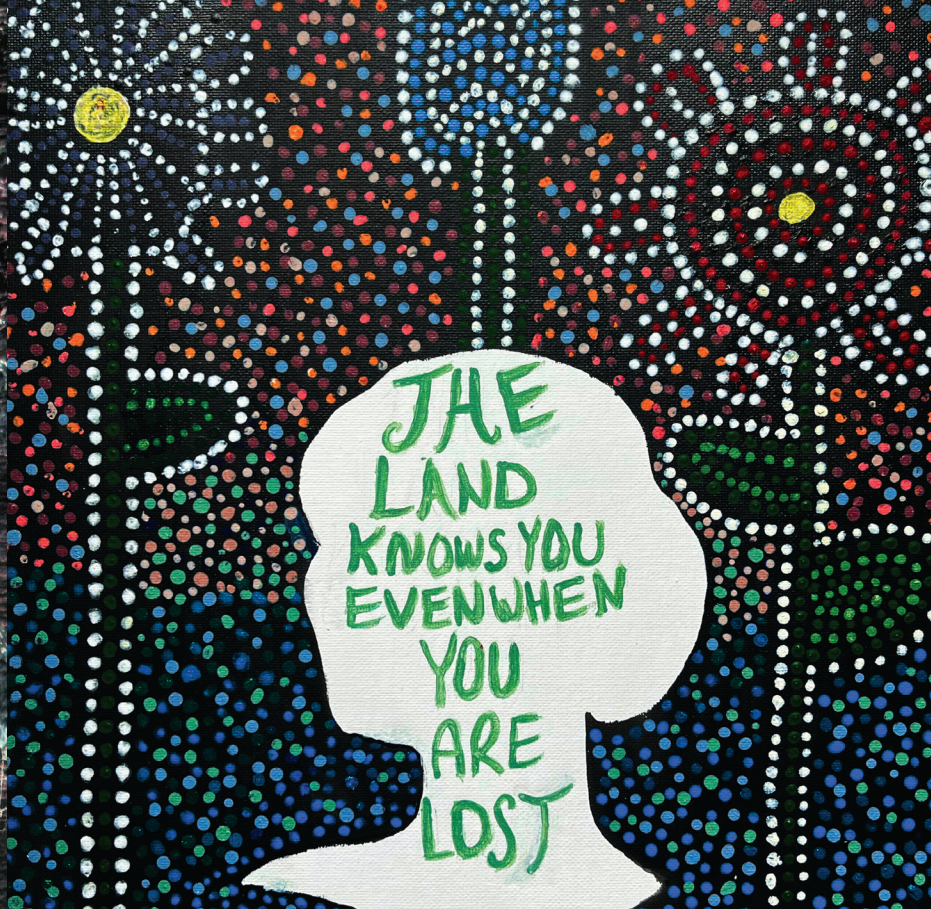


The Very Facts of the World are Poems

visual reflections on *Braiding Sweetgrass*



Pay attention

Consider the tree in the Kleenex, the algae in
toothpaste, the oaks in the floor, the grapes in
wine; to follow back the thread of life in
thing and pay it respect? Once you start, it's
to stop, and you begin to feel yourself awash



SHOWCASE

20
23

Professional, Scholarly & Creative Activity



TERRITORIAL ACKNOWLEDGEMENT

Camosun College campuses are located on the traditional territories of the lək'wəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Table of Contents

MESSAGE FROM

Lane Trotter	2
Mary Burgess	3

SCHOOL OF ACCESS

Diane Gilliland, Valerie Neaves & Allyson Butt	4
Sarah McCagherty, Cristina Petersen & Nick Travers	10

SCHOOL OF ARTS & SCIENCE

John G. Boehme	14
Micaela Maftai	18
Brooke Cameron	20
Katie Waterhouse	24
Bronwen Welch	26

SCHOOL OF BUSINESS

Bijan Ahmadi, Julia Grav & Rob Sorensen	28
Rob Sorensen	30

SCHOOL OF HEALTH & HUMAN SERVICES

Vara Hagreen	32
Monique Brewer, Kerry-Ann Dompierre, Sue Doner, Ann McIntosh & Diane Nadeau	36
Kerry-Ann Dompierre & Lynelle Yutani	40
Lindsay Lichty	44

SCHOOL OF TRADES & TECHNOLOGY WITH CAMOSUN INNOVATES

Imtehaze Heerah	48
Jesse Dardengo	50

LEARNING SERVICES

Margie Clarke & Patsy Scott	54
Derek Murray & Natasha Parrish	56
Chrisa Hotchkiss, Paul Cox, Dirk MacKenzie, Daymon Macmillan & Janet Millar	58
Martha McAlister	62
Mavis Smith	64
Gwenda Bryan	66

SOUTH ISLAND PARTNERSHIP

South Island Partnership Team	70
-------------------------------------	----

INTERDISCIPLINARY COLLABORATION/OPEN EDUCATION

Charlie Molnar, Kristina Andrew & Sue Doner	76
---	----

COOPERATIVE EDUCATION & CAREER SERVICES

Corrine Michel	78
----------------------	----

ACKNOWLEDGEMENTS

Deidre Murphy, Emily Schudel & Elizabeth West	80
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MESSAGE FROM

Lane Trotter

President, Camosun College

The ability of staff and faculty to pique curiosity and inspire creativity is essential to the development of a distinctive student experience. Whether it be applied research, innovation, or creativity, the sixth annual *Camosun Showcase* is just a small example of the dedication and enthusiasm demonstrated in and outside of the classroom. I hope that this collection of achievements will motivate the college community to continue to raise the calibre of Camosun's instruction and learning to new heights.

As a community college dedicated to exceptional learning experiences, these skills are honed through professional development. These opportunities give us the chance to improve our teaching abilities, supporting innovation, discovery, growth, and transformation to the benefit of students and our communities.

In addition to the amazing body of work, enthusiasm, and dedication displayed here in this year's professional development showcase, I'm extremely proud of the exceptional learning experiences Camosun faculty members nurture every day throughout programs across the college.

Sincere thanks to everyone who shared their experiences this year, enabling the *Camosun Showcase* to highlight such an inspiring variety of initiatives.

Congratulations!



Dr. Lane Trotter, President
Camosun College



*The ability of staff and
faculty to pique curiosity
and inspire creativity is
essential to the development
of a distinctive student
experience.*

MESSAGE FROM

Mary Burgess

Director of Learning Services



The exemplary work in this year's *Showcase* highlights the commitment of Camosun faculty to create equitable, effective, and relevant learning experiences for students. In this sixth annual publication, we hope to inspire you with stories of collaboration, growth and *ÍY,Ć NEUEL OL*, or doing good work together.

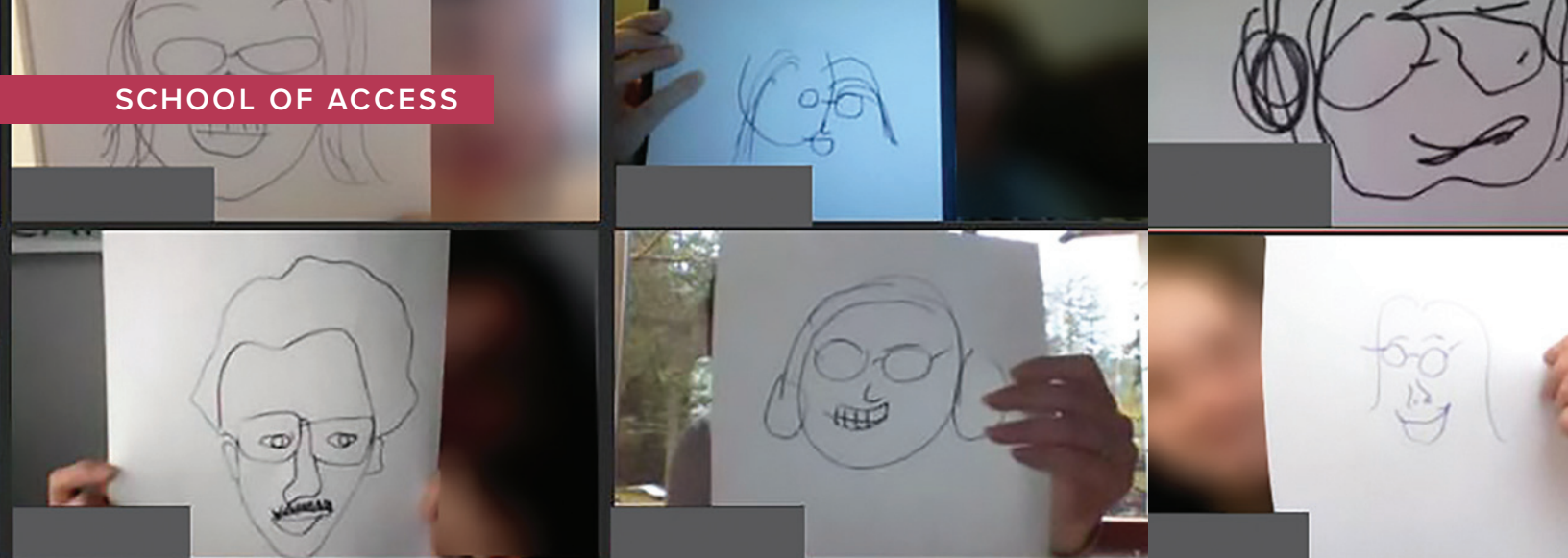
Our diverse student population and our obligation and desire to be inclusive require us to continue our own learning as educators. As we experience and embrace intense societal and technological change, we must also support each other as humans in community. I am

honoured to be part of such a community at Camosun, and this *Showcase* is just one example of the incredible educators at the college leading that work.

Congratulations and thank you to those who have shared their learning journeys with us this year!

Mary Burgess

Mary Burgess
Director, Learning Services



EDCP students complete a 30-second exercise to draw a classmate without looking at the page.

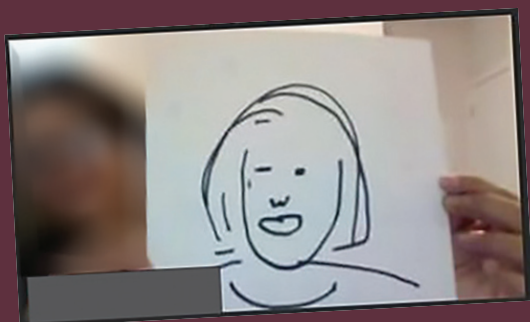
BIOGRAPHIES

DIANE GILLILAND

Instructor, Education & Career Planning,
Academic and Career Foundations Department

As an educator and learner, I value building communities of care and accompanying people during significant life changes, offering a listening ear. It takes a community to raise a child, and it also takes a community to support an adult through significant change. I have the privilege of walking beside different generations of learners who are making significant changes in their lives. My focus is on inspiring learners to be curious, explore, and gather information through research and interviews with real people in their areas of curiosity. My professional areas of interest include applied online learning, education and career exploration, Indigenous education, listening skills development, strengthening resilience, trauma informed nervous system awareness, and support.

Throughout my time at the college, I have had many other opportunities as well, including being a department chair, facilitating teacher training workshops, serving the Camosun College Faculty Association, and doing some overseas work.



VAL NEAVES

Instructor, Education & Career Planning,
Academic and Career Foundations Department

My joy in working in the Education and Career Planning (EDCP) program is the relationships forged through learner engagement. My colleagues and I work hard to foster feelings of safety and a keen sense of community within the classroom. My graduate studies research and work history have guided and enriched my work and learning in this program, not to mention rapport with my EDCP teammates. However, my most important mentors are students. Currently, I'm developing a deeper understanding of cultural humility. My understanding of cultural humility has been kindled by over 20 years in career and employment programs and adult basic education. This past work and reflection has been invaluable, and has inspired my instruction, research, and inquiry into the ethics of care and Indigenous reconciliation in the classroom. I value and celebrate when EDCP students see the breadth and depth of the skills, strengths, and life experiences they bring to the virtual EDCP learning space and share these gifts with one another.

ALLYSON BUTT

Instructional Assistant, Education & Career Planning,
Academic and Career Foundations Department

Allyson came to Camosun with years of technical writing and instructional design experience. She was also the owner/operator of a professional organizing business and tutored vulnerable adults in basic computer skills. She is grateful every day for the capabilities that she has learned from her varied work and volunteer experiences. Allyson thrives on supporting the learners and instructors in the online EDCP program by making use of the capabilities in D2L, Collaborate, and Kaltura. She appreciates the diversity of learners who bring their full selves to the EDCP program and aims to put them at ease with her humour, acceptance, and clear communication.

Diane Gilliland, Val Neaves & Allyson Butt

Academic & Career Foundations Department



Allyson Butt, Val Neaves, and Diane Gilliland

What do you want to do when you grow up?

At different crossroads in life, it can be challenging to identify a meaningful education and career direction. From exploring the kinds of careers that might be a good fit, to strengthening the communication and teamwork skills needed to work effectively, the EDCP program offers both a space to explore and a range of tools for ensuring the direction learners choose aligns with their vision and values. Taking a narrative, strengths-based approach, we go on an education and career planning expedition, looking at core values, beliefs, skills, strengths, education, and career areas of curiosity.

The EDCP program, with the support of the Curriculum Development and Program Renewal and eLearning teams, is the result of intensive collaboration across the college and in the community from 2019 – 2022. Combined with the opportunity presented through COVID, we took the risk of transforming a more than 40-year-old classroom-based program into an online program to increase accessibility and engagement. The results are a program curriculum and structure that provide greater access to learners who are:

- living in different geographical locations
- working to cover living expenses and who want to explore more meaningful options
- caring for children, siblings, and elders
- newly arrived to Canada
- feeling stuck or isolated
- living with mental and/or physical health issues like social anxiety or a workplace injury
- recovering from substance use

The asynchronous online curriculum offers learners the flexibility to fit school into their unique schedules, around multiple responsibilities and leisure preferences. Strengthening accessibility, this curriculum offers learners options to read, watch, listen, record, review, write, discuss, draw, and submit photos.

Some of the unexpected benefits that resulted from transforming a program from face-to-face to

online and creating a cohort structure (comprising six hours of synchronous and 14 hours of asynchronous learning per week over a seven-week timespan), were as follows:

- near 100% attendance in the synchronous class time because learners:
 - save commuting time and expense
 - are able to be home with pets, which strengthens safety and belonging and provides comic relief
 - can attend when their child is sick and at home from school or daycare
 - can attend even if they are feeling a little unwell
 - enjoy the cohort and instructional team support
- near 100% completion of the information interviewing assignment - a challenging research assignment that requires learners to interview education leaders or career professionals in their areas of curiosity.
- the virtual meeting option is more accessible and less stressful for learners.
- greater choice of guest speakers due to ease of online classroom access from different geographical locations
- reduction of the environmental footprint – no commute and paperless

Before EDCP, I felt overwhelmed and unsure of what I wanted to take for school. After EDCP, I am now confident with the path I am taking towards my education and career goals. This program gave me the support, clarity, and confidence to make solid decisions on my education and career journey. As well, EDCP supplied resources and tools I needed to prepare me for the transition to school and my career choice. – Liz Cardoso

I recommend the EDCP program because it helps you build confidence and self-worth; it helps you decide where you want to go next as an individual and in your career. It also teaches you that it's okay to change your mind later down the road. – K.C.

My advice is to go in with an open mind and embrace the experience. The program allows you the freedom to find YOUR path with no pressure, and there are no right or wrong answers. It is such a safe place to explore who you are and what you want in life; it changed me for the better, and I do not take it for granted. – Kenzie Couture

I recommend this program to others because I gained both job-search skills and life skills from this experience. Before EDCP, I was unmotivated to take a step forward with my career; after EDCP, I am able to and actively looking for a job. – Asako Suzuki

Before the self-reflection assignment on my privilege and power in my own life, I didn't consider the privilege of being an able-bodied person and the advantages it gives me. Everyone is fighting a battle we know nothing about --always be kind. Listen to understand. – Heidi Reiter

I was a mature student and had not been to college for a while; I felt very supported by the instructors, was given resources for my learning style, and gained confidence in my future education and career plans. By the end of class, I had successfully made a career path plan, and I'm now currently enrolled in Camosun upgrading courses and on my way to higher education. – Tanya Jordan

In a collaborative model the EDCP program builds on the collective capacities of learners' life experiences; each cohort fosters and supports one another to achieve their personal career goals.

Cultural humility is integral to our program and weaves itself through our core learning outcomes as well as through the program facilitation. Tervalon and Garcia (1998) explain that cultural humility has three core components: 1) lifelong learning and critical self-reflection, 2) recognizing and challenging power imbalances for respectful relationships, and 3) institutional accountability (Moncho, 2013).

In EDCP, we see our roles more as facilitators of learning rather than as instructors. With each EDCP cohort we encourage and facilitate a transactional, safe space for intercultural sharing and communication. We focus on the voices in the class. We listen, share perspectives, journey through discomfort

and thus grapple with assumptions and biases. We all locate ourselves in the learning space and place. This deep dive into critical self-reflection and cultural humility is core to our teaching in EDCP. Tervalon and Murray-Garcia (1998) suggest that instructors challenge themselves and their learners to "think consciously about their own often ill-defined multidimensional cultural identities and backgrounds" (p. 120).

Each EDCP cohort practices applied learning by engaging in quiet reflection, connecting with community resources, sharing stories, initiating conversations and their personal learning. Humility on the part of the facilitator is particularly important. Tervalon and Murray-Garcia ask that we, as facilitators, relinquish our "expertise" and understand that learners are experts in their own respective identities. As learners move beyond our classroom space, we hope the experiential learning in cultural humility resonates.

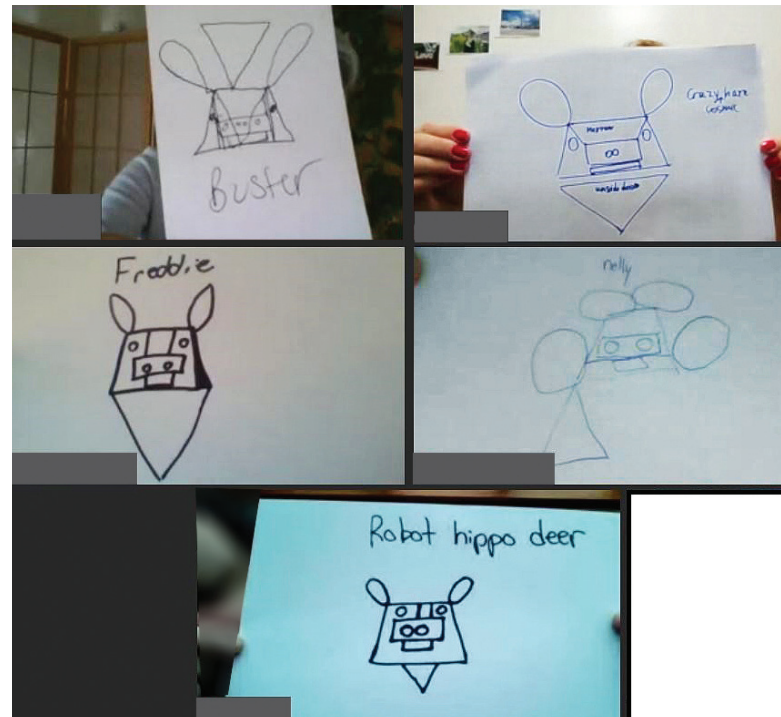
Everyone has their own traditions and customs which they celebrate together with family and friends. We should encourage that and be willing to accept other ways of being that are unlike our own. Another learning I have is that I was born in a place of privilege and have not known what it's like to not have a home or to not have food on the table. I will be thankful and not take these things for granted.

– Kristyn Leangen

Cultural humility and diversity: A lifelong process of asking yourself how your own biases might impact others. Cultural humility is a mindset that we need to be continually improving and evolving.

– M. Block

It has taken a village to transform a more than 40-year-old classroom program into a flexible online format to meet learners' educational needs within the complex demands of their lives. We continue to work on curriculum like cultural humility to strengthen student leadership in our community and to equip learners for the future. It is an ongoing privilege to facilitate belonging and relationships in the classroom, the college, and the community. What an adventure!

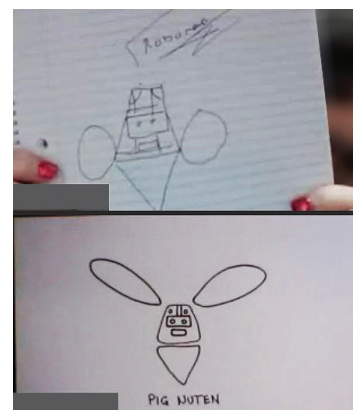


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EDCP students draw what they hear the instructional assistant Allyson describe.

Sarah McCagherty, Cristina Petersen & Nick Travers

Instructors, English Language Development Department



BIOGRAPHIES

SARAH MCCAGHERTY

שלום! (Shalom!) I am of English, Scottish, and Welsh descent and Jewish by choice. My Hebrew name is הנה רנה (Sarah Rinah). I am grateful to have been born and raised as a visitor on the $\text{lək}^w\text{əŋən}$ and $\text{W}\text{S}\text{A}\text{N}\text{E}\text{C}$ territories.

I joined the English Language Development (ELD) Department in 2005 and have taught English as an Additional Language (EAL), academic and professional English, and critical thinking at Camosun College and Royal Roads University. I have a BA in German, minor in Linguistics, from the University of Victoria (UVic) and an MA in Historical and Comparative Germanic Linguistics from the University of Wisconsin-Madison. My scholarly interests include peer-based instructional development; intercultural communication; and equity, diversity, and inclusion.

CRISTINA PETERSEN

I have taught English for about 20 years, including at the University of British Columbia (UBC), University of Victoria (UVic), Royal Roads University, and Camosun College. I fell in love with teaching during my first overseas experience in Japan. I have a BA and MA in Applied Linguistics from the University of Victoria and have studied Japanese, German, Spanish, and a little $\text{SEN}\text{C}\text{O}\text{T}\text{EN}$. Living and traveling extensively abroad has made me sensitive to cultural differences and language challenges. I am passionate about teaching and pedagogy, especially Project-Based Learning and incorporating technology in the classroom. I enjoy writing stories and appreciate the beautiful $\text{lək}^w\text{əŋən}$ and $\text{W}\text{S}\text{A}\text{N}\text{E}\text{C}$ peoples' lands upon which I work and play.

NICK TRAVERS

I have been an instructor in Camosun's ELD Department since 2015. I have taught English as an Additional Language (EAL) for over 20 years in Canada and overseas in Japan, Mexico, the UK, and the Czech Republic. I have an MA in Applied Linguistics and a PhD in Linguistics from the University of Victoria, with published research on additional-language job interviews. My scholarly interests include curriculum development, pragmatics, assessment, vocabulary, and pronunciation. I am endlessly grateful to be assisting international and immigrant learners in reaching their language goals for work and community life.



Cristina, Sarah, and Nick in conversation.

Multilingual Student Support (MSS): Growing a Vision

Overview

The Multilingual Student Support (MSS) program is an eight-month pilot dedicated to providing language supports for English as an Additional Language (EAL) students and their instructors. Our MSS team comprises three English Language Development instructors embedded in the Schools of Arts and Science, Health and Human Services, Trades and Technology, Business, and the Centre for Sport and Exercise Education. The MSS team is working with faculty and students to identify specific needs and develop tailored language supports.

Background

The linguistic and cultural diversity of Camosun's learners continues to increase, which reflects trends at post-secondary institutions across British Columbia (Heslop, 2018). This diversity enriches educational experiences for all students and presents instructors with opportunities to foster intercultural competencies. As one EAL accounting student

put it, “[my classmates] have different languages and cultures. It’s fun to talk to them. They always have cool ideas that I never thought about before.” At the same time, many EAL students struggle with academic English demands and the challenges of a new educational culture. Those individuals need additional language skills, but their time is consumed in keeping up with coursework. This is the space that the embedded MSS team is working in. Our goal is not to add to that coursework but rather to help EAL students with existing materials and language challenges. And we’re seeking best practices in the ways we help: when, where, and how students and faculty need it.

Current Supports

Needs assessment work has led to several student- and faculty-focused offerings. The MSS instructors have been running short, interactive workshops focusing on language skills, study skills, and cultural learning. To catch busy students, these workshops are offered at different times and both in-person and online. We offer one-on-one and group coaching that sets up students with a plan and directs them to the Writing Centre and other college services. Conversation Circles are underway and provide stress-free speaking and listening practice with opportunities to expand social networks. We have launched a WordPress site as a hub for self-study materials and information about our services. For faculty, we have initiated the Instructional Materials Analysis Project (I-MAP) to enhance the clarity and comprehensibility of materials.

Future Development

The MSS faculty are looking forward to building on strengths, learning from challenges, and further connecting with students, faculty, and other college services. As we gain understanding of individual disciplines’ language needs and collaborate with faculty, we aim to refine discipline-specific materials for greater relevance. To personalize the workshops, we have adopted a booking system that allows students to specify their needs. One-on-one coaching and Conversation Circles have been well subscribed, and we recognize the value of regular and varied promotion to raise awareness of all offerings. The WordPress site has promise for self-study when students need it, so we are prioritizing adding to its resources. With faculty, the goal is to continue the popular I-MAP project and to develop on-demand support materials to address students’ language challenges. It has been an exciting pedagogical adventure so far, and the MSS team is excited to develop the vision in future work.

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Nick and Sarah at CamFest, Interurban Campus, January 2023



Cristina at CamFest, Lansdowne Campus, January 2023

John G. Boehme

Instructor, Visual Arts Department



BIOGRAPHY

John G. Boehme is an artist and educator with a research and exhibition record that reflect his experience in multiple aspects of visually based productions in both the national and international worlds of live and visual art. John currently teaches a range of classes and subjects in the Visual Arts Department, taking a cross-disciplinary approach to the visual arts. John has received numerous awards and professional arts grants and continues to have exhibitions and screenings and to participate in biennials and festivals in Canada and around the world. He has produced and continues to produce a significant body of work.



An Artist's Perspective

Teaching

As a faculty member in the Visual Arts Department, teaching performance art, ceramics and sculpture, it is vital to remain present, engaged and active. In an ideal situation, teaching is an act of embodied intention. Current and active engagement in the creative process informs my teaching, whereby I draw on the numerous events, screenings, exhibitions, biennials, festivals and residencies I have participated in and attended across the world.

2022: My Year in Art

Awaiting a complete hip replacement and unable to travel this past summer and fall, I turned to different ways of creating and sharing my art, conducting research, and presenting lectures within a global community.

Highlights include:

- participating in an online public performance symposium (*Flow • embody in site* 2022)
- contributing to a virtual exchange at a Performance Studies International conference, the theme of which was *corporeal hunger*
- delivering a lecture in the *Out of Site* series, a reflective space for artists to share their work, with a focus on artists who engage in outdoor public performances
- creating and delivering a podcast for *Whitehot Magazine*, a popular international art magazine
- publishing a sound work for *UNTIL*, an online magazine published by the Victoria Arts Council and curated by Michael Bennyworth from Camosun College
- presenting a new video artwork, entitled *Seeds & Crawl* in *Artificial Magazine*

My Life in Art: An Artist's Statement

I rarely exhibit autonomous objects like pottery (ceramics), sculpture, paintings or photographs, believing that art is rendered in a social domain. Live artwork relates to material, action, process, and human interaction. As I understand it, physical involvement is the most embodied way to create meaning. We gain access to an experience uniquely available through such commitment, the archetypal modality of 'performance art,' an experience that unfolds over an extended period. I remain interested in the representation of performance works and the apparent problem of making the ephemeral available to a larger audience at a different time. Using video to "reconstruct" an event makes publication and discourse possible.

My recent *Out of Site Chicago Flow Artist Focus* interview with Beau Coleman, a colleague and associate professor in the drama department at the University of Alberta, offers a more in-depth understanding of my creative practice and work over the last thirty years. One work discussed in the interview is a piece called *Surf and Swap* (featured in a number of galleries across Canada), in which I paddled in the Inner Harbour and Gorge Waterway in Victoria, trading items with bystanders and tourists at various locations. In the piece I linked how dragon boating and tourism have co-opted traditional Indigenous trade routes and trading.

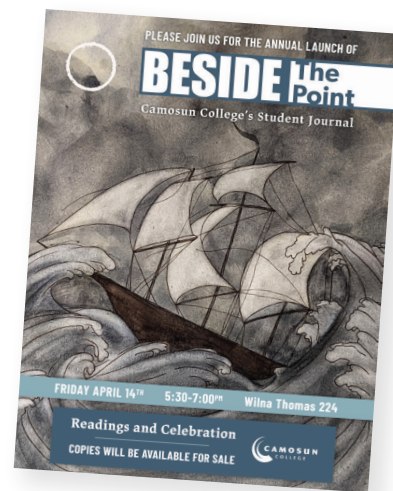
Early in my creative journey — in the 1990s — I observed and explored ordinary situations and places such as ATM withdrawals and crosswalks at main street intersections. More recently, I have drawn from my observations of Western society's less-considered compulsions. I have often explored the performance of gender, the valorization of labour, the pursuit of leisure, and the marshalling of amity, by way of example. Language and paralanguage (both the spoken and gestural aspects of human communication) are also interests.

I understand that as the descendant of Scottish and Anglo-German people, all of whom were colonizers, it is essential to express profound gratitude for the privilege that allows me to make artwork that interrogates what that means. I work to dismantle my colonial, patriarchal, and racist culture, continually learning to become a better ally.



Micaela Maftei

Instructor, English Department



BIOGRAPHY

My name is Micaela Maftei, and I teach in the English Department in the School of Arts and Science. I've been teaching at Camosun College since 2015. I teach academic writing, creative writing, and literature courses. I also write fiction and nonfiction. I'm really interested in how we use writing to understand our place in the world, and how writing is involved in discovering, creating, and expressing identity.

Being part of Beside the Point is a privilege. Working with a team is challenging yet thrilling and empowers your creative brain.

— Lucas

Student Journal: *Beside the Point*

In Winter 2023, I taught the creative writing course, "Writing and Publishing." This first-year course is a fantastic opportunity for students to learn by doing and to become immersed in an editing and publishing process. The students in this course are responsible for putting together Camosun's student journal *Beside the Point*. The journal publishes all kinds of creative work, including poetry, graphic novel excerpts, fantasy, prose poems, creative nonfiction, horror, photography, painting, mixed media artwork...we've seen a great variety of work!

Students in the course manage almost all steps in the process: a submission deadline is set early in the year, which means that as the course progresses, students are put into editorial committees (based on experience and interest), where they establish selection criteria and work together to accept or reject the submissions that have come in. If major edits are required, they work with the submission author to develop the piece and then later determine if it will be included in the journal or not.

Once we've got a set table of contents, students will copyedit material, choose a cover image and other graphic elements working with Camosun's Graphics team, perform final proofs, and then eagerly await copies to be printed by Camosun

Printshop. Then, we launch it on campus, after planning the launch and inviting contributors to read/perform. Finally, we wrap things up by crafting a theme and call for submissions for next year's issue. Phew!

It's an intense and exhaustive but deeply rewarding process. Along the way, students learn about copyright, editing skills, professional communication, collaborative work practices, managing timelines and deadlines, and developing and sticking to a budget, among a host of other skills. This course is very hands-on, and the ownership students have over so many elements of the journal translates into a very meaningful experience; seeing them proudly hold their own printed copy at the launch is a thrill.

Our 2023 issue is on the theme 'Mythos' – chosen by the 2022 group. This year's journal has a great range of student work, and we're very excited to share the finished product with the Camosun community. While this is a creative writing course, the inclusion of work by students in many programs and fields makes this a truly campus-wide endeavour, as does the close collaboration with the college's design and print services. The project is a celebration of all the college has to offer.

As an amateur author, it was insightful to pull back the curtain and get a glimpse of the behind the scenes of the publishing world.

– Micah

Great opportunity to see the behind the scenes of publishing

– Helen

I loved the collaborative environment in publishing.

– Daniel

Brooke Cameron

Instructor, Biology Department

Indigenization: Making Room for Indigenous Voices in Biology



BIOGRAPHY

Brooke Cameron is a biology instructor in the School of Arts and Science and has been with the college since 2018. She is particularly interested in bridging the gap between Western and Indigenous sciences in her courses and offering students the ability to explore their connections with course material in a meaningful way.

Scientific topics, including biology, are often taught through a single lens: the Western Scientific worldview. After teaching from this perspective for nearly a decade, I have realized that this lens, which emphasizes separating feeling from thinking and focuses on memorization, is unfairly limiting for our students. As whole people, our students deserve to explore their emotions and spirits and make personal connections to their academics, which has long been encouraged in Indigenous ways of knowing. So, in fall of 2022, I embarked on a journey to broaden my students' academic experience; I decidedly wove Indigenous science into my Western science curriculum to offer a more holistic perspective and a richer course, which our students so deeply deserved.

I still maintained lecture and lab assignment rigour throughout the term, keeping most of the course content, but I made room for more understanding and connecting with the material rather than focusing on memorization. I removed closed-book exams and taught my students to prepare their resources and use them wisely to demonstrate their knowledge in open-book assessments. This de-emphasis on memorization and focus on explaining their knowledge in a way that suits them best allowed the students to study in a more personalized way and learn to build their resources for personal use.



Madelyn Kitteridge (left) and Della Rice-Sylvester during a Medicine Walk at Mount PKOLS

I also tossed out the textbook; instead, my students read the memoir *Braiding Sweetgrass* by Robin Kimmerer, a botanist of Potawatomi heritage. In her book, Kimmerer focuses on the power of Two-Eyed Seeing: allowing the synergy between Western views and Indigenous ways of knowing to lead to a greater understanding of the world. As they read her work, students answered questions that related to their own experiences in nature, personal heritage, and relationships with the land. These questions allowed students to make personal connections to the course content and discuss them in small peer groups. Students were also given the opportunity to express themselves creatively through art, poetry, and music, so that their feelings on the topics became just as important as the factual information offered in lecture. Their personhood became validated in their biology course.

Finally, I placed a large emphasis on community and land-based and experiential learning. Students worked with Saanich Parks to restore an important habitat in Rithet's Bog, removing invasive species and preparing the area for native organisms. This opportunity allowed my students to physically connect with the environment and feel like their actions had a direct impact on the land itself. Students also participated in a medicine walk at Mount PKOLS led by Della Rice-Sylvester, an ethnobotanist and Culture Keeper from the Cowichan Tribes. Della reinforced the ideas offered throughout the term, encouraging my students to see the gifts of Mother Earth, ethically receive them, and offer gratitude in return. Her presence rounded out the term with a clear message: we are all connected, as are our thoughts, feelings, and spirits. Disconnecting these aspects of self began to feel disingenuous.



While it may seem like an incredible challenge to modify a course to better incorporate Indigenous ways of knowing, especially if it comes from a long line of Western perspectives, I sincerely encourage you to do what you continuously ask your students to do: try. Find a way to make room for these important discussions and explorations and you will see your students connect with each other and the material in ways you could not imagine. My students got to learn and explore both Western science and Indigenous science in this biology course and came away seeing the value of both. I look forward to Indigenizing my other biology courses to continue to provide my students with such a rich learning experience and offer encouragement for you to do the same. The reward is shared across the entire Camosun community.

I gratefully acknowledge the encouragement of Natasha Parrish, Charlotte Sheldrake, and all the participants of Indigenize Your Course for their support on this ongoing journey.

Art on this page, Christine Lee. Opposite, Jesse Deutscher and Madelyn Kitteridge.

The Very Facts of the World are Poems

visual reflections on *Braiding Sweetgrass*

THE
LAND
KNOWS YOU
EVEN WHEN
YOU
ARE
LOST

Pay attention

The land is the real teacher

To consider the tree in the Kleenex, the algae in the toothpaste, the oaks in the floor, the grapes in the wine; to follow back the thread of life in everything and pay it respect? Once you start, it's hard to stop, and you begin to feel yourself awash in gifts.

social factors affect the environment and the way in which society and the physical environment. Emphasis is given to exploring how their own understanding of the relationship between human society and the physical environment. Environmental sociologists apply these biological insights to enhance network of interactions (Environmental Protection Agency, 2007) ecosystems. All organisms are interdependent and exist in an elaborate prairie. As small as the pond at the end of your street. Within any act in the same area. An ecosystem can be defined as a community of smaller organisms that live together in an ecosystem. Central to understanding ecology—the study of

Katie Waterhouse

Instructor, Department of Social Sciences

BIOGRAPHY

Katie Waterhouse is an anthropology instructor within the department of Social Sciences at Camosun College, a biological anthropologist with specific interest and training in forensic anthropology. She graduated from the University of Alberta with a PhD in Forensic Anthropology in 2013 and joined Camosun as a faculty member in 2015.

Her passion for teaching is enriched by her unique background and personal experiences of cross-cultural living; Katie has lived on four continents, including time in eSwatini, England, and Chile. Katie has come to appreciate good teaching practice through dynamic engagement, energy and enthusiasm, creating space for life-changing learning. The opportunities to work collaboratively with phenomenal colleagues and students from diverse backgrounds at Camosun keep her feeling supported and challenged to continuously improve.



In terms of how the course was delivered I thought that it was done very well, especially for an online class. The lecture videos were very informative and easy to watch, and the interactive material helped by making the content easier to remember.

H5P: An Adventure in Bringing Online Learning to Life

In September 2020 I returned to Camosun after a leave to a totally changed learning environment. The energy, flow and vitality that is a central part of my classroom dynamic was gone; everything was mediated through a screen. It was time for me to figure out a new way!

For my synchronous classes, I was able to capture some of the in-person dynamics, but the asynchronous online learning proved to be much more challenging. I quickly realized I needed new tools and began a search that ultimately led me to H5P, and a world of new terminology, steep learning curves, and several new, impossible to remember, passwords! But oh, were those passwords worth it!

I really enjoyed the different ways the content was delivered, I liked the interactive portions, the combo of your videos and others, and the way each module was delivered. This is by far the best online course I have taken so far!

—Anthropology student

H5P, an acronym for HTML 5 Package (a name I find just as ambiguous as the acronym), is a tool to create interactive content that can be embedded into pages within the learning management system (D2L) and other online spaces. For example, you can create 'drag and drop' interactions where learners drag words or pictures into the appropriate location on an image or within a block of text, or 'dialogue cards' where learners flip the card to find out the answer. While these examples show some of the simpler interactions, H5P has the ability to do much more. An interactive presentation can be created as a series of slides with text, images, video, and other H5P interactions embedded on each slide. There are currently

The short interactives are great. I think they're a useful tool for helping people process content actively instead of passively.

—Anthropology student

53 different interaction types, but this is growing as new ideas surface and get coded into being.

While H5P isn't 'pretty' on the creation side, it is consistent and logical once you have the hang of it: the title goes in the title box, text goes in the text box, images go in the image space, you press create and voila, you have a snazzy looking interactive that, hopefully, only needs minor editing. Soon after starting with H5P I was creating interactions in minutes and adding dynamic, active learning activities to my asynchronous courses.

Building the H5P interactions was part of a complete delivery redesign for me in asynchronous courses where I shifted away from recording the lectures I gave in in-person classes, and away from purely text-based learning to a hybrid model of short videos, short sections of text and external links intermixed with interactive objects. My goal was to never leave a learner doing one thing for too long, thus keeping them active, alert, engaged and 'doing.'

But what did the students think? Was the work in creating these interactions worth it? I think so — all the student feedback so far has been positive, and students have commented that they enjoyed the variety of delivery modes as well as the interactivity of the content. And as an added bonus, I still enjoy building the interactives, so why not keep making more and sharing my newly discovered tool for asynchronous teaching?

I like them! A nice way to apply what you know in live time.

—Anthropology student

I love the interactives!

—Anthropology student

Bronwen Welch

Instructor, English Department



BIOGRAPHY

I currently teach English composition and literature at Camosun College, and thus have an intense interest in pedagogical theory and practice. My academic interests are varied but include gothic literature and film, gender in Victorian fiction, and the depiction of women in apocalyptic film and fiction. I have presented and published papers in these and other areas. I love teaching but find it a continually evolving and therefore often terrifying experience.

Use of Traumatic or Offensive Language in the Classroom

Do we have the power or does language? Can we change what something means with our collective will or are we at the mercy of words? Before I begin teaching students about the thesis statement, I want them first to think about why language matters. What is the point of this dry-as-toast first-year academic writing course?

In a course unit containing a challenging topic fraught with potential psychological triggers, I feel it is important to safeguard both the students' feelings and mine. Thus, as part of my research I am preparing a chapter for the forthcoming book *The Emotional Lives of English Teachers: Stories from Our Classrooms (Edited Collection)*. In this collection of essays, instructors from all levels discuss their own and their students' experiences of attempting to create a safe academic environment in a time of public distrust and negative social media.

When I begin the semester, I ask students to think about language as an arbitrary set of symbols upon which we have all agreed. "Cat" is the symbol English speakers use to describe the furry animal with four legs and a long tail; however, as the famous semantics scholar Alfred Korzybski first pointed out, "the word is not the thing;" the two are separate. Cat is just the agreed-upon symbol for the fuzzy beast. It will remain a beast and will remain fuzzy whatever we call it.

I then ask the question, if words are just symbols and not the things symbolized, why are some words taboo? Students respond that certain words have been used to oppress, enslave, degrade, and attack targeted groups of people; therefore,

we should refuse to legitimize them by speaking or writing them.

One of my assigned course readings is "Teaching the N-Word," by Emily Bernard. In it, a Black professor of African American Studies describes her experience in teaching a group of white students about this one word that no one wants to say out loud. After reading this essay, students have told me that they "hid the essay behind a book" if they were reading it in a public space. "I didn't want anyone seeing me reading something that had that word in it," a student recently recounted to me. Another student divulged how she and her father "had a fight" over the fact that she said "the N-word out loud" while describing Bernard's essay.

In an academic context and in teaching the power of words, I have in the past taken the position that using the N-word – or the C-word – is both acceptable and necessary. Now I ask students: "Can I say this word out loud?" "Can I write it on the board?" Responses are mixed. Some students are vehemently opposed to certain words being spoken or written, even in an academic context. Others feel that to do so could be an important gesture, a sign that we can overcome the historical weight of these words and reshape their meaning.

These days, I err on the side of caution and thus neither write nor speak the N-word or the C-word in class. Yet, by avoiding these words, do I not prove to students that I am not — that we are not — in control of language? We live in a time of disinformation in which words are used both carelessly and maliciously; but arguably, we can change this.

BIOGRAPHIES

BIJAN AHMADI

Chair/Instructor, Economics Department

Bijan Ahmadi teaches economics in the School of Business. Along with active participation in several interdisciplinary committees across the college, including the Research Ethics Board, he serves as a department chair, and as Chair of Education Council. He is a two-time National Institute for Staff and Organizational Development (NISOD) award recipient, and during scheduled professional development time he can often be found facilitating an Instructional Skills Workshop or supporting other faculty learning opportunities with the Centre for Excellence in Teaching and Learning (CETL). A geek at heart, Bijan is encouraged by the increasing use of technology in the classroom.

JULIA GRAV

Instructor/Program Lead, Applied Business Technology

Julia Grav has a teaching philosophy that strongly aligns with the principles of Universal Design for Learning, bringing learning science and inclusivity into the forefront of her classroom. She does this through the optimization of choice and autonomy as well as multiple reiterative low-stakes assignments. By providing timely feedback that emphasizes effort and provides strategies for future success, she encourages her students to build on and develop their own mastery in technology.

ROB SORENSEN

Instructor, Accounting and Finance Department

Rob Sorensen joined the Camosun teaching team in 2003 teaching finance, statistics and information systems. In addition to being a certified Lego Serious Play facilitator, he has an MBA from the University of Victoria, a BSc in Computer Science and has also completed the Provincial Instructor Diploma Program. Rob's teaching areas of interest include creating inclusive learning environments, the gamification of learning, multi-modal learning course delivery, and anything related to engaging students in fun, meaningful ways. He has a passion for working with people and helping them learn. He is a past recipient of Camosun's Excellence in Teaching Award.

Bijan Ahmadi, Julia Grav & Rob Sorensen



Adventures in HyFlex

In 2019, fewer than five percent of classes at Camosun were being taught online. By March of 2020, that number rose to over 90%. One of the most amazing outcomes of that pivot was that faculty across the college were not only allowed but encouraged to develop asynchronous online content. Many instructors used their regularly scheduled development time that summer to create videos and online assessments to support continued learner engagement in the middle of a global pandemic.

The increase in asynchronous content has resulted in students requesting more online courses and flexible learning opportunities. This has allowed HyFlex to take hold and enter our mainstream vocabulary, where consensus has defined it as an opportunity for students to move between online and in-person instruction as they see fit.

Business instructor Rob Sorensen saw the growing use of this hybrid teaching, and created “Adventures in HyFlex,” an opportunity for faculty to collaborate and commiserate on the challenges and successes with HyFlex learning. Joined by, among others, Julia Grav and Bijan Ahmadi, the team met regularly to discuss how HyFlex was being implemented in their classrooms. What they took from those meetings informed a panel discussion at the 2022 Walls Optional Conference along with continued conversations with faculty around the college. HyFlex may sound like a new and exciting delivery option, but faculty from around the college have long been using D2L to provide additional teaching materials to support in-class learners. Since the pandemic, even more faculty have included online content for their in-person classes to offer more flexibility for diverse learners. It’s important to note, however, that many still don’t recognize this as a form of HyFlex. To show how diverse a HyFlex experience can be, Rob, Julia, and Bijan wanted to share how they’ve tried to create more flexibility in their own classes.

Rob wanted his students to succeed in the new post-COVID reality. To do that, he needed to think about how to deliver course materials in a way that respected student needs and comfort levels. Although the increase in online learning was the result of continued caution around COVID, he found that students identified having flexibility to better manage work, family, and personal life as a stronger rationale than reducing the risk of contracting COVID. When polled, most students said they only rarely or occasionally attended classes in person, while an overwhelming majority stated they regularly or always watched the online video lectures.

As a chair, Bijan tries to schedule faculty in a way that can support HyFlex. Many of them teach multiple sections, both face-to-face and online, with most providing varying degrees of HyFlex within

their courses. While it is not necessary to offer all assessments online or allow online students to attend in-person classes when they can, any degree of sharing between the different modes of delivery will create a more flexible structure for the learners.

Julia has noticed that students are self-selecting their learning modes more and more. She has merged her in-person and online asynchronous D2L sites and encouraged all students to start working on course content at home. This has given her more opportunities to focus learning in class on common questions and facilitation activities, letting students engage with the content on their own in a way that works best for them. Although most students have shifted toward asynchronous learning, technology has allowed her online students to join in classroom activities, for example through the use of OneDrive Office 365 accounts.

Are you interested in adding flexibility into your classroom? Reach out to the Centre for Excellence in Teaching and Learning (CETL) to discuss how you can support a HyFlex environment in your classroom. Examples include:

- merging Distance Education (DE) and face-to-face D2L shells
- providing more asynchronous content for in-class students
- creating online assessments to support learners

Faculty can also reach out to their chairs, who can support by scheduling faculty for two sections, one online and one as face-to-face, which will allow for the time and energy needed to support two modes of delivery. The more time we can spend on effectively delivering both modes in tandem, the smoother it will be for students who move between in-person and asynchronous learning.

Rob Sorensen

Instructor, Accounting and Finance Department



BIOGRAPHY

Rob joined the Camosun teaching team in 2003 teaching finance, statistics, and information systems. In addition to being a certified Lego Serious Play facilitator, he has an MBA from the University of Victoria, a BSc in Computer Science, and a diploma from the Provincial Instructor Diploma Program.

Rob's teaching areas of interest include the creation of inclusive learning environments, the gamification of learning, multi-modal course delivery, and anything related to engaging students in fun, meaningful ways. He has a passion for working with people and helping them learn. He is a past recipient of Camosun's Excellence in Teaching Award.



Serious Play: Lego in the Classroom

Lego Serious Play (LSP) is a process that uses Lego bricks as a tool for articulating and sharing ideas. It gives students a visual and hands-on way to express their thoughts. Through the process of building their models, students are able to explore abstract concepts in a more concrete way. It also helps students to think more critically and creatively about their ideas.

Rob Sorensen, an instructor in the School of Business, has spent the past few years learning about LSP and earning his Lego Serious Play Facilitator credentials. Working with others in the training (including other post-secondary educators) helped Rob develop the method for use in his classroom.

One of the courses that Rob teaches is a second-year management information systems course.

The course can sometimes be challenging for business students, as technology topics can seem a little abstract — and perhaps even a little dull at times. In an effort to increase student engagement and provide students with a fun, safe, and interesting way to explore course concepts, Rob added LSP to several of his classes. The results were wonderful. Students embraced the activity and were able to demonstrate an impressive understanding of the course material.

In one activity, students were asked to build a Lego model of a cyber-secure company which included several key security components. After creating their models individually, students then explained the features of the models to other students. As a class, students then summarized key security considerations that companies should consider.



Students use Lego to explore concepts in Rob's Management Informations Systems course (BUS 241)

The depth of the results was incredible — students gained much more by participating in the LSP activity than they would have through a traditional lecture on the topic. In the words of one student, “The Lego in-class activity was one of the highlights of [the Management Information Systems class]. I enjoyed the fun spin on learning course content through building Lego and working alongside classmates. Constructing Lego was a unique and great way to visualize the concepts we learned through class, which was both helpful for our understanding and for keeping engaged!”

Rob has found that the LSP process helps to create a safe, inclusive, and non-judgmental environment for students. With the focus on building and exploring, students feel more comfortable

expressing and sharing their ideas. The process also helps students develop their critical thinking, problem-solving, and communication skills in a collaborative and creative way.

To help make the course orientation memorable, Rob is now introducing his students to the LSP process by having them build models showing the key attributes of a successful student. The energy level in the room is fantastic. LSP is a great way for students to get to know each other and create a shared understanding of how to approach the course.

Rob is always happy to talk about Lego, so if you're interested in learning more, please feel free to connect. He can be reached at sorensen@camosun.bc.ca.

Vara Hagreeen

Program Leader, Practical Nursing Program

BIOGRAPHY

Vara is a Registered Nurse with a background primarily in maternal-newborn care. She has taught at Camosun College in the Practical Nursing program since 2009 and has been the Practical Nursing Program Leader since 2020. She holds a Bachelor of Nursing Degree and a BC Provincial Instructor's Diploma. A passion for facilitating experiential learning led to achievement of a Master of Science in Healthcare Simulation and Patient Safety from the National University of Ireland. Vara is currently serving as the Virtu-WIL Program Coordinator for Camosun College.



It improved my ability to use the nursing process as a tool for assessment, diagnosis, planning, intervention, and evaluation in a safe environment, which made it okay to take risks.

—Practical Nursing student



Camosun students working online with simulations.

Virtu-WIL: Using Virtual Simulations to Enhance Healthcare Education

We are all keenly aware of the impact the COVID-19 pandemic has had on the delivery of education. In healthcare education, many clinical experiences were suspended in efforts to protect students, instructors, and the community from the virus. As a result, student progress was halted as they were unable to meet learning outcomes historically achieved through work-integrated learning.

Although pandemic-related restrictions have lifted in Canada for the most part and students are again permitted to learn in clinical settings, there are ongoing concerns about the impact of potential future lockdowns. In addition to the possibility of public health restrictions, there is another factor currently threatening clinical placements and supervision of students: critical shortages of healthcare workers. The Canadian Nurses Association indicates that, although staffing shortages were an issue before the pandemic began, healthcare workers are “burned out, exhausted, and demoralized.” Recent Statistics Canada data shows that nurses and other

healthcare workers are retiring early, switching to part-time work, or leaving their professions entirely. Healthcare simulation can be a viable solution for these potential and actual challenges to work-integrated learning.

Simulation is an experiential learning process that uses a variety of resources to represent real healthcare environments or situations without compromising client safety. Simulations are designed by educators and based on well-defined pedagogical objectives and clinical competencies. Simulation enables learners to move theoretical knowledge to practice and has been shown to positively affect communication, collaboration, teamwork, critical thinking skills, and confidence levels. In-person high-fidelity simulation using actors, computerized client simulators and/or other technologies is now an integral part of most healthcare education. Virtual simulation is a more recent addition with integration growing rapidly during the COVID-19 pandemic.

It helped to think about organizational strategies when faced with a stressful environment or in dealing with multiple patients in an acute care setting.

—Practical Nursing student

Virtual simulations are computerized simulated clinical experiences and are accessed via a two-dimensional screen and/or a virtual reality headset. Learners engage with digital clients and healthcare situations and make decisions and implement care much like a 'choose your own adventure' scenario, receiving immediate feedback on choices as they progress.

In response to the shortage of clinical placements, and to ensure that students in nursing, medical laboratory sciences, and paramedicine develop important clinical competencies, Colleges and Institutes Canada, in partnership with Simulation Canada and post-secondary institutions across the country, have developed over 130 virtual simulations as part of its Virtu-WIL project. Between September 2022 and March 2023, approximately 70 Practical Nursing and Certified Medical Laboratory Assistant

I enjoyed the debrief with a specialized nurse who shared her real-life experiences. I found that extremely helpful.

—Practical Nursing student

Participating gave me some confidence in my critical thinking abilities which I have previously struggled with.

—Practical Nursing student

students at Camosun College participated in the testing phase of several virtual simulations, enhancing their own learning and providing crucial data to Colleges and Institutes Canada. The Program Coordinator is also engaged in data collection and reporting activities to further strengthen the simulation resources available in a public repository.

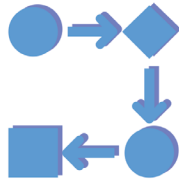
At the time of writing, one group of 27 Practical Nursing students has completed three different virtual simulations. Facilitators supported student preparation for each simulation with a one-hour in-class learning session where important clinical concepts were explored. On the day of each simulation, students worked in pairs using laptops to investigate a clinical situation, then received feedback on their decisions within the computer program. Immediately following

Scope of Virtual Simulations



Cognitive

Gather information and analyze it, apply knowledge and clinical reasoning, develop decision-making.



Procedures

Analyze and take action on indications, contraindications, risks, steps of a procedure, choice of equipment and techniques.



Non-Technical

Develop competencies such as communication, professionalism, empathy, ethics.



Interprofessional

Foster teamwork, designed for team learning and interprofessional education

Source: Colleges and Institutes Canada

each simulation, all students came together for a one-hour debriefing session with the Program Coordinator and an industry partner, in this case another Registered Nurse. Post-simulation debriefing is an essential component of simulation, allowing learners the opportunity to connect the experience with learning objectives, gain a clear understanding of their actions, reflect on thought processes and decision-making, and to receive feedback which can improve future performance and learning. On a post-simulation survey, students in the first phase of the project reported overwhelmingly positive experiences, including improved problem solving, time management, written communication, and teamwork skills as well as an increase in confidence levels.

I learn best by hands-on experience. By participating in Virtu-WIL I got to have that experience and learn while keeping people safe. By increasing this knowledge, I will be able to look out for more complications and organize my time better.

— Practical Nursing student

Monique Brewer, Kerry-Ann Dompierre, Sue Doner, Ann McIntosh & Diane Nadeau

Centre for Excellence in Teaching and Learning and Applied Learning,
Co-operative Education and Career Services



BIOGRAPHIES

MONIQUE BREWER

Applied Learning Coordinator (Applied Learning,
Co-operative Education and Career Services)

I have had the pleasure of learning, living, and working on the the Traditional Territories of the *lək'wəŋən* and *WSÁNEĆ* peoples for over 20 years. I have worked as an educator across a variety of sectors and disciplines including K-12, post secondary, government, and the private sector. Training and instructional design are my mainstays, with a focus on eLearning, but I also have experience in publishing and management.

When not at Camosun, I enjoy travelling, both in Canada and abroad, and find happiness in small pleasures like gardening and beach walking with my husband and dog.

KERRY-ANN DOMPIERRE RN/MN

Simulation Education Coordinator (School of Health and Human Services), Faculty (BSN), EdEHR Project Lead, Registered Nurse (RN), Master of Nursing (MN)

Kerry-Ann teaches in the Bachelor of Science in Nursing program and specializes in simulated learning, a form of experiential learning used widely by healthcare programs. Research interests include experiential and transformative learning, interdisciplinary education, and anti-racism pedagogy.

SUE DONER

Instructional Designer (Centre for Excellence in Teaching and Learning)

I have been working as an Instructional Designer in online learning since 1998, and have been a member of Camosun's eLearning unit since 2013. I am passionate about working with faculty and other colleagues to make post-secondary education as accessible as possible.

ANN MCINTOSH RN/MN

Ann McIntosh has been a nursing faculty member in the baccalaureate nursing program at Camosun College since 2004. In 2014, she completed a Master of Nursing with a focus on nursing education at the University of Victoria. Ann's practice background is oncology and acute medical-surgical nursing. She has taught in all years of the nursing program at Camosun, in practice, theory and lab courses. Ann's interests include curriculum design, transformative learning, and facilitating student learning that prepares new graduates to provide care in rapidly changing and highly complex health care settings. She is the Project Lead for the Education Electronic Health Record (EdEHR) Project.

DIANE NADEAU RN

Diane Nadeau began her career in health care by first taking the Resident Care Aid course at Camosun. She received her Licensed Practical Nurse (LPN) license and worked in gerontology and end-of-life care for several years, and in 2009 graduated from UVic with her BSN in Nursing. Diane enjoyed working as a bedside nurse in Acute Care Medicine at Royal Jubilee Hospital (RJH) (Renal and Oncology), as well as with Victoria Hospice Palliative Care. She also worked as a Nurse Educator with RJH and Victoria General Hospital and thoroughly appreciated working alongside staff as a direct support person. In 2017, Diane walked across Spain on the Camino de Santiago and made some life changes to prioritize her love of teaching, and as a result, started teaching in the nursing program at Camosun. Diane values lifelong learning and the journey of the student nurse and takes a committed interest in courses which promote collaboration and hands-on learning. Working with faculty and students to provide patient-centered and comprehensive care remains Diane's meaningful life work.

Digital Transformation Challenge in the Baccalaureate of Science in Nursing (BSN) Program

In order to prepare Camosun Baccalaureate of Science in Nursing (BSN) students for the digital transformation that is happening in BC's health care system, and to meet program accreditation requirements to develop students' ability to use information communication technology in the laboratories, Camosun BSN faculty are piloting the implementation of an open-source Educational Electronic Health Record (EdEHR).

Background

In June 2021, faculty from the BSN program and the Centre for Excellence in Teaching and Learning (CETL) began a collaboration with the developer of an educational electronic health record (EdEHR), a project that was made possible through BCcampus. This collaboration included faculty from other nursing programs across the province.

Previously, the BSN program had not found an EdEHR that met students' learning needs. For-profit EdEHRs were expensive and lacked adaptability for faculty to design learning experiences to address the needs of novice practitioners. Electronic health records (EHRs) in clinical agencies cannot be adapted for learning and are inaccessible to students for teaching purposes at the college. As a result, students have been documenting on paper

records, even though most clinical agencies are using electronic health records.

Benefits

According to Wilbanks, Watts, and Epps (2018), adopting an EHR offers numerous benefits for student learning including:

- reducing cognitive errors related to improper use of information technology
- providing a realistic environment that students can learn in without endangering patient safety
- coordinating documentation tasks in the lab with direct patient communication.

Students can submit assignments and receive faculty feedback on data entry, chart maintenance, and knowledge of chronic and acute disease management. EdEHRs can be combined with patient case simulations to facilitate the application and synthesis of learning; they include strategies to foster interprofessional communication and clinical decision-making tools to support evidence-informed practices. Working with an EdEHR can also help students understand how aggregated data in the health records, such as the number of patient falls, can improve nursing care and patient safety.

EdEHR Students guide Activity Submit Activity

Medical history PARKS, Dorothy , Daphne PHN: 1234 567 890 DoB: (79 yrs) Gender: Female
 Code Status: M3 Allergies: NKA Diagnosis: Left Femur Fracture Current time 0830 day 0
 Weight: 59kg Location: Camosun Hospital 4th floor North Room 434 MRN:
 MRP: Sara Parks (Child) MRP phone:

Patient profile

- Demographics
- Allergies
- History
- Medical history
- Psychosocial history
- Surgical history
- Immunization history
- Family history

Past medical history: Hypertension and osteoarthritis, currently taking acetaminophen 1000mg TID for arthritis, hydrochlorothiazide 25 mg once a day in the AM and multivitamin.

Edit form Reset form data

Screenshot from a student's view of a patient record in the EdEHR

Pilot Description

The project involved significant collaboration at both the provincial and institutional levels. Each institution identified faculty champions who collaborated on and shared privacy impact assessments, patient cases, and feedback on EdEHR to the developer. At the institutional level, the BSN faculty invited CETL to collaborate at project inception and worked closely with them to evaluate and plan the EdEHR integration into D2L, develop and test prototypes, create documentation, and pilot the EdEHR implementation.

In the fall of 2022, the EdEHR was piloted with 40 students in Nursing 142 (Foundational Nursing Skills and Assessment), a first-year lab course. Faculty oriented students to the EdEHR and students entered medical and demographic information into the simulated record. Students evaluated the experience favourably and some commented that they appreciated being able to compare the EdEHR

to the one in their clinical settings. Students were eager to get more practice using it.

Challenges and Opportunities

As with any new educational technology, the costs lie not only in the technology itself, but also in the human resources required to integrate and use it intentionally and effectively. A second challenge is presented by the need to identify faculty champions (in this case, three or four), who will learn how to use the new technology and develop 'cases' in the EdEHR, along with corresponding learning activities.

But there are also significant benefits to using this open-source EdEHR. For example, it lowers students' costs, enables educators from across the college to collaborate on its development, and allows them to adapt it for their own contexts. This resource will ensure students can use electronic health records in medical settings.

Kerry-Ann Dompierre & Lynelle Yutani



KERRY-ANN DOMPIERRE

Simulation Education Coordinator, Health and Human Services, Faculty (BSN)

Kerry-Ann Dompierre, Registered Nurse (RN), Master of Nursing (MN), teaches in the Bachelor of Science in Nursing program. Kerry-Ann specializes in simulated learning, a form of experiential learning used widely by healthcare programs. Research interests include experiential and transformative learning, interdisciplinary education, and anti-racism pedagogy.

BIOGRAPHIES

LYNELLE YUTANI

Instructor, Allied Health and Technologies

Lynelle's career has spanned many disciplines: a degree in theater, work in the early technology industry writing technical manuals, doing quality testing, and providing user support for pre-photoshop image manipulation software. Later, an ambulance technology training course started her 16-year healthcare career in medical imaging where she practiced clinically as a physician extender in the US, immigrating to Canada in 2010 and working as a medical radiation technologist for the Mobile Mammography Screening Program in BC. When Camosun College started its first Allied Health and Technologies (AHT) program in 2012, Lynelle took a leap into formal post-secondary education and hasn't looked back since! She spent seven years as chair of AHT, is currently co-chair of the Interdisciplinary Student Festival Steering Committee, and serves as president of the Camosun College Faculty Association.





The Evolution of the Interdisciplinary Education (IDE) Student Festival at Camosun College: Interprofessional Practices and Applied Learning in Action

Interdisciplinarity has long been a focus of our teaching practices in Health and Human Services (HHS) at Camosun College. Through scheduled professional development and participation on college-wide committees, we as faculty members have been provided rich opportunities to collaborate and to learn with, from, and about each other.

Students, however, don't always have the same opportunities and experiences while pursuing post-secondary education. The complex schedules in siloed programs make it difficult to recognise the opportunities for interdisciplinary education (IDE) and to implement them. Fortunately, over the last decade, several programs in Health and Human

Services were required to include outcomes in interprofessional communication due to the inclusion of those competencies in national practice standards for accreditation.

From this requirement arose a vision for interdisciplinary education within the School of Health and Human Services: "Students understanding multiple perspectives, and working with a variety of disciplines with a focus on the individuals, families, and communities." But how to accomplish this? We needed to help students model professional practices and enable them to develop their skills in interprofessional communication and collaboration, improving patient safety and quality of care and

We needed to help students model professional practices and enable them to develop their skills in interprofessional communication and collaboration, improving patient safety and quality of care and helping them to meet their required competencies.

—Lynelle Yutani



helping them to meet their required competencies. While we were quite good at this on a small scale, with successful one-off collaborative simulations between programs, the collaborations lacked reproducibility and often depended on a few highly -motivated individuals.

From a humble peer-to-peer workshop created and presented by Medical Radiography students in 2017, the makings of the annual IDE Student Festival were born. Receiving a Camosun Innovation grant in 2018, the inaugural festival showcased oral and poster presentations in a conference-style atmosphere where students could learn with, from, and about each other.

Each spring the IDE Student Festival grew, and we all highly anticipated the 2020 Festival as the first one to be held in the new Centre for Health and Wellness, inviting the entire college to participate.

Just like our other teaching and learning activities, in spring 2020 the festival had to pivot. Practically overnight, we digitally recreated the IDE Festival as an OpenEd website. In the following two years, students from the Interactive Media Developer Program in Trades and Technology designed and hosted a fully student-produced virtual festival website that allowed students to participate and interact virtually.

This year we celebrated our sixth IDE Student Festival with a triumphant return to in-person projects and presentations while still providing a virtual hybrid site. It's been wonderful to see how our students collaborate, working together across organizations, schools, and programs to produce the content for a truly interdisciplinary learning experience. Interdisciplinary education can benefit all students, and we'd love for more programs and schools to participate virtually or in person, so don't hesitate to contact us if you'd like to learn more!

Did you attend this year's I.D.E. Festival, in-person or online? Complete our [survey!](#)



Interdisciplinary Education Festival 2023

Get The Scoop On Our Scope

What We Wish Our Colleagues Knew!

We are excited to bring back the first in-person Interdisciplinary Student Festival since 2019! We hope you'll join us online and in-person as we continue "learning with, from and about each other" to improve patient outcomes and service to our clients through interdisciplinary learning and collaboration.

[Learn more!](#)

In-Person Venue
Camosun College, Interurban

Building
Alex & Jo Campbell Centre for Health and Wellness (CHW)

Date
April 3rd - April 6th, 2023

Participating Programs



Bachelor Science Nursing



Certified Dental Assistant



Certified Medical Lab Assistant



Dental Hygiene



Message Therapy



Sonography

[Back to top](#)

Camosun College is located in beautiful Victoria, British Columbia with campuses on the Traditional Territories of the Lekwungen and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

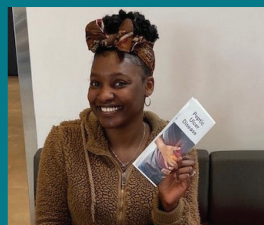
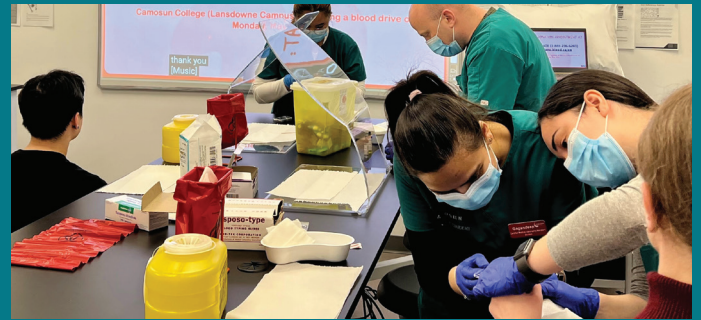
PROJECTS

- Bachelor Science Nursing
- Certified Dental Assistant
- Certified Medical Lab Assistant
- Dental Hygiene
- Message Therapy
- Sonography

NAVIGATION LINKS

- Home
- About
- Resources
- Knowledge
- Events

CAMOSUN
STUDENT-PRODUCED



Mary Burgaretta, Jessica Fee, Lindsay Lichty, Morgan Myers, Jeanne Puritch & Dawn Ye Yuan

Instructors, Early Learning and Care Department

BIOGRAPHY

We work in collaboration, trust and care to reimagine education as a reciprocal exchange that supports the holistic health and well-being of the communities in which we live and work.

We imagine the practice of education as actionable gratitude. In this practice we hold ourselves accountable and we strive for honourable relations with territorial Lands, Waters, and Peoples. We acknowledge ourselves as visitors on the W̱SÁNEĆ and lək̓ʷəŋən Peoples' homelands.

We collectively hold care as a professional responsibility, amplifying the voices and value of children, families, and educators to further decolonize education. In our role within the post-secondary institution, we are committed to bringing awareness to the importance of the practice of early learning and care, and its role in social justice.

Work Integrated Learning (WIL) - Pilot Project, Early Learning and Care Program

At the core of lifelong learning is an understanding that knowledge is alive and abundant. Lifelong learning suggests that just about anything is worthy of inquiry, so long as we sustain curiosity, wonder, persistence, and a desire to understand—just ask a child.

Within the offerings of the Early Learning and Care diploma, the Work Integrated Learning (WIL) project is a pilot that reimagine the delivery model for the program. We are working with six early learning sites as community partners. Students are employed by these community partners as either Responsible Adults (RAs) or as Early Childhood Educator Assistants (ECEAs). This project supports these students to upgrade their education and to obtain professional certification while remaining employed. We are now in the third iteration of this project, continuing to explore possibilities for education where we take seriously the notion of learners' inquiries and their pursuit of knowledge. This pilot reimagines early years centres as sites for post-secondary education and by doing so actively aims to decolonize education.

British Columbia Early Learning Framework



Province of BC, 2019 (updated March 7, 2023)

https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/early_learning_framework.pdf



Students in the pilot program hold integral positions in their workplaces, supporting licensing standards that govern ratios of adults to children, allowing these centres to operate amidst a child care crisis. This pilot project aims to support students to pursue their education, to support early years centres to support the ongoing development of valued childcare staff, and ultimately to support children and families by ensuring that the people working closely with their children are educated professionals who think critically and who honour children and uphold and promote their dignity as citizens.

Land-based learning: Early Learning and Care engages the head, the heart, and the hands. Learners transformed willow branches into charcoal, inviting deepening inquiry around Land-based learning and what might be possible when we are guided by questions such as: Where does it come from? Where does it go?

Students in the program have the opportunity to complete formal education through an emergent experience that mirrors their practice alongside children. By acknowledging the value of dispositions such as curiosity, wonder, and a desire to know, we recognize children as worthy collaborators in the pursuit of knowledge, and we take seriously the capacity for knowledge that emerges in early years settings.

The BC Early Learning Framework (2019) positions children as co-creators of knowledge and invites educators as researchers. Within this paradigm, the role of the educator is to notice and attend to what is alive, to what is attracting children's attention, and what that reflects about the world, as well as children's understanding of it. Each early years centre is recognized as a place that reflects its citizens. It is within this classroom, the early learning environment, that this project lives.

The learning outcomes of the Early Learning and Care diploma program align with the BC Early Learning Framework, weaving theory with practice. Rather than upholding dominant perspectives focused on child development and "best" practice, the Framework invites educators into sustained inquiry with the purpose of further understanding concepts such as how we experience well-being

and belonging; how we learn to live well with, and within the world; how we communicate; and how we understand and contribute to a sense of identity. Program students explore these concepts each week when they gather in small groups in communities of practice alongside an instructor, where they share resources, perspectives and curiosities.

Students in the program articulate a growing sense of trust in children as guides to meaningful inquiry, as well as trust in the post-secondary institution to uphold commitments to decolonization. Students reflect on the importance of experiential learning, engaging in monthly gatherings on the Land with Elders, Knowledge Keepers, and the larger community. Students express a growing sense of themselves as professionals, and are quickly emerging as advocates, recognizing the importance of their work, and the potential impact of their conscious presence in the lives of children, families and communities.

Instructors embrace a holistic model of education by weaving together clusters of four to five complementary courses each semester, highlighting the ways that courses can be lenses through which we see the world rather than “the way.” Each week, students and instructors meet one-on-one to reflect on what the student



Land-based learning: charcoaled willow branches.

is noticing, and where uncertainty invites further collaborative inquiry.

This project allows the academic institution to extend itself into community with the purpose of enhancing the lives of community members. It enacts reciprocity by offering education and receiving deepened relationships with community partners. This project is a model of community that cares.

Perhaps when we show children a world in which we have learned to listen, in which we have learned the value of seeing from multiple perspectives, a world in which we care about mutual flourishing, they will have a reason to trust in the power of care, and perhaps they will lead us toward a future in which caring relations lead the way.

Imtehaze Heerah

Instructor, Department of Mechanical Engineering Technology



BIOGRAPHY

Imtehaze Heerah has been a faculty member in the Department of Mechanical Engineering Technology at Camosun since 2004. He is also the Leading Edge Endowment Fund (LEEF) BC Regional Innovation Chair in automation and mechatronics at Camosun Innovates. Imtehaze is passionate about robotics and automation and works closely with local businesses to help them enhance their productivity through automation. These activities also allow him to bring real-world problems into the classroom to enhance students' learning. Imtehaze holds a Bachelor's Degree in Mechanical Engineering from the University of Mauritius and a Master's Degree in Mechanical and Industrial Engineering from the University of Toronto.

Enhancing Students' Learning Through Applied Research

Build a Better Earth Movement, Ltd. (dba: BinBreeze) is a Victoria, BC based company that has developed and patented a non-toxic, all-natural compost bin deodorizer that is marketed to consumers in over 150 stores across Canada as well as through eCommerce. To start, their entire production process was manual, and with an increase in product demand, BinBreeze was facing an imminent need to automate. The company approached Imtehaze to assist with developing a semi-automated dispensing and weighing machine to address a significant packaging bottleneck in their production process. Imtehaze applied for and was awarded a federal research grant from the Natural Sciences and Engineering Research Council of Canada (NSERC) to work on this project, which was administered through Camosun Innovates.

Working on the BinBreeze project was an excellent experience for me to see a project from concept to completion. In designing a frame for the device, I was able to apply my design knowledge from previous coursework while also developing new skills, like the use of SolidWorks Weldments, to make my CAD-work more efficient. What I gained most from the BinBreeze project was an opportunity to apply my theoretical knowledge in a practical situation and further develop my learning in the Mechanical Engineering Technology program.

— Jenny Bates, Manufacturing Technologist at Open Ocean Robotics

As with the numerous other applied research projects Imtehaze works on, he made sure to involve students and hired four of them from Camosun's Mechanical Engineering Technology program to assist with various aspects of the project design, build, and testing. The team developed a custom filling machine from the ground up that takes the BinBreeze product in bulk from a hopper and automatically dispenses it into metered amounts in a pouch on a digital scale. The major development milestones (machine concept, control system prototype, mechanical and control system build, and integration and testing) were also shared with second-year students.

Since then, the project has been used as a discussion topic in other courses that Imtehaze teaches, including Control Systems and Robotics and Automation. In projects such as this, students are able to gain a first-hand look at how an industry problem can be solved using the tools that they learn about through their college program. Furthermore, applied research projects like these enable students to interact with the staff at Camosun Innovates, providing them with the opportunity to learn about ongoing projects, advanced technologies and industry opportunities.

The BinBreeze project was one of the best experiences I was able to be a part of at Camosun. It took the theoretical knowledge I gained from courses and applied them in a real-world scenario. This knowledge played a critical role in my capstone project, which allowed my team to build an automated filter cleaning machine. While I had the knowledge to code the control system, the components selection and design of the control box would not have been an easy task without the knowledge gained working with Imtehaze on this project.

— George Grafton, Junior Mechanical Engineering Technologist at Cryologistics Refrigeration Technologies LTD

Jesse Dardengo

Applied Research Technologist, Camosun Innovates



BIOGRAPHY

Jesse Dardengo is a graduate of the Mechanical Engineering Technology program at Camosun and a journeyman machinist with over 15 years of wide-ranging industry experience. He is currently an Applied Research Technologist at Camosun Innovates, which works with local small- and medium-sized enterprises, non-profits, and education partners to help develop innovative ideas for prototypes, products, and manufacturing processes. Camosun Innovates' dedicated technologists use engineering principles with 3D scanning, 3D printing, Computer Numerical Control (CNC) machining, Computer Aided Design/Computer Aided Manufacturing (CAD/CAM) software, and virtual reality to support innovation.

Above: Jesse Dardengo, Camosun Innovates, and Nick McGeachie, Mechanical Engineering Technology graduate.

Photo opposite page: Tejas Collinson (L) and Colin Graham use the chainsaw milling attachment of the Totem 2.0 device to cut the raw timbers down to size.

Preparing for Totem 2.0

In 2022, Camosun Innovates was approached by world-renowned artist Carey Newman with a challenge: to design and build an apparatus that would provide Indigenous carvers with an alternative to carving totems from old-growth cedar trees, while also making totem carving safer and more efficient. Rather than the traditional technique of creating totems from a single old-growth tree, Carey envisioned using multiple sections of second-growth timber arranged in a semi-circle, a design he has dubbed "Totem 2.0." To accomplish this, the smaller timber sections needed to be milled into tapered "pie-piece" shapes and assembled onto end plates before carving.

The team at Camosun Innovates was immediately excited by this project. Carey's new design brings a unique innovation to totem pole carving, which has been an important part of coastal First Nations culture for millennia. As visitors on the territories of the lək'wəŋən and W̱SÁNEĆ Peoples, the opportunity to help Carey realize his vision has personal significance for everyone involved. The Camosun Innovates Team brainstormed a device that would not only accommodate the milling of the totem sections but would also allow Carey to lift and rotate the assembled pole for easier carving, as the traditional carving method involves laying the pole on blocks or sandbags. The Camosun Innovates Team knew this innovation would have broad implications, as it could improve ergonomics and safety for carvers everywhere and improve accessibility for community carving projects.





(L to R) Colin Graham, Carey Newman, and Tejas Collinson prepare to remove the milled timber from the Totem 2.0 device.

These improvements, along with the ecological implications of using second-growth timber, made the project a good fit for funding through the Colleges and Communities Social Innovation Fund (CCSIF), which Camosun Innovates applied for and was awarded in the summer of 2022. The CCSIF grant provided enough funding to build two complete units, which will allow Carey to share the technology with other artists and community members.

Camosun Innovates identified the initial phase of this project as an excellent candidate for a mechanical engineering capstone project. We began by working with a team of students to

develop a scope for the capstone based on Carey's needs, our long-term goals for the project, and the students' limited timeline of four months. The Camosun Innovates Team designed and built a functional prototype that Carey can use to create his first Totem 2.0 while simultaneously learning about the process, allowing us to improve the design for the second, community-based device.

The students worked closely with Jesse Dardengo and Rich Burman from Camosun Innovates to understand the requirements of the device and develop an appropriate design that would be strong enough to safely manipulate the assembled Totem 2.0, while also being user-friendly



Tejas Collinson (L) and Colin Graham use the chainsaw milling attachment of the Totem 2.0 device to cut the raw timbers down to size.

and easily transportable. The Camosun Innovates Team brought their design to life by fabricating the device under the guidance of team lead, Kristopher Waters, an experienced fabricator. At the end of their capstone term, a panel of technical experts and reviewers from Camosun Innovates presented the team with the Most Innovative Project award.

To continue the project, Camosun Innovates hired recent Mechanical Engineering Technology graduate Nick McGeachie. Nick and Jesse worked with Carey and his team to set up the device at his workshop and test the milling of the timbers. After several tweaks and improvements, they achieved the results they wanted with the milling operation.

Carey and his team are currently hard at work milling and assembling the first Totem 2.0.

The next steps of the project will be to design the second device based on what has been learned thus far and to continue gathering feedback from Carey as he starts carving the totem. As with any innovative process, there is much to learn in order to inform the next iteration of the design. Ultimately, the aim is to build a device that will improve carving conditions for artists throughout the Pacific Northwest, increase accessibility for carvers and community members, and provide artists with a more ecologically sustainable alternative medium for carving totems.

Margie Clarke & Patsy Scott

Librarians



BIOGRAPHIES

MARGIE CLARKE

Margie received a Bachelor of Art (BA) in History from Lakehead University and a Master of Library and Information Studies (MLIS) from the University of British Columbia. She has been a librarian at Camosun since 2006, and a member of the greater Camosun team since 1995. Margie's wide-reaching enthusiasm for adult education inspires her interests in information literacy, academic integrity, and learner-centred approaches to learning. One of her strengths is building and managing relevant collections for student and faculty use.

PATSY SCOTT

Patsy has a Bachelor of Science in Biology (BSc) (Hons) from the University of Victoria and a Master of Library and Information Studies (MLIS) from the University of British Columbia. Before joining the Camosun Library in 2015 she worked at the BC Ministry of Health/Ministry of Children and Family Development Library where she provided research and information literacy support to Ministry policymakers and researchers. Here at Camosun Patsy loves working with students and faculty to support their studies and research through the promotion of information literacy skill building and academic integrity.





Camosun College Academic Integrity Course

As faculty librarians we spend much of our time educating students about library research and the importance of citation. Through our in-class library sessions, service at the Research Help Desk and one-on-one appointments with students, we teach not only the details of citation but also the value of citation. We teach the importance of acknowledging the authors and creators of the resources students use to support their ideas. Creating Camosun's Academic Integrity Course is a natural extension of our work as librarians, helping students make connections between citations, integrity, and academic honesty in its multiple forms.

Our short self-registration course is designed to help students understand all aspects of academic integrity, student rights, responsibilities, and consequences for infractions, and Camosun College's values and principles as outlined in the Camosun College Academic Integrity Policy. Developed using the Discover tool in D2L, this stand-alone course includes interactive elements such as short videos, checkpoints to assess understanding, and a final quiz. The emphasis is on education, prevention and clear pathways to getting help.

The course is designed for multiple student audiences. With international students in mind, we provide different cultural interpretations of academic integrity as compared and contrasted with Camosun's expectations. The course also

includes descriptions of Indigenous Academic Integrity principles as expressed through relationship, respect and community.

Upon successful completion of the course (100% in the accompanying quiz), students receive a digital badge that will appear on their D2L profile. The badge can be shared with instructors demonstrating that the student has successfully completed the course. Students have indicated that they love earning the badge and having the opportunity to share it both within and outside the College. It is noteworthy that this badge is the first official digital badge awarded by the College!

When registering at the College, students sign an academic integrity pledge—a first step in their journey to understanding their academic integrity responsibilities and the role they play in upholding academic integrity in the Camosun community. Completing this course is the next step in this journey of making good decisions, respecting others, and pursuing work with honesty.

For more information about Camosun's Academic Integrity course for students contact integrity@camosun.ca. (This is also our student course support email address!)

Special thanks to Wendy McElroy in eLearning for her technical support and testing during course development.

Derek Murray & Natasha Parrish

Education Developers, Centre for Excellence
in Teaching and Learning



BIOGRAPHIES

DEREK MURRAY

Education Developer, Centre for Excellence
in Teaching and Learning (CETL)

I am Eastern European (Polish/Yugoslavian) on my mother's side and Irish on my father's side. I come from the Ottawa Valley, Ontario, which is unceded Algonquin Territory. I feel immensely privileged to be living, learning, and building relationships in ɫəkwəŋən and W̱SÁNEĆ Territories where I have been a newcomer since 2009. As an educational developer in the Centre for Excellence in Teaching and Learning (CETL) since 2021, I support faculty in all areas of teaching and learning. My own educational journey includes a PhD in History and a graduate certificate in Learning and Teaching in Higher Education from the University of Victoria. I continue to teach in the history department at Capilano University.

NATASHA PARRISH

Education Developer, Indigenization,
Centre for Excellence in Teaching and
Learning (CETL)

I am Kyaanuuslii Haida through my mother and maternal grandmothers and carry English ancestry through three grandparents who came to North America following the World Wars. I was born and raised in Teechamitsa ɫəkwəŋən Territory, in a large and loving family, and I work towards being a grateful visitor and caretaker in ɫəkwəŋən and W̱SÁNEĆ Territories. I graduated from the University of Victoria with a postgraduate degree in Secondary Teaching and later a Masters of Indigenous Nationhood. I frame my work through our Haida Principles which include reciprocity, respect, interconnectivity, seeking wise council, and balance. I work to support instructors in Indigenizing and decolonizing curriculum and pedagogy.

Pulling Together: A Faculty Learning Community

Camosun College has been a leader in Indigenizing post-secondary education in BC since the early 1990s. Learning opportunities like TELFIN TTE WILNEW, now completed by over 600 employees, have helped to build relationships and understanding, which are the foundation of doing good work together. In 2018, faculty and staff at Camosun were instrumental in producing *Pulling Together*, the BCcampus series of Indigenization Guides, which now number six volumes.

Since 2019, faculty from Camosun's Centre for Excellence in Teaching and Learning (CETL) and Eyē? Sqā'lewen have facilitated a faculty learning community (FLC) based on exploration of the *Pulling Together* guide for instructors. The sessions provide a welcoming and supportive space to explore what Indigenization means for each instructor's individual professional development. The interdisciplinary nature of these conversations helps to grow community at the college while encouraging a sense of both personal and shared responsibility.

As newcomers to the college in 2021, we are both humbled and inspired by the achievements and



Participants in the Pulling Together FLC spend time learning with Knowledge Keeper J. B. Williams

generosity of those who have come before us. We seek to build on those good works and feel drawn to share Camosun stories with colleagues and collaborators around BC and across the country.

One of the additions we have made to the Pulling Together FLC in recent years is the incorporation of land-based and experiential learning. Partnering with local Knowledge Keepers like J.B. Williams (W̱SÁNEĆ and Ahousaht), Elder Henry Chipps (Scia'new and Ka:'yu:'k't'h'!), Tina Savea (Saulteaux/Cree from Peepeekisis Cree Nation), and Niu Savea (Pacific Islander) has provided opportunities for instructors to deepen their understanding of Indigenous ways and views. We believe this model of localizing and personalizing the content of the *Pulling Together* guides helps to

make the Indigenizing process more meaningful and less daunting for faculty.

Our goal of sharing this work led to a Research Ethics Board-approved research project investigating the impacts of the FLC on instructors at Camosun. We first presented the Pulling Together FLC model and research at the 2022 Taylor Institute for Teaching and Learning Conference on Postsecondary Learning and Teaching at the University of Calgary. Our discussions with colleagues at the conference helped us to refine our own approach while encouraging others to think about how they might implement this kind of initiative at their own institutions. We have also written a chapter for the upcoming edited book, *Indigenous Knowledges and Open Education*, which will be published in summer 2023.

Chrisa Hotchkiss, Paul Cox, Dirk MacKenzie, Daymon Macmillan & Janet Millar

Camosun College Writing Centre

BIOGRAPHIES

CHRISA HOTCHKISS

Academic Success Centre Coordinator:
Writing Centre/Learning Skills

Chrisa has worked as an educator in a variety of capacities over the past too-many-years-to-mention. She holds an MA in English and a BSc in Psychology. She has taught university-level composition and literature courses; tutored students in reading and writing; supervised a learning centre with 15 peer tutors; and as Camosun's Academic Success Centre Coordinator, she enjoys supervising a small team of brilliant writing consultants; teaching learning skills in the classroom; and consulting with students about various learning strategies. She is a lover of cats, music, and photography.

PAUL COX

Paul taught English to all ages in South Korea and China for many years before joining Camosun College in 2016. Since 2017, he has been an Instructional Assistant in the Writing Centre at Interurban where he supports students with their academic writing. He has a Bachelor of Arts in English language and literature, a diploma in business studies, and a Teaching English as a Second Language (TESL) certificate. His interests include gardening, birds, and a passion for improving his guitar skills.

DIRK MACKENZIE

Dirk MacKenzie has worked as a writing tutor, learning advisor, and instructor at a variety of colleges and universities in Canada and Japan over the last decade and a half. He holds degrees in English and Applied Language Studies and has published and presented internationally with a focus on writing pedagogy, learner autonomy, self-access learning, and learning spaces. Since coming to Camosun in 2016, Dirk has worked in the Writing Centre and English Help Centre and taught in the English and English Language Development departments.

DAYMON MACMILLAN

Daymon worked as an English language instructor, reading and writing tutor, and test preparation teacher before joining Camosun College's English Help Centre and Writing Centre. He holds Bachelor and Master of Arts degrees in Literature and a TESL certificate. When not supporting students at Camosun, Daymon might be scribbling responses to weird fiction or resuming his slow immersion into Tang dynasty couplets. He also enjoys musing on electronic music and snow.

JANET MILLAR

Janet has taught adult English upgrading for the Vancouver School Board and worked as a self-employed tutor of English and math. She has a Bachelor of Arts (Hons) in English literature and composition, a diploma in education, and certificates in TESL and editing. Since coming to Camosun in 2017, she has worked in Help Centres and the Writing Centre. Her interests include reading, writing, and continuing to improve her French. Janet's writing has been published or is forthcoming in *Herizons*, *United Church Observer*, *Island Writer*, *The Malahat Review*, and *This Magazine*.

*Here to support you with your writing in all possible realms – in person,
virtually and as a written voice through asynchronous feedback.*

— Daymon Macmillan



Dirk MacKenzie, Janet Millar, Chrisa Hotchkiss, Paul Cox, and Daymon Macmillan.

If I waited for perfection, I would never write a word.

— Margaret Atwood (quote courtesy of Janet Millar)

To New Virtual Worlds and Back: Student Writing Support during COVID-19

Writing support is an integral part of many students' college experience, yet we don't have much opportunity to shine a light on this essential service. The COVID-induced transition to virtual writing support—and back again (at least partially)—is a story worth sharing.

At Camosun's writing support centres, we transitioned almost overnight to remote student appointments in March 2020. Although our online booking system accommodates virtual appointments, we had never used this functionality because our appointments had always been in person. Writing consultants quickly mastered the new features of our online system, but students took a bit longer to catch on. We started by offering asynchronous appointments with written feedback, but there wasn't much uptake initially. Soon, we added a synchronous option, which

allows for a video chat between students and writing consultants.

The transition to our new virtual world was bumpy, but it offered advantages. Some students appreciated not having to scramble for child-care or spend time and money commuting to campus. Synchronous video chats provided the personal touch students wanted, but from the comfort of their own homes. As one student commented, "Getting verbal feedback allowed me to ask follow-up questions and ensure I understood what was being shared." Other students continued to opt for asynchronous written feedback, which works well for those who have commitments during available appointment times. One student said, "I picked the written feedback as it was easiest. I didn't have to coordinate an appointment time with a busy schedule.

I'm thrilled by how quickly students adapted to our new hybrid service. They can choose how they'd like to meet with us, which provides flexibility and a sense of autonomy not available before the pandemic.

— Chrisa Hotchkiss

It met all my needs!" Students chose written feedback for other reasons, as well: "English is my second language and having feedback in writing helps me understand it more." Both online options expand writing consultant availability for students, as it no longer matters which of the two Camosun campuses the consultant works at.

In the fall of 2022, we moved to a hybrid model: students can access our services either virtually or in person. Some students are keen to have an in-person option, whether due to technological barriers or simply a preference to exchange ideas face-to-face. One student commented, "I learn the best in person." Our hybrid model offers the personalized learning that students need, facilitating accessibility and inclusion.

Recently, we conducted a short survey to find out how students feel about the hybrid model. Of 36 respondents, 36% said they chose written feedback only, 28% met via video chat, 19% met in person, and 17% used a combination of appointment modes. Survey results showed that 89% of respondents either agreed or strongly agreed with the statement: "I appreciate having the option to receive feedback either in person or virtually (video chat or email)." Although COVID remains a serious public health issue, the silver lining of our experience is our improved ability to support students where they are.

We would like to acknowledge our colleagues in the School of Access, who managed a similar transition in their help centres.

Martha McAlister

Education Developer, Faculty Development, Centre for Excellence in Teaching and Learning

BIOGRAPHY

I am grateful to have been a faculty member at Camosun since 2006, teaching for 10 years in the Community, Family and Child Studies diploma program before shifting over to the Centre for Excellence in Teaching and Learning (CETL). I have a passion for helping to create a sense of belonging and community to enhance teaching and learning at Camosun. I like to nurture opportunities for interdisciplinary peer-to-peer dialogue, with a strengths-based approach.

When not at work you will find me biking, hiking, swimming, and hanging out with my family (husband, adult sons, and puppies!). I have lived and raised my family in Coast Salish territory, since migrating west from Ontario in 1986.

Camosun's Teacher Recognition Awards

2023 is the second year of the annual Teacher Recognition awards, an initiative of Camosun's Teaching and Learning Council in collaboration with the Centre for Excellence in Teaching and Learning (CETL). The Council was established in the fall of 2019, as a "collaborative, peer-based, interdisciplinary group of faculty from across the college with a passion for advancing quality teaching and learning at Camosun, including advocacy, supports and strategies." Despite the disruptions of COVID, our fledgling group managed to stay connected and work towards some of our goals. To date, the Council has initiated several projects, such as hosting teaching and learning conversation cafes, collating faculty input on the educational impacts of COVID and sharing that with senior leadership; developing a series of informative, timely emails

directed at supporting new instructors; and launching a program to recognize the great educators we have at Camosun.

The lessons learned from the first year of the Teacher Recognition award have made the second year even better. For example, we never anticipated the huge response we would get from students who wanted to acknowledge their amazing instructors. This year, we required all nominations to include at least one student nominator, to highlight and honour student voices in the process. As a result of the student response last year, we decided to shift gears midstream and recognize all 27 faculty from across the college who were nominated. For 2023, we once again recognized all nominated faculty – a total of 28 this time. We once again recognized all faculty who were nominated. We have come to see this not so much as a competition, but rather as a celebration of all the amazing teaching that happens at Camosun! We streamlined the process this year to make it more accessible and user friendly, including cutting the categories down from four to just one: "Innovation in Student Success: Recognizes faculty who have gone above and beyond what was expected of them in promoting student success, by using engaging and flexible approaches that better meet the needs of all learners."

In addition to making the Teacher Recognition awards an annual event, the Teaching and Learning Council will continue to look for other innovative ways to support, advocate for, and raise the profile of quality teaching and learning at Camosun.



2023 Teacher Recognition Award Recipients

Andrea Durdle, Plumbing and Pipe Trades

Arloene Burak, Psychology

Brent McMillen, Medical Radiography

Brooke Cameron, Biology

Dan Reeve, Political Science

Darren Hall, Plumbing and Pipe Trades

David Armstrong, Hospitality Management

David Raju, Biology

Dianne Patterson, Health Care Assistant

Emah Christiansen, Massage Therapy

Gilles Cazalais, Math

James Smyth, Plumbing and Pipe Trades

Joanne Irvine, Management and
HR Leadership

Joyce van de Vegte, Electronics and
Computer Engineering Technology

Katie Waterhouse, Anthropology

Kendal Adam, Diagnostic
Medical Sonography

Lynnea Jackson, English
Language Development

Matt Agbay, Business Statistics

Meaghan Feduck, Education Assistant,
Community Support

Michelle Lysak, Accounting and Finance

Nicole Kilburn, Anthropology

Noreen Ortila, Massage Therapy

Pei Mei Chia, English
Language Development

Phil Vreugdenhil, Electronics and
Computer Engineering

Richard Burman, Mechanical
Engineering Capstone

Robin Fast, Community, Family
and Child Studies

Selena Hebig, Nursing

Tony Vernon, Health Care Assistant–ESL

Mavis Smith

Education Developer, Curriculum Development and Program Renewal, Centre for Excellence in Teaching and Learning

Young Africa Works: Pre-Service and In-service Teacher Training

Camosun College is a member of Colleges and Institutes Canada (CiCan), a network of colleges and institutes that connects Canadian institutions to others globally to provide employment-based training and support positive change in post-secondary education internationally.

CiCan awarded a consortium of Algonquin, Durham, and Camosun Colleges a five-year project to build capacity for pre- and in-service technical trainers at technical colleges and polytechnics in Kenya through the Young Africa Works partnership, which is focused on Technical and Vocational Education and Training (TVET).

In Kenya, the intent is to develop a group of approximately 350 master trainers who will prepare pre-and in-service technical trainers to teach post-secondary competency-based education (CBET) in technical colleges and polytechnic institutions. This project is designed to prepare the 350 master trainers (MTs) with teacher training techniques used in Canada. There will also be a small group of Kenyan master trainer leads (MTLs) to support the learning and development of the 350 new master trainers.

On this project, I am one of three subject matter experts (SMEs) from each college with expertise in curriculum development and teaching practice.



BIOGRAPHY

Mavis Smith taught in the English Language Development Department (ELD) for 11 years before joining the Centre for Excellence in Teaching and Learning (CETL) in 2013 as an Education Developer in Curriculum Development and Program Renewal.

She has developed curriculum expertise in a variety of ways, beginning with classroom teaching practice. She led a project that created a program to enhance workplace communication skills for immigrants. Finally, for the past 10 years, she has supported faculty curriculum developers in her work in CETL and as a member of the Integrated Curriculum Committee (ICC).

She has been a member of the Instructional Skills Workshop (ISW) community since 2010. As an ISW Facilitator and Trainer of Facilitators, she enjoys furthering her skills in facilitation and deepening her reflective practice by working with faculty developing their teaching skills.

Her skills and knowledge have provided opportunities to work with Camosun International on post-secondary education for employment projects with Colleges and Institutes Canada (CiCan) in Kenya during her scheduled professional development time.

We started work together in earnest in 2020, meeting weekly online, developing a detailed workplan, and completing a situational analysis of TVET teacher training in Kenya. In the early days, we did some “forming” and “norming.” Fortunately, there was no “storming” as we effortlessly built our relationship to become a highly functional team.

We reviewed existing curriculum and found that while the technical trainers were strong in their theoretical knowledge, they needed depth in developing and aligning curriculum, and enacting theory into teaching practice. We saw real opportunities for these trainers to engage learners more actively in the classroom. Accordingly, we designed a two-week teacher training program with a microteaching component and related materials and resources.

After delays in 2021, we were ecstatic to learn we would deliver the program in 2022 to 80 master trainers in Nairobi. Our team, working together online for nearly two years, would finally get to meet in person. When I arrived in Nairobi late one evening in April 2022, I found the team waiting up for me – big hugs ensued!

The training modeled what we hoped Kenyan technical trainers will use in their classrooms: presentation of key pieces of content, liberally interspersed with engaging, active learning activities that created a buzz in the room.



Small peer groups practiced their learning in microteaching sessions. Based on participant feedback, they enjoyed the learning and saw the benefit for teaching practice. This is the methodology that MTs and MTLs will use to train pre- and in-service technical trainers.

During the two weeks of delivering the program, we all worked supportively and seamlessly together, everyone pitching in when needed. There was no time for us to rehearse, yet it flowed beautifully and professionally, a real tribute to my SME colleagues.

In the third week, we met with 10 of the participants who will become MTLs delivering this program and supporting other master trainers. Based on their feedback and our own reflections, we revised aspects of the program and materials.

We plan to return to Kenya in 2023 and 2024 to deliver the program, including supporting the master trainers to deliver the program independently.

This experience has been very fulfilling, allowing me to develop meaningful and satisfying working relationships with my SME colleagues at Algonquin and Durham Colleges. I was proud to represent Camosun in Kenya to so many in post-secondary education. Finally, even though I was contributing expertise to the project, I also learned so much as an educator and educational developer.

Gwenda Bryan

Librarian, Learning Services

BIOGRAPHY

Gwenda Bryan joined Camosun Library in August 2012 after completing a Master of Library and Information Science degree at the University of Western Ontario. With over 25 years' experience working in public and academic libraries, she combines her technical expertise with a passion for teaching and learning.

As a systems librarian, Gwenda's primary responsibility is to ensure students and employees have access to library databases, ebooks, and other digital resources wherever they are working. However, connecting with students in the classroom or at the research help desk is her favourite part of the job.

Gwenda is the subject liaison librarian for math, sciences, and geography, and teaches research and information literacy skills to a wide range of students. Her professional interests include technical writing, user experience design, and open education resources. Her commitment to improving the student experience is central to her work at Camosun.





Locked in the Library: Designing an Online Escape Room to Increase Student Engagement

It is not uncommon for college students – or even faculty – to feel a sense of fear or inadequacy when they enter the library or try to navigate research databases online. Finding a book on the shelf or approaching a service desk can be intimidating for many people, especially those from marginalized communities. One of the ways academic librarians help students overcome library anxiety is through information literacy instruction. Traditional “one shot” library workshops are designed to address a range of information literacy learning outcomes, but combining this with assignment-specific content can lead to information overload. Add the stress of learning online during a pandemic, and results may be less than ideal, especially for students unfamiliar with academic library systems and processes.

In the spring of 2021, inspired by two webinars I had attended earlier in the year about educational escape rooms – a BCcampus “Fun FLO Friday” and one from Springshare, a major library software vendor – I began creating *Locked in the Library*. The online escape room introduces students to library services and foundational information literacy skills in a fun and engaging way. The opening scene describes a situation where the participant has fallen asleep studying and is “locked” in the library. To unlock the door, they must complete a series of puzzles or challenges, collect codewords, and then combine them into a passphrase that serves as the “key”. Oh, and the clock is ticking!

When they are successful, students receive a certificate they can download, print, or email to themselves or their instructor. The background



scenario, timer, and other game elements encourage students to engage with learning about the library in a playful way. Students can work independently or collaborate in small groups for a teambuilding exercise. Geared towards first-year college students, the escape room helps bridge the gap between virtual and physical library spaces. Each puzzle or challenge introduces a foundational information literacy learning skill such as:

- searching the library catalogue for books
- matching an information need with a source type
- selecting appropriate keywords or search terms
- navigating the library homepage

The escape room is not intended to replace a customized, librarian-led workshop, but may be used in orientations, offered as an optional activity, or integrated into a structured library research class. *Locked in the Library* is free for anyone to access, with no login required. (Some elements include links to a licensed library but these are not required to finish the activity.)

The framework of the game uses Springshare's LibWizard online tutorial software (part of the library's subscription to LibGuides) to set the scene, provide instructions, and guide students through the game. The puzzles are built with H5P – a free, open-source tool for creating interactive HTML5 content. I have been working with H5P for a few years, so I have an inventory of quizzes and other content to draw from. It then became a question of selecting activities that were appropriate for the learning outcomes and adding code-words, then copying and embedding the HTML code into the tutorial.

Locked in the Library introduces students to library services and foundational information literacy skills in a fun and engaging way.

ADVANTAGES OF H5P

- open source
- reusable
- sharable
- customizable
- interactive
- accessible*

*May not apply to all content types.
Refer to <https://h5p.org> for details



I began sharing *Locked in the Library* with select groups of students in the spring of 2022. Originally designed with English Language Development (ELD) students in mind, early tests exposed the fact that the content was too text-heavy for this group. Plans are underway for a version that will focus on library vocabulary and wayfinding, as I continue to explore ways to engage students and help them overcome library anxiety through learner-centred instruction and orientation.

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Bryan, G. Locked in the Library and other H5P activities: <https://camosun.libguides.com/activities>

South Island Partnership

BIOGRAPHY

Since 2003, Camosun College has been part of the South Island Partnership (SIP) – a collaborative partnership with five South Island school districts – Greater Victoria (61), Sooke (62), Saanich (63), Gulf Islands (64), and Cowichan Valley (79).

In addition to three regional SIP committees – comprised of college, school district and industry members – SIP has an operating team of six individuals based out of the Interurban campus: Ben Haber and Colin Scott-Moncrieff (Transition Coordinators), Jen Smyly and Sharath Dhesingh (Program Assistants), April Atkins (Assistant to the Director), and Nicola Priestley (Director). One of the secrets to SIP's success is that the team is made up of both college and seconded school district staff. This combination of perspectives and experience enables the SIP team to consistently and effectively bring together college and school district colleagues to best support students transitioning from high school into post-secondary education and training.

South Island Partnership team, from left to right: Sharath Dhesingh, Ben Haber, Nicola Priestley, Jen Smyly, April Atkins, & Colin Scott-Moncrieff



Starting dual credit while still in high school was one of the best decisions I could have made... it has given me opportunities I would have not otherwise received.

— SIP Student



SIP TEAC 105 (Explorations in Technology) students hard at work on a Friday afternoon

South Island Partnership: Transitioning from High School to College

Each year, the South Island Partnership (SIP) helps over 950 high school students transition into post-secondary through dual credit. Dual credit courses are post-secondary courses that students can take while still in high school. By taking a dual credit course, a student can simultaneously earn credit towards their Camosun and high school transcript. Another huge benefit for the student is that the tuition for all dual credit courses is sponsored by their school district, through Ministry of Education and Child Care funding. Nearly 80% of our students are taking advantage of individual courses, with the remainder participating in full-time programs. This early introduction to post-secondary education allows students to get a jump-start on future career pathways, and

increases their confidence in preparation for new endeavours.

Through our exit interviews, many of our students reflect on the growth of knowledge and maturity their dual credit experience has afforded them. In talking with instructors that teach dual credit courses, they too can attest to the benefits of dual credit. Not only do our instructors have the opportunity for professional development through their dual credit collaborations, but instructors working with high school students have the ability to better understand how high school students need to prepare for post-secondary education and how instructors can ensure they are ready to support their new students.

I was just at the graduation ceremony and I thought that I should mention that Erin gave the Valedictorian speech. In her speech, she thanked you for your influence and inspiration, and for preparing them for post-secondary. All of the students really appreciated your teaching, support, references and even showing up for their music performance. Shelley* was accepted into the nursing program next year and is hoping to have you again! Adam* also is looking forward to sciences at Camosun next year which likely would not have happened for him if he had not been in the Dual Credit program. Nearly all of the students received scholarships and are keen on their post-secondary endeavors. Anyway, I've been meaning to e-mail you to let you know what a meaningful impact you had on this group and wish you a fabulous summer!*

— Email from high school teacher to Camosun instructor
(*All student names changed)



SIP Students showing off their PPE!

Having my son be a part of a dual credit program was the best decision he's ever made. It catapulted him into a career that he loves, and on a path that has room for advancement and growth. A huge thank you to his instructors and the SIP team, who supported him throughout this phase of his life.

— SIP Parent

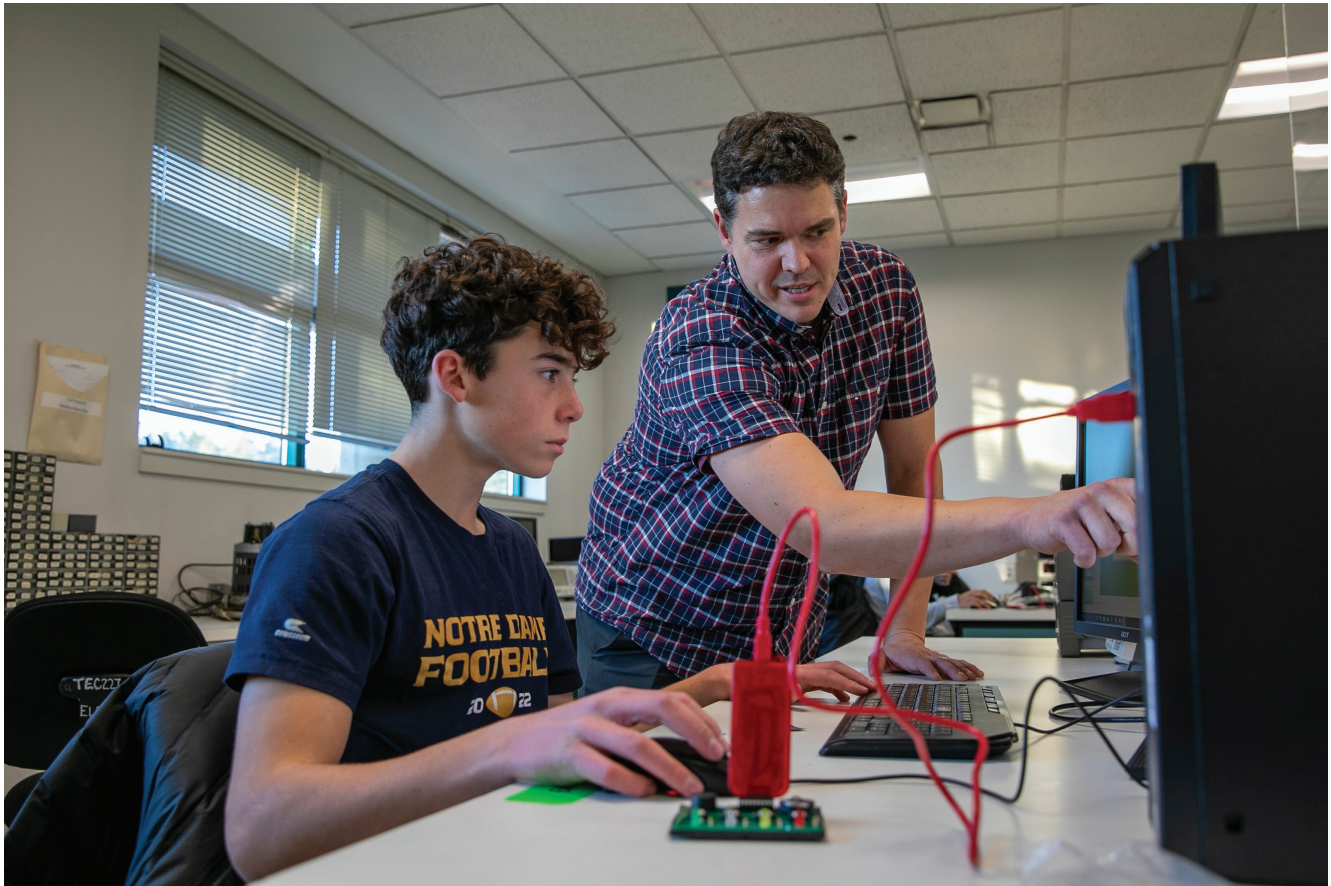


SIP TEAC 105 (Explorations in Technology) student

In addition to students pursuing an area which they are passionate about, dual credit courses also allow students an opportunity to pursue a subject that may not be available in their high school. Explorations in Technology (Teac 105) is an example of this type of course, helping students explore four areas of technology: computer science, electronics, civil engineering, and mechanical engineering. Each year, over 100 students take Teac 105, a 13-week course where students complete a variety of hands-on projects intended to introduce basic skills and support future career and post-secondary

decision-making. Delivered on Friday afternoons, this course not only provides students with insight into the post-secondary world, but provides direct college credit into three of Camosun's Technology Access Certificate programs: Mechanical Engineering, Civil Engineering, and Electronics and Computer Engineering. Originally, Teac 105 was developed as an offering for just SIP students, but this course is now an option for School of Access students.

Teac 105 also showcases the ability for multiple departments and instructors to work



TEAC 105/Electronics Instructor, Phil Vreugdenhil, and TEAC 105 Student

collaboratively to deliver a course. The SIP Team works closely with the four instructors and departments involved in Teac 105 to ensure students have the best introductory experience to Camosun and the post-secondary world of technology!

In addition to supporting dual credit students, the SIP team annually engages with approximately 10,000 students through career exploration events, presentations and hands-on activities. This year, students and staff will be coming on campus to experience our regional Skills Canada competitions, our Women in Trades and Technology Exploration Day, our Tri-District Indigenous

Learners day, and our SIP Summer Programs. We also often have Camosun instructors and staff out in our middle and secondary schools delivering instruction, presentations and hand-on activities. With the goal of helping students transition to Camosun as smoothly as possible, the SIP team strongly believes that students of all ages should have the opportunity to envision themselves at Camosun and part of future post-secondary education. A tour of Camosun, or a positive interaction with a Camosun instructor early in a student's educational journey can have a monumental impact on their future choices and goals!

Charlie Molnar, Kristina Andrew & Sue Doner

Charlie Molnar, Instructor, Biology Department

Sue Doner & Kristina Andrew, Instructional Designers
eLearning, Centre for Excellence in Teaching and Learning (CETL)



Introduction to Biology at Camosun

Introduction to Biology at Camosun is a website that gives students an opportunity to preview a foundational college biology course before they register in or begin the course. It was designed to be a self-paced orientation for students, with no expectations for instructor interaction prior to the course start date.

Why?

My motivation for this project began with the question:

What can I give new students, especially students for whom English is an additional language, in advance of my course to assist them with their biology reading, writing and language skills AND prepare them for the content in the first couple of weeks of Biology 103 (Non-Majors General Biology)?

I proposed developing a pre-course resource for students who face challenges in doing well in first-year biology courses because of barriers related to English language proficiency and/or their lack of familiarity with scientific vocabulary. My goal was to create a preparatory website that would be available to students any time and did not require login credentials.

My hope in making a resource like this available for self-study is that new or prospective students will orient themselves to foundational biology concepts and vocabulary before formal course work begins. I believe a resource like this helps give students a better chance of “hitting the ground running” when they take a first-year biology credit course.

What?

I based this resource on the curriculum taught in Biology for Post-secondary Preparation (Biology 090) and Non-majors Biology (Biology 103). To help prepare students for what they will experience in the first two weeks of these credit courses, I made use of existing content I had already created. This included:

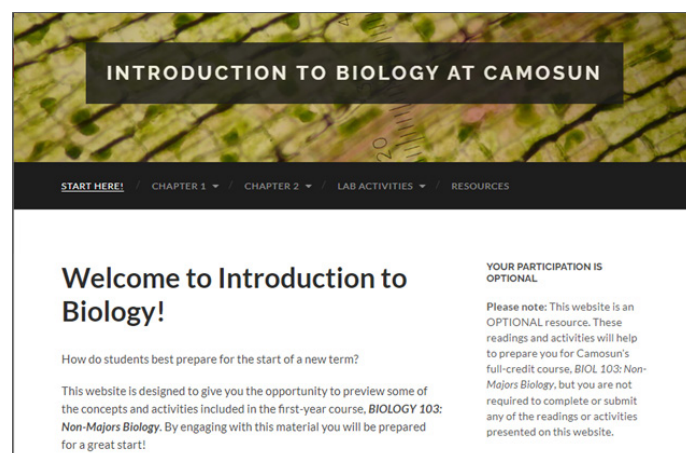
- chapters 1 and 2 of “Concepts of Biology, 1st Canadian Edition” (the open textbook I co-authored in 2015 with my colleague Jane Gair)
- copies of the first two text assignments students complete in the credit course
- videos from the early textbook chapters and the first weeks of the course
- lab safety information and an introduction to lab formats

To support students’ content comprehension, I developed several types of H5P (interactive) activities that provide immediate feedback and give them opportunities to:

- Listen to biology terms and definitions
- Practice speaking biology terms
- Prepare for working in the lab and test their understanding of lab procedures and safety protocols

Collaborative Model

I worked in partnership with two instructional designers, Sue Doner and Kristina Andrew, to develop the WordPress site and to build the H5P activities. Using WordPress allowed me to make



the resource open to any student, at any time. The H5P activities are designed to help students enhance their comprehension of foundational biology vocabulary and concepts, along with basic writing and listening skills.

I invited past and current student feedback on the resource and its value in preparing them for a first-year biology course. I am especially grateful to Isabel Ma, a former student who provided me with invaluable suggestions before I piloted the site in fall 2022.

Opportunities

Given my primary goal of supporting students with barriers related to English-language proficiency, I sought feedback from Multilingual Support Specialist Cristina Petersen, on the language I use in my text assignments. I implemented her suggestions for the two assignments included in the resource and will apply her recommendations to my assignment design going forward.

I was in conversation with BCcampus, an organization supporting teaching and learning at post-secondary institutions in BC, in advance of this proposal. BCcampus is optimistic that this project could serve as a model that other disciplines could use to build discipline-specific knowledge and vocabulary into their introductory-level courses, as well as help students determine whether a particular course is for them.

Corrine Michel

Cooperative Education and Career Services



BIOGRAPHY

Corrine Michel is Secwepemc from Williams, Lake, B.C. She started working at Camosun College in 2005 as the Indigenization Coordinator, moving into the Applied Learning Coordinator role in 2017. Corrine has a passion for transformational learning experiences and a deep appreciation for those willing to create them. She has enjoyed working with faculty from across the college who engage learners in experiences that are reflective of 'real-world-complexities.' She is grateful for the faculty who are using CamSTAR and she and Monique Brewer are looking forward to working with those who have newly discovered it.



Canadian employers are seeking graduates who have critical professional skills such as oral and written communication, critical thinking, problem solving, leadership, and teamwork. However, research shows that students either are not aware they have these skills when they graduate from their programs or they are not confident in speaking about these skills to employers in a way that would open up meaningful career opportunities.

To help address this "skills articulation gap," Corrine Michel embarked on a research project to better understand the reasons behind this gap and to generate ideas to help students overcome it. As a result of significant consultation with Camosun students, faculty, and staff and influenced by the tremendous research from the University of Waterloo, CamSTAR was launched in fall 2021.

CamSTAR is an online applied interactive learning resource designed to help students articulate the





Top 10 professional skills most needed in the work place

professional skills they have learned in programs, courses, and through work-integrated learning. The tool helps students identify professional skills they are learning at Camosun College and instructs them on how to use the STAR (Situation, Task, Action, Result) storytelling technique to reflect upon their learning and articulate their skills growth. Students can access the CamSTAR resource independently through the open site. However, research shows that students learn best if STAR is integrated into a program so students can see how they are learning professional skills through participation in activities and assignments. Ideally instructors adopt the resource as part of their curriculum. There are activities and templates designed to engage students and help them practice their STAR stories.

As more faculty adopt CamSTAR into their curriculum, students practice identifying and speaking to the skills they are learning in their programs. Through critical reflection, students better understand the

relationship of their courses and programs to professional skills; develop an awareness of their skills development through their learning; and develop confidence and skills in their ability to articulate their professional skills to employers.

Corrine would like to express her gratitude and thanks to the many faculty and staff who contributed to the development of the CamSTAR resource, to the students who participated in consultation and pilots, and to those instructors who have adopted it in their curriculum. She would also like to thank Claudia Sperling, Director, Applied Learning, Co-operative Education and Career Services, for her support of the development of CamSTAR. A particular thank you to Jenn Armour for her amazing work in designing and developing the online resource.

Visit CamSTAR at <https://camstar.camosun.ca/> and reach out to Camosun's Applied Learning Coordinator if you want to learn more.

Deidre Murphy, Emily Schudel & Elizabeth West

Project Coordinators

In *Showcase* we celebrate who we are as a college: a community that focuses on engaging students, developing innovative and relevant approaches to teaching and learning, ensuring an inclusive and welcoming academic environment, and inspiring excitement and curiosity in students.

Showcase 2023 presents stories of innovation, creativity, and passion for teaching and learning: educational planning, dual-credit courses with high school and college, reciprocal relationships with community and industry partners, the development of professional skills for students, Indigenization, applied learning, and open education.

And of course, the diverse voices of Camosun students are included throughout this edition, showing appreciation for their instructors, the subjects they are studying, and their educational experiences. The lively art of Jesse Deutscher and Madelyn Kitteridge, students in the School of Arts and Science, is featured on the cover and is a wonderful tribute to the stories contained here.

Thank you so much to those who made this year's *Showcase* possible, including each of the contributors. Thank you for entrusting us with your stories, which speak to the passion, creativity, and inspiration you bring to your work, and the myriad ways the college community benefits.



Emily Schudel, Centre for Excellence in Teaching and Learning (CETL), Elizabeth West, English Language Development Department (ELD) and Deidre Murphy, Centre for Excellence in Teaching and Learning (CETL).

Working diligently behind the scenes are several individuals without whom *Camosun Showcase* would not be possible. We are grateful to Jennifer Playford in Graphic Services for her creativity and masterful design skills. We would also like to thank Jason King and Athena Pimentel whose fabulous photographs capture the people and stories contained in *Showcase* so beautifully. Many thanks to the Camosun printing team for their consistently high-quality work.

We are indebted to Sybil Harrison, retired Director of Learning Services, who provided the impetus and vision for *Showcase* and supported the first five issues from inception to publication. For *Showcase* 2023, the support of Mary Burgess, recent Director of Learning Services, is also very much appreciated.

