reflection in difficult situations, models of reflection and ethical dilemmas in nursing. This occurred over the course of one class period. Continuing case studies can be used for topics in which the contents are layered and increase in complexity. They can also be used for review of concepts prior to an examination or test.

Unfolding Case Study – This approach can be used to develop and introduce several key components that will be covered in several class lectures or perhaps over the entire course of the term as students learn about the different components required for care. For the N207 + N411 courses, I was able to use the same case study about conflict between patient families throughout the course. This was first used in the class to discuss reflection, and again in the classes where we discussed patterns of knowing and how they could be identified when discussing the nurse's role and evidence-based practice (EBP), and when searching for literature to guide our practice. This case moved through the process of evidence-based practice with the students and promoted greater understanding as students were familiar with the case in each class. Time was not spent trying to reorient students to the

case each time in order to provide examples that supported students' understanding of the content.

Problem-based learning environments provide the opportunity for students to learn while resolving problems when compared to traditional learning environments (Jonassen, 2011). Nurses as professionals spend time problem solving various issues related to clients. As a teaching and learning approach, case studies enable students to acquire and apply knowledge while critically resolving problems that could be encountered in real-life situations. Making this an effective teaching tool could be seen as a signature pedagogy in nursing education. Students are able to deepen their learning and the approach has been used successfully in many courses at the University of Calgary in Qatar.

If you would like to know more or discuss this or related topics with us? Come on over to CTL for a chat or contact us for a meeting (Dr. Frances Kalu, fukalu@ucalgary.edu.qa; Dr. Gilles Doiron, jagilles.doiron@ucalgary.edu.qa).

Recognizing the Value of CALP: Reflecting on the Intersection of Language and Content

Jody Shimoda & Angela Waigand

As academic proficiency is comprised of both knowledge of academic language and specialized subject matter, language skills become central to the development of higher level thinking skills. In context-reduced environments, which include lectures and textbook readings, where a limited number of environmental clues support students' understanding of content, there is a need to reduce English as a foreign language (EFL) students' cognitive load and scaffold their capacity to comprehend, analyze, and apply content to achieve a more fluid learning experience.

Cummins (1979) distinguishes between basic communication skills and academic language skills. Basic interpersonal communication skills (BICS) refer to the ability to converse and perform daily activities in a person's second language. BICS is easily acquired, often within two years of studying a language. Cognitive academic language proficiency (CALP), in contrast, is the ability to use a second language to function in an academic setting and may take five to seven years to fully develop (Crandall, 1994; Grabe & Stoller, 1997; Kasper, 2000). Content instructors should be aware that, because of the longer developmental timeframe students in their classes often do not have the cognitive academic language proficiency necessary to take university courses and their academic language proficiency may continue to develop as they take their content courses. It can, therefore, be useful for instructors of EFL students to understand some basics about second language acquisition theory (SLAT).

One foundational component of SLAT is the input hypothesis, which suggests that language is understood and acquired based on receiving input through reading and listening (Krashen, 1982). Krashen (1985) further developed his ideas by adding that the language input needs to be comprehensible. Comprehensible input refers to the idea that language input is just beyond the learner's linguistic competence in terms of the complexity of the grammar and vocabulary. In Krashen's terms, if a learner's English proficiency is at i (input), then they can comprehend input that is i + 1, or just a little beyond their current capability. However, input that is much greater than their proficiency level hinders comprehension. When input is comprehensible to the learner, it both facilitates language learning and aids in learners' comprehension of a message. When learners receive input that is greater than their proficiency level in class, there is a risk of disengagement or decreased comprehension. For these reasons, written and spoken classroom language needs to be made as accessible to learners as possible so that content learning and language learning reinforce each other in a reciprocal process.

Input can be made more comprehensible to learners by using scaffolding. The term scaffolding has been used to refer to the negotiation of meaning that assists learning (Bruner, 1985; Wood, Bruner, & Ross, 1976). More broadly, it refers to the supports provided by instructors to facilitate learning. This may include any activity, instructional strategy, or classroom technique that acts as a ladder or framework to aid comprehension and move a student toward a greater understanding. Scaffolding facilitates learning through providing structured support that allows learners to work at a level slightly above their individual capability in order to solidify new concepts and material. Specifically, learning occurs when an expert - often an instructor - provides assistance to learners to perform a task that would be too difficult to complete on their own. Similarly, peers may assist each other with a task that would be too difficult to do individually. This optimal level where learning can occur successfully, when a task or content is neither too easy nor too difficult, is referred to by Vygotsky (1978) as the Zone of Proximal Development (ZPD). If learning does not occur within the ZPD, it is less likely to be learned. The concepts of the ZPD and scaffolding have strongly influenced second language pedagogy.

In the winter semester of 2018, the CTL offered a series of workshops on second language acquisition theory for content instructors. Four instructors who completed the workshop series share their experiences here.

Valerie Banfield

Nurse educators strive to create an engaging learning environment for students by applying various learning theories, responding to diverse student needs, and using active learning strategies. All of these help students achieve course outcomes. To be successful in this endeavor, especially when teaching second language learners, nurse educators benefit immensely from professional development sessions offered by English as a Foreign Language (EFL) instructors. Such was the case when I was a participant in the Second Language Acquisition Theory (SLAT) workshop series. The SLAT sessions added invaluable information to further my understanding of EFL learners' unique learning needs and to assist me in recognizing the best strategies to promote student learning. Although all of the session topics were imperative in assisting instructors to positively impact student learning, there were some key principles and theories that resonated with me. These included: basic communication skills versus academic language skills, where learners may have the ability to understand spoken English, but not have literacy skills or be able to understand complex lectures; the input hypothesis, which states learners learn best when instructors use language that is only slightly above their language competency level; and the Zone of Proximal Development theory, which explains that learners acquire course content when it is provided in such a way that they are neither bored nor overwhelmed.

The SLAT workshops used second language acquisition principles as the content vehicle for role modelling learning activities that we, as nursing instructors, can use to help students work within their zone of proximal development and move slightly beyond it. Numerous active learning strategies were shared, but some that I have since used include: jigsaw readings, graphic organizers, and vocabulary cards. I realized that active learning strategies that I would use for a group of native speakers would not necessarily be as effective for a group of EFL students. Therefore, I believe these sessions form a foundation for teaching EFL students, and for implementing active learning activities which match the cognitive academic language proficiency of students in content courses.

Penny Schussler

The two years of experience I had with English as a Second Language students in Canada could not have prepared me for the needs of the students at UCQ. These students were different, much different. I quickly learned I had to "think on my feet" and come up with alternative ways of helping these potential novice nurses. The SLAT workshops solidified some of the teaching techniques I had already been implementing in my class, but more importantly, offered me a better understanding of why it was I was doing what I was doing.

The SLAT workshops offered many unique ways to help me help my students especially in the areas of identifying trapped content knowledge, the use of clearer language for tests, and constructing more effective testing items. This was new and valuable knowledge that I could apply to my courses at UCQ.

The workshops also offered a session on activities and techniques that we could use to scaffold our students' comprehension. Some of the activities I am currently using include: gallery walks, where students build on the ideas of peers; jigsaw readings which facilitate comprehension of complex content by allowing understanding of material to be built in small steps; graphic organizers which enable students to build connections and cohesion between ideas; and information dumps (also known as brain dumps), where background knowledge may be used to support the understanding of new content.

I had already been using many similar activities as part of my regular teaching. However, the SLAT workshops provided me with evidence-based knowledge that grounded my ideas in theory and increased the clarity of my thoughts regarding how we can assist our students to learn in an environment where English and nursing are fused.

Cassandra (Sammy) Iammarino

A key piece of learning from the workshop was the consideration of the second language when creating tests. I learned about the barriers second language learners experience when taking tests as well as strategies which ensure that I am testing for content knowledge rather than confusing the students with language which could compromise their ability to answer. Among many things, we discussed: the importance of plain, clear language in test questions; providing second language learners with adequate time; and organizing questions and tests in a straightforward and logical way. This semester, I applied this learning while developing a midterm exam. When creating multiple choice questions, I included as much of the wording as possible in the stem, avoided complex language, and used simple grammar tenses. I made answers grammatically consistent in terms of length and detail, arranged them in a logical alphabetical order, and rarely used 'none of the above' as a choice. Through applying these types of strategies to create testing items, instructors can safeguard against testing students' language knowledge and ability as well as gain a clearer understanding of their content knowledge

Zohra Hasnani-Samnani

After taking the SLAT course, my anxiety and frustration in teaching second language learners decreased considerably. I have always believed in active learning, which involves equal participation from the learners. After learning about Krashen's theory of comprehensible input, I have modified my approach while teaching complex material. To identify each student's individual level of knowledge prior to teaching new material is not always possible. But assuming that each student is at a different level and that some may not have done any preparation prior to coming to the class is a good way to approach teaching. With that assumption, I start with a review of their preparation work, include some questions to determine the baseline understanding, and then provide new information in smaller chunks while incorporating active learning strategies. Many times, the input (new knowledge) is much more than i +1 (learners' comprehension level plus 1), which is apparent from their non-verbal behaviors and lack of engagement. This is the point where I either stop providing additional information or find another engagement strategy to refocus their concentration.

Another aspect that was helpful was the knowledge about cognitive academic language proficiency (CALP), which suggests that the language of nursing may take five to seven years to develop in second language learners. With this insight, I realized that I need to be more patient with my students. Because Arabic is the first language for a majority of my students, they are not only struggling with basic interpersonal communication skills (BICS), but they are also learning to understand and apply their academic knowledge to practice. Teaching critical thinking and problem solving skills is not easy even in native English speaking students. For our second language learners, this needs intentional scaffolding and utilization of other strategies that include repetition, visual presentation, verbal presentation, explanation, interactive activities, group work, and simulation. In addition, in each class, I intentionally include specific analysis-type questions, which assist in critical thinking by encouraging students to relate the knowledge learned in the class to clinical scenarios.

Check it out!

The following books are available in the UCQ Learning Commons. They offer practical tips and advice for teaching second language students in higher education:

Hafernick, J. J., & Wiant, F. M. (2012). Integrating multilingual students into college classrooms. Toronto, Canada: Multilingual Matters.

Shapiro, S., Farrelly, R., & Tomaz, Z. (2014). Fostering international student success in higher education. Alexandria, VA: TESOL International Association.

An Introduction to the SAMR Model

Simon Heslup

The SAMR model for evaluating the use of technology in the classroom was developed by Ruben Puentedura in 2006 (Romrell, Kidder, & Wood, 2014). The model was originally intended to encourage the use of technology in education. It is commonly used by educators either when considering if technology already in use is functioning as intended, or when evaluating a piece of technology for possible future use. The model works by comparing the way a piece of technology is being used with what could be done without this technology. The educator identifies the use of the technology as being substitution, augmentation, modification, or redefinition (Puentedura, 2014).

These four descriptors are arranged in increasing order of the transformative impact of the technology. Walsh (2015) includes the following descriptions. At the level of least impact, Substitution, the technology is used to recreate a task that is already possible without the use of the technology. An example of substitution would be using a word processor in place of pen and paper. In Augmentation, the task remains essentially the same but with some improved function. Augmentation could include using a word-processor with a text-to-speech function. In Modification, the task has been dramatically changed in ways only possible through the use of the technology. Sharing writing via a discussion board where many others can read the writing and leave comments regardless of time and place would be considered modification. Finally, at the level of greatest impact, Redefinition, completely new tasks are created which are only possible because of the technology. An example of redefinition would be students using video or other digital multimedia tools in place of a written assignment (Walsh, 2015).

When describing how iPads were introduced to a nursing education program, Clark, Glazer, Edwards, and Pryse (2017) provide clear examples of each stage of the SAMR model. The authors describe substituting PowerPoint presentations with iBooks – substitution, using videos of clinical skills which could be viewed at any time – augmentation, recording students performing skills and having teachers provide feedback after viewing the video – modification, and having the students create multimedia video presentations in place of written papers – redefinition (Clark, Glazer, Edwards, & Pryse, 2017).

With SAMR, as with Bloom's taxonomy of learning objectives (Krathwohl, 2002), there is an implicit goal in moving towards the more advanced descriptors. However, there may also be value in educators using these models to simply consider if a lesson or an activity is doing what it is intended to do. There are numerous ongoing attempts to connect the SAMR model to Bloom's taxonomy. One interesting example is Allan Carrington's Padagogy Wheel (Carrington, 2016), which maps the SAMR model onto Bloom's taxonomy and populates the result with suggested digital tools.

As digital technology becomes increasingly ubiquitous in education, the SAMR model is a helpful tool for educators wishing to evaluate their choices and exploit technology for maximum effect. However, teachers may wish to continue to include tech-dependent activities they have identified as substitution simply for reasons of student preference or motivation. And, of course, even if a teacher concludes that a learning activity involving technology is a complete redefinition of a prior low-tech activity, it is no guarantee of the educational value of either activity.

For more information:

A two-minute video explanation of SAMR – https://www.youtube.com/watch?v=SC5ARwUkVQg

Alan Carrington's Padagogy Wheel (iOS Version)
https://designingoutcomes.com/assets/PadWheelV5/PW_ENG_V5.0_Apple_iOS_PRINT.pdf

Alan Carrington's Padagogy Wheel (Android Version)
https://designingoutcomes.com/assets/PadWheelV5/PW_ENG_V5.0_Android_PRINT.pdf

UCQ Students Start to Build Their D2l ePortfolio

Dr. J. A. Gilles Doiron

Early into this Fall 2018 semester, instructors Raigne Symes and Lois Thornton told their NURS 201 students that they would be the first undergrads at UCQ to develop an e-portfolio as a course requirement. With the assistance of CTL, NURS 201 students were introduced to the D2L ePortfolio Tool, and during this one-hour hands-on session, they got to upload their first "artifact" (i.e. digital file) and create their NURS 201 course "Collection" (i.e. folder for associated artifacts). Throughout the semester students will upload additional artifacts relating to their learning and be required to write reflections to accompany particular artifacts.

Creating an e-portfolio (electronic portfolio) is a relatively new nursing education learning activity. Initially, e-portfolios were seen as online "resumes" or "CVs", since they were used to assemble and organize personal data such as certificates of achievement, etc. However, while collating and storing electronic documents is useful, eportfolios are now designed to support a reflective approach associated with deep learning and life-long personal and professional development (Green, Wyllie, & Jackson, 2014).

From its Italian origin, "portare": to carry and "foglio": leaf or sheet (Meister, Heath, & Tingen, 2002), a portfolio is a collection of educational/professional work that highlight educational/career milestones, presents experience, skills and expertise, and provides opportunities to reflect on professional growth and develop new goals (Oermann, 2002; Siegle, 2002). As a reflective activity, it promotes self-directed learning (Hallam et al., 2008) and has been used for assessing student progress and nurturing personal/professional reflection (Pincombe et al., 2010). Additionally, creating and developing a portfolio is an active process of not only collecting documentation, but also of synthesizing and organizing the most relevant and noteworthy items as evidence of best achievements (Joyce, 2005).

E-portfolio tools, such as the D2L ePortfolio, provide students with an environment to upload self-selected documents, pictures and multimedia presentations, creating a body of work that reveals their learning experience from courses and other educational activities throughout their degree/program. Clark and Eynon (2009) encapsulate this activity as getting students to collect, select, reflect and connect. As Ciocco and Holtzman (2011) point out, creating an e-portfolio can be useful at both undergraduates and postgraduates because of the benefits of developing technology skills appropriate for e-learning and encouraging a lifelong approach career development.

A review of the literature of academic articles on eportfolios highlights their potential value in education (Garrett & Jackson, 2006; Butler, 2006; Pincombe et al., 2010; Garrett et al., 2012; Karsten, 2012). The use of eportfolios is thought to encourage students to take responsibility for their learning needs, monitor the progress and quality of their learning experience, and thus facilitating student accountability and autonomy (Joyce, 2005). Various educational theories serve as a foundation for promoting the use of portfolios: andragogy (Knowles, 1975); active experiential learning (Kolb, 1984); the novice to expert framework (Benner, 1984) and reflection in and on action (Schön, 1987).

Green et al. (2014) believe that students should be given "opportunities to develop control over their own learning as they transition into the workplace", and maintain that e-portfolios enable and empower students to develop "a coherent and integrated view of their learning experiences" (p. 6). However, other research has highlighted some problematic issues such as the reluctance of students to assume responsibility for tracking their learning experience and engaging in self-reflection (Joyce, 2005) and possible implications for patient/client confidentiality if student nurses use clinical case studies as evidence of reflective skills and/or valued learning experiences. It is therefore important to guide students in the development of their portfolio and nurture their self-reflection through feedback and encouragement. Students must also be reminded that when referring to the clinical setting, confidentiality is paramount; persons cannot be identified or identifiable (Green et al., 2014).

Nursing Conferences

5th World Holistic Nursing Conference

- When: November 05-06, 2018 Abu Dhabi, UAE
- Theme: From Innovation to Enforcement of Advanced Techniques in Nursing
- Website: https://holistic.nursingconference.com/events-list/education-and-research-in-nursing

Global Nursing Education & Research

- When: November 12-13, 2018 Melbourne, Australia
- Theme: Innovation & Advancements in Nursing Education and Research
- Website: https://nursingeducation.conferenceseries.com/

Annual Nursing Congress: The Art of Care

- When: November 12-14, 2018 Istanbul, Turkey
- Theme: Consolidating Knowledge and Recent Innovations in Nursing and Health Care
- Website: https://healthcare.nursingmeetings.com/events-list/education-and-management-in-nursing

27th World Nursing Education Conference

- When: November 12-14, 2018 Berlin, Germany
- Theme: Current Challenges and Innovations in Nursing Education
- Website: https://nursingeducation.nursingconference.com/

27th International Congress on Nursing Care & Nursing Education

- When: November 21-22, 2018 Bangkok, Thailand
- Theme: Progressive Strategies and Leading Habitudes for Nursing Care
- Website: https://nursingcareplan.nursingconference.com /

21st World Congress on Nursing Education and Management

- When: December 05-06, 2018 Chicago, Illinois, USA
- Theme: Transforming Nursing Future: Challenges, Innovation & Management in Nursing
- Website: https://nurseeducation.nursingconference.com/

29th International Conference on Nursing Education and Research

- When: February 18-19, 2019 Amsterdam | Netherlands
- Theme: Exploring Nursing Education Through Advance Auspicious Research
- Website: https://nursing-education.nursingconference.com/

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CTL COMING EVENTS

Be on the lookout for CTL emails on the events below!

Check the SharePoint site for current dates, location and times - https://intranet.ucalgary.edu.qa/sites/ucq/default.aspx

Grants Drop-In Consultation Sessions

This session provides an opportunity for Grant applicants to ask questions and consult on their proposals for the University of Calgary Teaching and Learning Grants Program. For an appointment to discuss your grant proposal or ideas email Dr. Frances Kalu – fukalu@ucalgary.ca or Dr. Gilles Doiron – jagilles.doiron@ucalgary.ca .

UCQ Teaching Squares

Teaching Squares provide a safe confidential space to build community and improve your teaching skills through non-evaluative teaching observations and self-reflection. Each teaching square would include three participating faculty and a member of the Centre for Teaching and Learning. We will engage in an initial meeting, identification of objectives for observations, square shares, reflection and implementation. Interested? Kindly send an email to Frances – fukalu@ucalgary.edu.qa.

Teaching Awards Drop-In Consultation Sessions

Are you interested in or applying for the 2019 University of Calgary Teaching Awards? This session provides an opportunity for you to learn more about the awards program, developing your nomination package, teaching philosophy statement and teaching dossier. For an appointment to discuss your Teaching Awards application, email Dr. Frances Kalu – fukalu@ucalgary.ca

Lunch n' Learns

Nursing faculty on various topics not limited to simulation, supervising graduate students, research, experiential learning amongst others. We are open to ideas of new topics and the CTL will work with you to develop and deliver the sessions.

Developing a Teaching Philosophy Statement

Teaching philosophy statements clearly communicate what our beliefs are about teaching and learning, why we hold those beliefs, and how translate our beliefs into practice. They provide a foundation that informs our teaching practice. In this 'flipped' interactive workshop session, participants will work on their teaching philosophy statement and get feedback. This session is aimed at faculty members who has not developed a teaching philosophy statement. Registration will be required for this session kindly send an email to signify interest.

Nuts and Bolts: Course Outcomes & Course Outlines

During this hands-on interactive session the philosophy behind course outcomes and course outlines would be discussed. You will acquire the knowledge and skills you need to write course outcomes, interpret course outcomes and align the elements (course outcomes, teaching and learning strategies and assessment) within your course. This session will require that you reflect on a course and identify how you will improve student learning within the course.

Where does my Course Fit? Understanding Curriculum (1)

The word curriculum from the Latin word 'currere' - means a roadmap through an educational process. You might wonder where your course fits within this process and what does it mean in regards to students learning. During this interactive workshop session, you will become acquainted to the big picture of curriculum in higher education, understand why sequencing is important in developing a curriculum and learn more about the curriculum review process at the University of Calgary. Components of the curriculum will be examined, and you will learn how to use them to identify where your course is located within a program through curriculum mapping and alignment.

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CALL FOR SUBMISSIONS

The purpose of *CTL Newsletter* is to share research, ideas, and insights into teaching and to build a community of educators.

The CTL extends a special thank you to the authors of this edition.

If you are interested in writing for the next edition, we are looking for contributors who have:

- successfully tried a new teaching idea in class
- observed a class that used a great teaching strategy
- tested a new assessment strategy that was successful
- attended a workshop at UCQ or elsewhere that others might find useful
- read an article about teaching that others should know about
- conducted research on their teaching that they would like to share.

Submission guidelines

- All articles must be related to teaching, the scholarship of teaching and learning, or education and they must be relevant to the UCQ context.
- If citations are used, they must be formatted according to APA style.
- All articles submitted are subject to editorial review.
- The deadline for submission for the next edition is January 31st, 2019.

If you would like more information, want to discuss your ideas, or are interested in becoming part of the editorial board for the newsletter, please contact Dr. Frances Kalu, fukalu@ucalgary.edu.qa, Dr. Gilles Doiron, jagilles.doiron@ucalgary.edu.qa or Angela Waigand, auwaigan@ucalgary.edu.qa.

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