Celebrating the

BCcampus Research Fellows

5th Anniversary
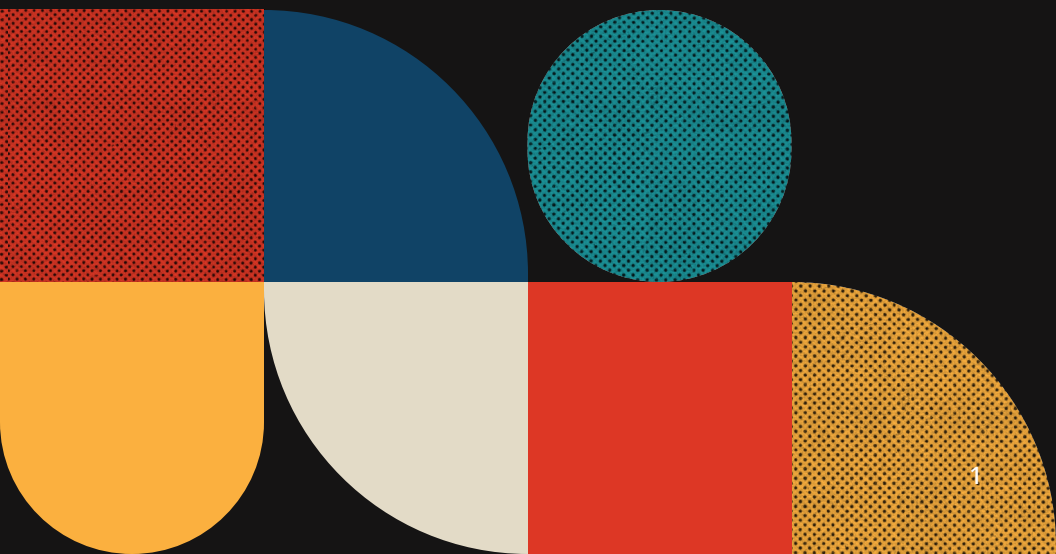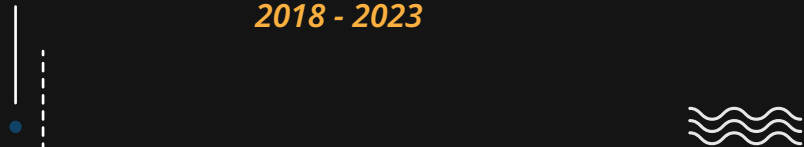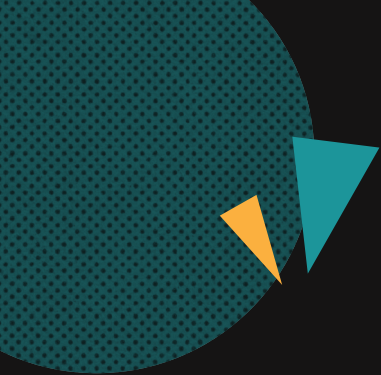
Celebrating
the BCcampus
Research Fellows

The 5th Anniversary
2018 - 2023

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Celebrating 5 Years of The BCcampus Research Fellows Program

2023 marks the 5th anniversary of the BCcampus Research Fellows Program. The program provides B.C. post-secondary educators and students with grant funding to conduct small-scale research on teaching and learning and evidence-based teaching practices that focus on student success. Each BCcampus Fellowship is an 18-month term where Fellows conduct research on a topic of their interest related to Teaching and Learning, Open Education, Indigenous Research, Assessment and Educational Technology. To date 25 Fellows have completed the program, with a student fellowship cohort currently in progress. This e-zine is an acknowledgment of a significant milestone for the program, as well as a celebration of the extraordinary work of each of our BCcampus Fellows.

Congratulations to all!

BCcampus offices are situated on the unceded territories of the səlilwətaɬ təməxʷ (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), xʷməθkʷəyəm (Musqueam), WSÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Ləkʷəŋən (Lekwungen) Peoples. As both individuals and an organization, we continue to learn and build relationships as we actively respond to the Truth and Reconciliation Commission's Calls to Action.

Teaching & Learning

Fellows
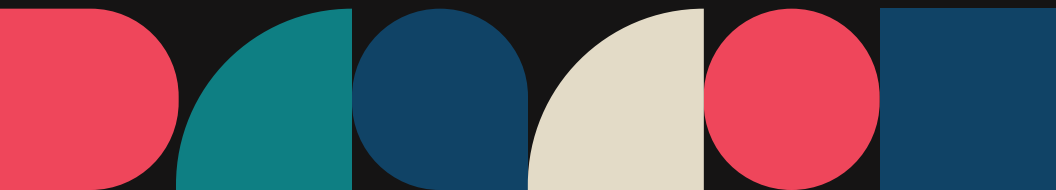
Peter Arthur
Carrie Nolan
Caylee Raber
Lily Ivanova
Heather Smith
with students:
Roselyn Verwoord
Conan Veitch
Yahlnaaw/Aaron Grant

Peter Arthur

Developing Strategic Learning

Bio

Dr. Peter Arthur is professor of teaching at the Faculty of Education and College of Graduate Studies, UBC Okanagan. From 2005 to 2015, he was founding director of the UBC Okanagan's Centre for Teaching and Learning and led a team dedicated to excellence in teaching and learning and building an evidence-based teaching and learning culture.

My Research Keywords

Metacognition, Strategic Learning, Student Development

In 2023, Peter Arthur was honoured with the prestigious Killam Teaching Prize.

Institution

University of British Columbia Okanagan

Fellowship Year

2018 - 2019

Research

Peter's Teaching Fellowship with BCcampus researched **students' learning** in **first-year science classes**, and how **metacognition** affects students' ability to retain course material. First-year post-secondary classes are particularly content-heavy, but student academic performance may be poor due to a lack of **strong learning skills**. Peter's research better informed us how to help "students to thrive in now online learning environments" by giving them the tools "to be self-directed learners who have strong learning skills."

Read more about it!

Carrie Nolan

What the Yurt? Round Teaching and Architecture as Pedagogy

My Research Keywords

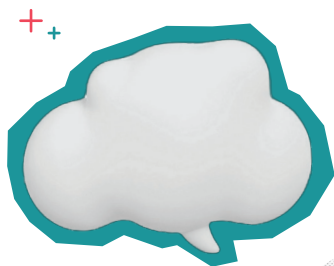Collaborative, Action-oriented, Community

Bio

Carrie Nolan is an experiential educator and cross-Canada paddler and has been recognized as a Kickass Canadian. With a PhD in educational foundations, a master's degree in experiential education, and undergraduate degrees in outdoor recreation and geography, she aims to increase educative encounters in higher education, leading a way to ensure students are engaged in meeting themselves, others, and the world. She is currently director of the New Brunswick College of Craft and Design.

Institution

Coast Mountain College

Fellowship Year

2018 - 2019

Coast Mountain College (2017, October). Introducing 'The Teaching Lab' in COLTs Yurt Classroom. https://tinyurl.com/yurt-classroom. Copyright by Coast Mountain College.

Research

This group project consisted of eight instructors and two staff who worked together to assess the effectiveness of "**round teaching**" on student learning. This group assessed how **space**—in this case how a **circular yurt**, as compared to the traditional four-walled classroom— can **impact student learning** across disciplines at the college. The research plan included assessing how different subject experts approach the same learning opportunity, contributing to a strong community of practice. The **impacts of both space and diverse approaches** are expected to influence teaching and learning across the province and across multiple areas of learning.

Read more about it!

Caylee Raber
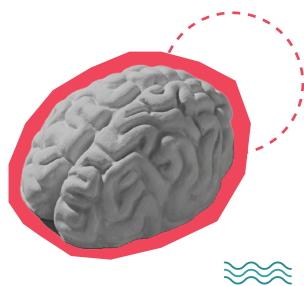
Creating Impact through Community-based Co-design Projects within Curriculum

Bio

Caylee Raber is director of the Health Design Lab at Emily Carr University of Art + Design and uses participatory design methods to catalyze, support and amplify initiatives that address complex health challenges. Within her role, Caylee develops collaborative relationships with community partners, while leading research and design projects. Through participatory and co-design methods, her research seeks to ensure that people have the ability to inform and shape their future experiences. She is interested in how designers can work collaboratively with community to advance health equity and research engagement by people with lived experience. Past work has included collaboration with children with learning differences, autism and neurodevelopmental disabilities, older adults and seniors including people with dementia, and Indigenous communities.

Institution

Emily Carr University of Art + Design

Fellowship Year

2020 - 2021

My Research Keywords

Community-based,
Co-design, Participatory,
Student Learning
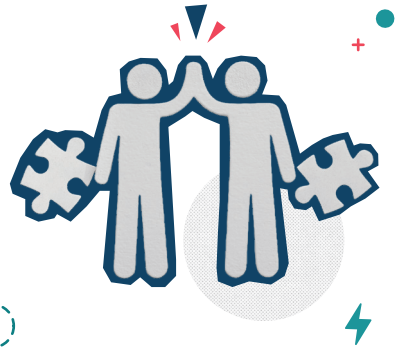
Research

This research investigated how **community-based co-design** projects with **marginalized populations** (both in-person and online) **impact student learning** when embedded within a course context. The research project evaluated the impact and value of community-based co-design projects on student learning, as well as student success post-graduation.

Read more about it!

Lily Ivanova

The Faculty Factor: A Cultural Approach to Diversity and Decolonization in Post-secondary

Bio

Lily is a cultural sociologist studying empathy in the context of human rights education. Her work looks at how Canadian and international museums and school curricula represent genocides and conflicts, with the goal of providing recommendations for critical and pragmatic human rights education.

My Research Keywords

Scholarly Identity, Aspirational Teaching, Cycles of Knowledge

Institution

Doctoral student, UBC

Fellowship Year

2022 - 2023

Research

How do **faculty** with **lived experiences** in post-secondary education influence their own **pedagogical values and goals** as educators? This project applies a cultural sociology framework and methods to understand the influence of **inter-generational academic culture** on current efforts to improve equity and diversity, decolonization, and mental health outcomes in post-secondary institutions. As the field of higher education strives to correct and adapt from colonial, classed, and gendered legacies, many interventions remain at the institutional level. Policies and resource centres help move the conversation forward but struggle to address **cultural aspects of inequality, exclusivity, and academic normativity**. Drawing on interviews with faculty across a spectrum of post-secondary institutions and disciplines in the Lower Mainland, this project seeks to understand how faculty internalize or intervene in academic norms, values, and pedagogical approaches and what this means for the equity landscape students experience.

Read more about it!

Heather Smith

with students:
Roselynn Verwoord, Conan Veitch and Yahlnaaw/Aaron Grant

Unpacking Power Hierarchies in Students as Partners Practices
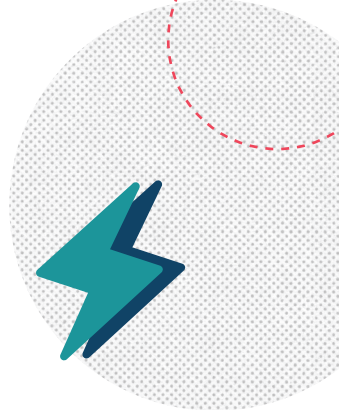

Roselynn

Heather

Conan

Yahlnaaw

Institution

University of Northern BC

**Fellowship Year**

2018 - 2019

My Research Keywords

Students as Partners, Teaching, Learning, Design and Implementaion

Bio

Dr. Heather Smith is professor of Global and International Studies at the University of Northern British Columbia (UNBC). She is the recipient of the 3M National Teaching Fellowship (2006), the Canadian Political Science Excellence in Teaching Award (2012), and a two time recipient of the UNBC Excellence in Teaching Award. She has been a visiting scholar in the Department of Political Science at Dalhousie University (2018-2020) and Director of the Centre for Teaching, Learning and Technology at the University of Northern British Columbia (2012-2018).

As a BCcampus Fellow, Heather focussed on Students as Partners (SAP) in teaching and learning and the elements of SAP programming—such as design and implementation. Joining Heather on this project were Roselynn Verwoord, Yahlnaaw (Aaron Grant) and Conan Veitch.
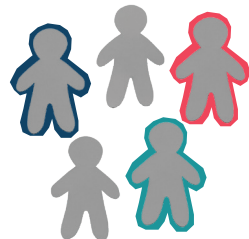
Roselynn Verwoord

Dr. Roselynn Verwoord is an Educational strategist: Students as Partners; Curriculum consultant, Strategic Curriculum Services, Centre for Teaching Learning and Technology, UBC.

Conan Veitch

Conan is faculty lecturer at the College of New Caledonia and systems administrator for the computer science department at the University of Northern British Columbia. His research focuses on swarm robotics and computing pedagogy. In addition to teaching undergraduates, he has worked with the UNBC Regional Programs to help create a web-and-coach model that has been implemented in multiple student-driven courses. These opportunities have allowed Conan to work with students individually, as a group, and remotely, contributing to his view that a hands-on student-led approach to education is invaluable.

Yahlnaaw/Aaron Grant

Yahlnaaw / Aaron Grant is Skidegate Haida from the Islands of Haida Gwaii and was born and raised in Lāx Kxeen (Prince Rupert, BC) on Ts'msyen territory. Yahlnaaw's name broadly translates to "leads an exceptional life". By advancing her education in First Nations Studies with a focus on Indigenous Language and Story Revitalization, she aims to fulfill the meaning of her name. Yahlnaaw is Indigenous Rights and Anti-Racism Officer at the University of Victoria, owner at Taajuu Consulting and former Indigenous Resurgence Coordinator at the University of Victoria.

Research

This research focused on **Students as Partners (SAP)** in teaching and learning and the elements of SAP programming—such as **design and implementation**. The research was conducted across the province and involved assessing current practices of the SAP model which can be applied to all post-secondary learning environments—undergraduate and graduate, online and in-person delivery. Joining Heather on this project were the following individuals who were students at this time: Roselynn Verwoord, a doctoral student from UBC and high profile contributor to the SAP scholarship, Yahlnaaw (Aaron Grant), an undergraduate student in First Nations Studies at UNBC, and Conan Veitch, an MSc student in Computer Science at UNBC.

Read more about it!

Open Education

Fellows

Theresa Southam
Alea Rzeplinski

Theresa Southam

Pivoting to Inclusion: Designing Ancillary OER in a Collaborative Cross-institutional Environment

Bio

Dr. Theresa Southam is Department Head, Teaching and Learning Centre, Selkirk College. She loves her work of connecting people to learning! For over 25 years Theresa has been coordinating the building of cultural centres; running international institutes on education and conservation; and building strategies for national non-profits and federal agencies. Over the course of her career in education, Theresa has brought people together so they can achieve their shared goals. In her leisure time she likes to run, bike, and garden and enjoy her home in the B.C. Kootenays.

My Research Keywords

Student-centred, Access, Inclusion

Institution

Selkirk College

Fellowship Year

2020 - 2021

Research

This research project implemented and measured the effect of Hockings (2010) Principles of Inclusion. Students utilizing the **open educational resources (OER)** were asked to reflect on the **inclusive nature of OER** in their course (e.g., the original intention and their perception of the success of inclusivity or the lack thereof) highlighting not only the **principles of inclusion** from the research, but also the **voices of students.**

Read more about it!

Alea Rzeplinski

Open for All? An Analysis of the Barriers Marginalized Students Face Utilizing Open Educational Resources at Capilano University

Bio

Alea is an Undergraduate student, Capilano University and a research assistant at the Centre for Teaching Excellence, Capilano University.

My Research Keywords
Student Accessibility, Open Education Resources, Barriers
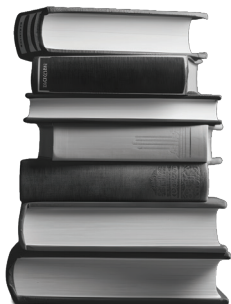
Institution

Undergraduate Student, Capilano University

Fellowship Year
2022 - 2023

Research

This research project aims to evaluate how **accessible open educational resources (OER)** are for **marginalized students** at Capilano University, including those with a disability, low-socioeconomic status, international background, and/or various racial ethnicities. Data will be collected and analyzed through surveys or interviews, then analyzed and synthesized to determine if students are experiencing **barriers when using OER.**

Read more about it!

Indigenous Research
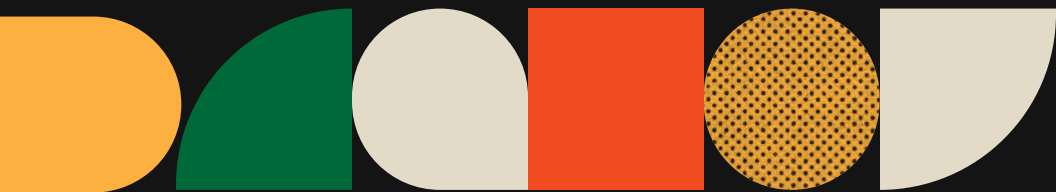
Fellows

Carmen Rodriguez de France
Carol Burbee
Leanne Kelly
Christina Chakanyuka
Heather Burke
Heather Simpson
Rob-Roy Douglas

Carmen Rodriguez de France

Learning While We Teach: The Experiences of Instructors in Community-Based Programs

Bio

Dr. Carmen Rodriguez de France has been working with and in Indigenous communities for the past 15 years, as a committee member, instructor, facilitator, and researcher. As an Indigenous scholar from México, she has developed skills and ability to situate herself on lands that are not her own and established trustworthy relationships with many local community members. Carmen's work in the Department of Indigenous Education is centred on the concept of 'Relational accountability', which according to Opaskwayak Cree scholar Shawn Wilson (2008*), is the responsibility that a scholar/researcher has, to establish a relationship with the world around her in order to be accountable to all her relations.

My Research Keywords

Indigenous, Creativity, Adaptability

Institution

University of Victoria

Fellowship Year

2021- 2022

Research

The teaching of **Indigenous** languages, epistemologies, ontologies, and **pedagogies** requires **presence**, **relationship** and **relevance**. Distance teaching and learning pose a challenge when these relationships rely on media such as synchronous and asynchronous sites for learning. This project explored some of the experiences of Indigenous and non-Indigenous instructors when facilitating courses in four community-based programs delivered online by the Department of Indigenous Education at the University of Victoria.

Read more about it!

*Wilson, S. (2008). Research Is Ceremony: Indigenous Research Methods. Fernwood Publishing.

Carol Burbee

Unsettling Curriculum: A New Course in First Nations Studies 100

Bio

Dr. Carol Burbee is Visiting Assistant Professor Early Childhood Education at the University of British Columbia, Instructor at Northern Lights College and Assistant Professor at Principia College. She is an educational leader in curriculum and instruction with a focus on early childhood education (ECE). Supporting access to education is a passion and much of her work facilitates rural and remote educators to teach and live in their home communities. Universal Design for Learning (inclusion) and decolonizing pedagogy are current and continuing areas of scholarly interest. In 2023, Carol was nominated for the B.C. Teaching and Learning Council's West Coast Teaching Excellence Award.

Institution
Northern Lights College

Fellowship Year
2021- 2022

My Research Keywords
Dialogical, Relational, Healing

Nominee for the 2023 West Coast Teaching Excellence Award

Research

Working with co-researcher Brittney Fouracres, Carol explored a **process-oriented** and **community of practice based approach** to engage instructors and educators in curriculum revision work that is attentive to ways to decolonize and indigenize the curriculum and pedagogical practices in First Nations Studies 100.

Read more about it!

Leanne Kelly and Christina Chakanyuka

File of Uncertainties: Identifying Themes and Issues that act as Barriers and Supports when Incorporating Decolonizing and Anti-racist Knowledge into Nursing Practice with Indigenous Clients

Leanne

Christina

Institution

University of Victoria

Fellowship Year

2020 - 2021

Bio

Leanne (Poitras) Kelly is Assistant Teaching Professor, School of Nursing Human and Social Development, School of Nursing, University of Victoria.

She is a Métis nurse originally from Saskatchewan's Qu'Appelle Valley, currently living and working on the unceded and occupied territory of the Coast Salish people of Vancouver Island. Leanne has been a registered nurse for over thirty years, having graduated in 1989 from the University of Saskatchewan. In her work, Leanne has been able to find ways to resist western domination through connecting with Indigenous peoples and communities and to learn both how to be a professional nurse while integrating community knowledge and honouring her own identity. Her recent move to teaching at UV and undertaking her own PhD studies has allowed her to reflect deeply on what makes a nurse able to connect across difference and what challenges their practice. She hopes to continue supporting nurses to engage in social change.
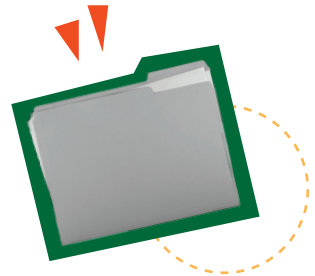
Bio

Christina Chakanyuka is an Assistant Professor and PhD Student at the University of Victoria.

Christina Chakanyuka is a Métis mother of three who grew up on Dene, Cree, and Métis (Treaty 8) homelands in Fort Smith, NT. Her matrilineal roots are with the Villebrun and Gladue families of Thebacha and Athabasca. She holds strong connections to her father's ninth-generation Scottish-Canadian settler family and her mother's British, Dene, and Cree-Métis family. Christina is a doctoral student in the School of Nursing at the University of Victoria where she teaches in the BSN program, co-stewards the Indigenous Initiatives Committee, and promotes Justice, Equity, Diversity, Inclusion (JEDI) in nursing. Christina is also a research intern with CIHR Indigenous Health Research in Nursing chair, Dr. Lisa Bourque Bearskin, and co-leads an intergenerational Indigenous mentorship circle.

Her areas of interest and expertise are Indigenous Health Nursing Research, Nurse Education, Indigenous Research Methodologies, Nursing Leadership, Intergenerational Mentorship, Human Rights, Anti-Racism, Cultural Security, Cultural Safety, Interdisciplinary Health Research, Global Health Equity.
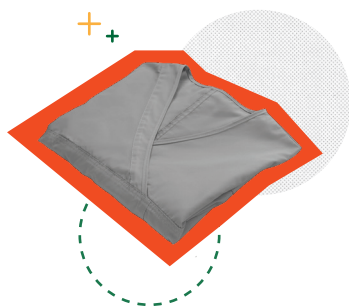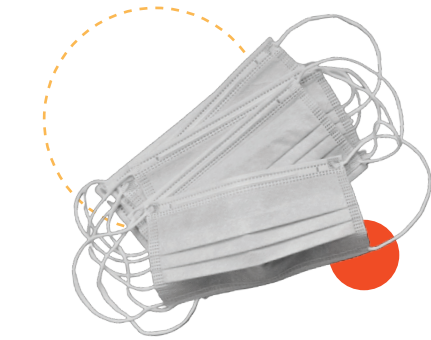
My Research Keywords

Indigenist, Anti-racism, Nursing

Research

This research investigated the specific themes and issues that act as **barriers and supports** when incorporating **decolonizing and anti-racist knowledge** into **nursing practice with Indigenous clients.**

The results of this project will assist in developing instructional strategies that enhance understanding and **praxis** of the knowledge for the benefit of both service providers and clients.

Read more about it!

Heather Burke

**Teaching and Learning
Co-Creation with Good Relations**

Bio

Heather Burke is Métis with ancestral roots in the Red River Settlement. She also carries German, Irish, English, and American ancestry. She currently works at Vancouver Island University (VIU) in the Office of Indigenous Education and Engagement as a learning facilitator. Heather holds a bachelor's degree in creative writing from VIU and a Master of Arts in Communication from Royal Roads University. She is the first person in her family to earn a degree and as a result has become an advocate for post-secondary learning. Heather has travelled extensively across B.C. and Canada to promote education and connect Indigenous students with post-secondary learning.

Institution
Vancouver Island University

Fellowship Year
2021- 2022

My Research Keywords

Teaching, Learning,
Co-creation

Research

This project investigated the **relational aspect of collaboration** in the VIU Construction Foundations Program with the goal of continuing to improve education access and outcomes for Indigenous learners. The primary research question that guided this project is: **What processes and protocols** are necessary to engage in the kinds of relationships that foster a **co-creation approach** to community-based teaching and learning with **Indigenous communities**?

Read more about it!

Heather Simpson

Forming Strong Cultural Identities in an Intersecting Space of Indigeneity and Autism | Thrivival: The Fire Within

Bio

Mégcen Tskwínek Heather Simpson is Senior Advisor, Office of Indigenization at the Justice Institute of British Columbia (JIBC) and a sessional faculty member at JIBC. Heather holds a Master of Arts in Leadership degree from Trinity Western University in a Business Specialization Stream.

Heather has led a successful career in human service and education for nearly twenty years, with most of this time serving marginalized peoples and communities, specifically, peoples with disabilities and Indigenous Peoples.

Institution

Justice Institute of BC

Fellowship Year

2021- 2022

My Research Keywords

Indigenized, Transformational, Healing

The Medicine Wheel

Research

This research project provided a **voice and leadership** opportunity for **Indigenous students with autism** through participatory action research to inform and ask how B.C. post-secondary teaching and learning practices and policy can better integrate **Indigenous knowledge** in education and arts programming and **disrupt patterns of social injustice, exclusion, and cultural genocide** while **promoting positive identity formation, pride, and resilience** for Indigenous persons with autism.

Read more about it!

Rob-Roy Douglas

Gripping the Paddle with Both Hands: Embedding Indigenous Learning Approaches into Online Education

Bio

Rob-Roy Douglas is an instructor at Northern Lights College and a graduate of UBC, the University of Waterloo and the University of Toronto. He began his academic career in Physics and was still teaching in that discipline as late as 2015. Long before that, however, he crossed the great disciplinary divide and became an historian. His primary research field is History of Science, but he also worked as a researcher for the Department of National Defence. Most recently his teaching has focussed on Canadian History, but he also teaches Statistics, Philosophy, Political Science and First Nations Studies. He is Métis and originally hails from Northern BC, where he teaches today.

Institution

Northern Lights College

Fellowship Year

2021- 2022

My Reserach Keywords

Statistics, Probability Theory, Storytelling
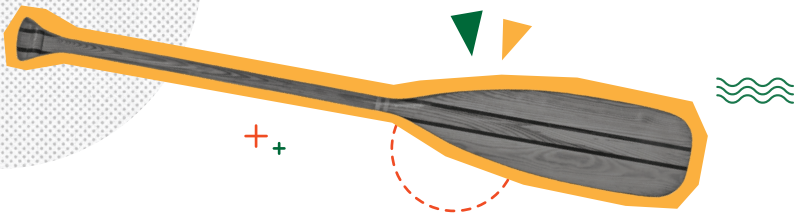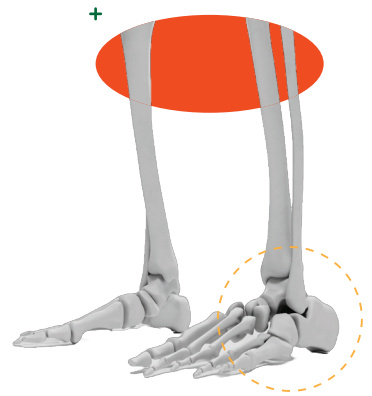
Research

Rob-Roy's research for BCcampus focusses on **Indigenization in mathematics** – specifically in Statistics. One of his classes requires students to learn **probability theory**, which many find (inexplicably) dry and difficult to learn. Rob-Roy firmly believes that **Indigenous approaches to learning**, particularly a focus on **narrative (story telling)** and **experiential learning,** are beneficial to all students.

As Rob-Roy says, "My research project was to develop a module for my Statistics course that used indigenous approaches to probability as a means of teaching concepts in the field. Specifically, I focussed on the use of **astragalus bones** as the precursors to dice in games of chance and divination. These small, regular bones from the ankle in a wide range of mammals have well defined **probability models**, are easily accessed for demonstrations and tend to be far more engaging to students, especially Indigenous students, than simple lectures. Their model is more sophisticated than that of regular dice or coins (the standard classroom aids for hand-on demonstrations of probability) and the **narrative history** of their use increases engagement."
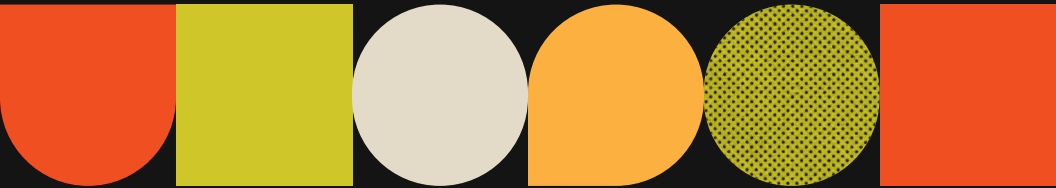
Read more about it!

Assessment Topics

Fellows

Meghan Costello
Elle Ting
Colin Madland

Meghan Costello

Effectively Moving Away from Traditional Proctored Exams in First-year Physics Courses

Bio

Meghan Costello is a Physics Instructor at the University of Northern British Columbia.

My Research Keywords

Nontraditional Assessment, Student Engagement, Academic Integrity

Institution

University of Northern British Columbia

Fellowship Year

2020 - 2021

Research

This research looked at how instructors can effectively **move away from traditional proctored** midterm and final **exams in first-year physics** courses in a way that will improve **student motivation and understanding** of the course material. Rather than using predominantly textbook-style questions on assignments and exams, Meghan incorporated a variety of question styles (i.e., project questions answered via video, interactive questions involving online simulations, and revised calculation questions with increased emphasis on explaining the underlying theory). It was anticipated that using these question styles would lead to more student questions during office hours, as well as increased student participation in tutorial sessions and student collaboration with peers.

Read more about it!
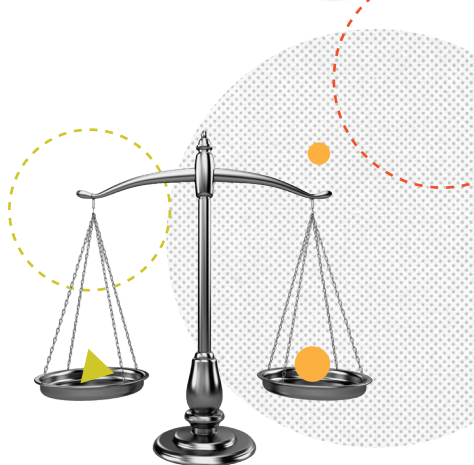
Elle Ting

The Pivot to Online, on the Front Lines: Measuring the Real Impact of Alternative Assessment in Remote Learning

Bio

Dr. Elle Ting is the Research and Projects Officer at BCCAT (BC Council on Admissions and Transfer). Her BCcampus research project with Andy Sellwood (which seems to have become, incidentally, a longitudinal study as it's currently in its third year) is centred on mitigating academic fraud through alternative assessment. Elle's non-academic interests include eating, The Simpsons, and terrible wordplay.

My Research Keywords

Outside the Box, Alternative Assessment, Academic Integrity

Institution
Vancouver Community College

Fellowship Year
2020 - 2021

Andy Sellwood

Research

This research studied the **modes of alternative assessment** implemented by instructors and how successful they feel these have been in supporting **academic integrity**. The work done by Elle and colleague, Andy Sellwood, explored what made the deployment of an alternative assessment tool or method successful versus unsuccessful, in real terms, and which **educational technology** supports can help facilitate **effective implementations.**

Read more about it!

Colin Madland

Approaches to Assessment in Higher Education

Bio

Colin is an educator, technology steward, and PhD candidate examining assessment in higher education at the University of Victoria.

My Research Keywords

Validity, Assessment Inventory, Assessment Practices

Institution

University of Victoria

Fellowship Year

2022 - 2023

BCcampus Research

Read more about it!

Research

The focus of this study is to determine the **validity** of using a technology-integrated assessment framework to help instructors in **higher education** better **understand their assessment practices.**
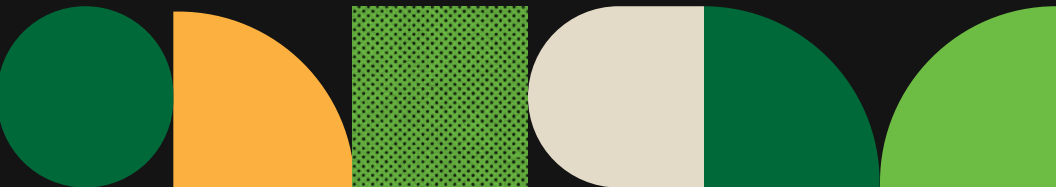
Educational Technology

Fellows

Leslie Molnar
Sarah Van Borek
Derek Turner
Kim Ashbourne
Marta Samokishyn

Leslie Molnar

The Effects of Gamification Elements on Engagement and Achievement in Calculus 1 and 2

Bio

During her fellowship, Leslie Molnar was a Math Instructor at College of the Rockies. Motivated to share her **love of math** with other students, Leslie's fellowship explored how the **"gamification" approaches** can be used to **improve student success** in calculus. By expanding the methods by which math is taught, Leslie hoped that students would have a better experience than she did in her years of study.

"I get such a feeling of satisfaction watching students 'see the light', gain confidence in themselves, and move on towards their goals."

Institution

College of the Rockies

Fellowship Year

2018 - 2019

My Research Keywords

Gamification, Pirates and Treasure, Positive Attitude

Research

This research investigated how the **"gamification"** approaches can be used to improve student success in **calculus**. Many students struggle with post-secondary calculus, resulting in low numbers from Calculus 1 continuing on to Calculus 2. By using elements from **video gaming**, the research explored whether students would be motivated to "level up" through a more **visible** form of **peer competition** and **feedback** on their own **performance**.

Read more about it!

Sarah Van Borek

Improvise, Adapt, Overcome: Using Podcasting in Teaching

Bio

Dr. Sarah Van Borek is a bilingual (English/French) Canadian media artist, documentary filmmaker, educator and arts-based researcher focused on water and wellbeing. She is currently a Postdoctoral Research Fellow with the University of Toronto's Factor-Inwentash Faculty of Social Work. Sarah has been co-developing and implementing innovative participatory multimedia research methodologies, including music, dance, photos, videos, drawing, mapping, and geospatial information systems (GIS) to engage youth in Kenya on topics of water, food, and sanitation towards planetary health. From 2012-21, she designed and taught undergraduate courses at Emily Carr University of Art + Design.
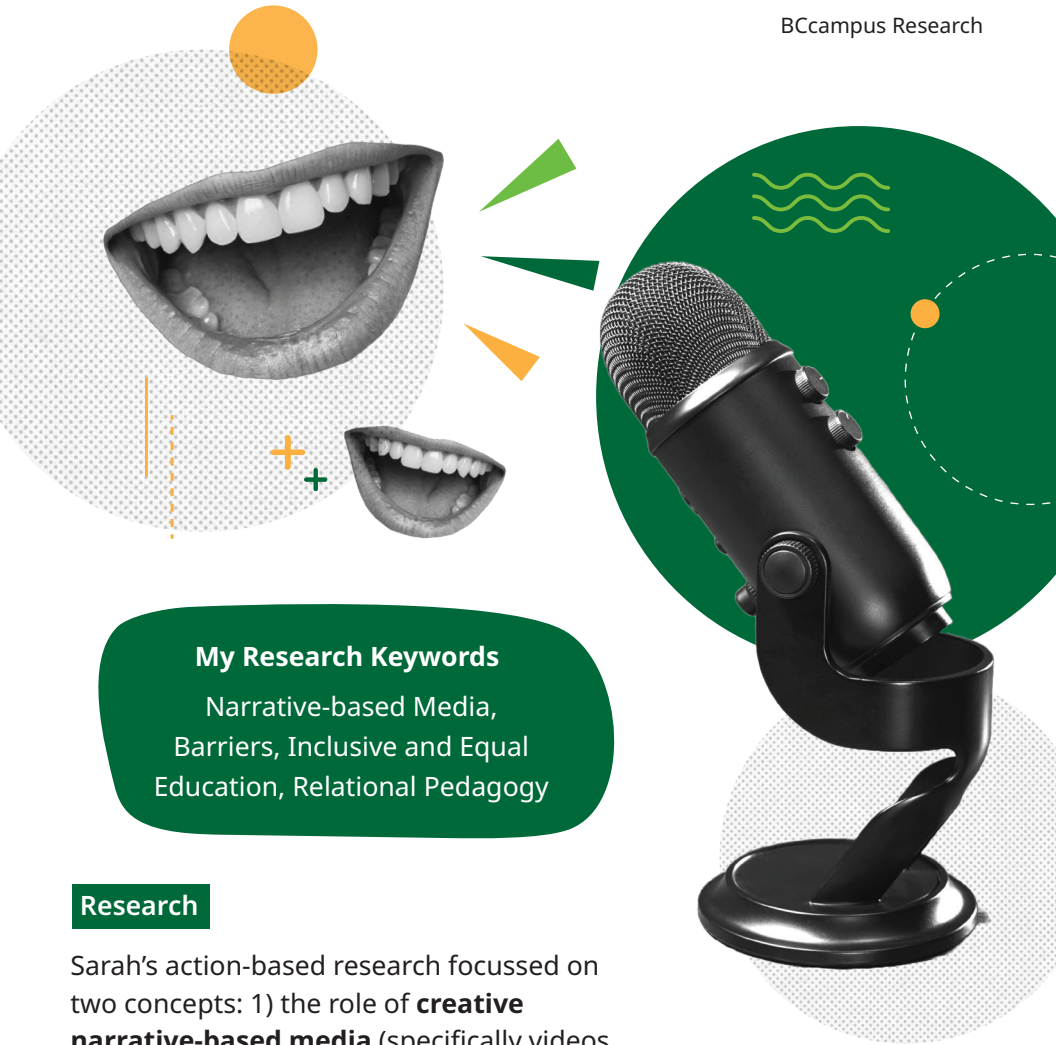
Institution

Emily Carr University of Art + Design and Rhodes University, South Africa

Fellowship Year

2019 - 2020

My Research Keywords

Narrative-based Media, Barriers, Inclusive and Equal Education, Relational Pedagogy

Research

Sarah's action-based research focussed on two concepts: 1) the role of **creative narrative-based media** (specifically videos and **podcasts**) as tools for overcoming barriers to **inclusive and equal education** in online and blended learning models, and 2) the potential for **relational pedagogical approaches** (with emphasis on building and transforming relationships between teachers and learners, between institutions and communities, and within learning communities) in supporting **diverse, inclusive, and equal online** and blended learning environments.

Read more about it!

Derek Turner

Bridging the Accessibility Gap with VR

Bio

Dr. Derek Turner is Faculty, Department of Earth and Environmental Studies at Douglas College and a Quaternary Geologist and Geoscience Educator.
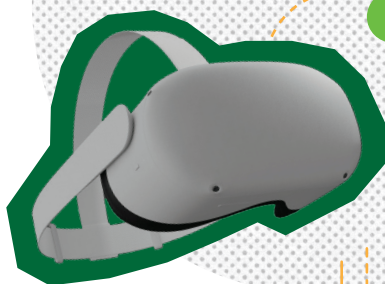
With an avid interest in providing experiential and active learning for his students, Derek has been exploring innovative ways of bringing students into the field or bringing the field to them through the purposeful use of technology.

Institution
Douglas College

Fellowship Year
2019 - 2020

My Research Keywords

Field Trips, Virtual Reality, Student Access, Flexibility

Research

This research aimed to evaluate new and existing **virtual reality platforms** using evidence-based inquiry to determine which **type of technology** is most appropriate for three **aspects of learning**: content delivery (cognitive learning); stimulating interest in the subject matter (affective learning); and skills training (psychomotor learning).

Read more about it!

Kim Ashborne

I Can DARE (Digital Accessibility Research in Education)

Bio

Kim is a Learning Experience Designer focussing on Accessibility, a Digital Project Manager and Digital Writer.

She is a graduate student in educational technology in the Department of Curriculum and Instruction and graduate affiliate of the Technology Integration and Evaluation Research Lab in the Faculty of Education at the University of Victoria.

My Research Keywords

Digital Accessibility, Digital Inclusion, Adaptability

Institution

Graduate Student, University of Victoria

### Fellowship Year

2022 - 2023

Research

Kim's research investigates the intersections of **digital accessibility** and **digital-knowledge sharing** in a post-secondary context. Kim began advocating for, and educating people about, digital accessibility as an instructor teaching digital writing at Humber College and more recently in her role as a learning experience designer focused on accessibility at the University of Victoria. Her research and practice are informed by her own **personal experience of disability** and by the paid and unpaid, centred, and marginalized work of **disability rights** and **disability justice** activists and scholars.
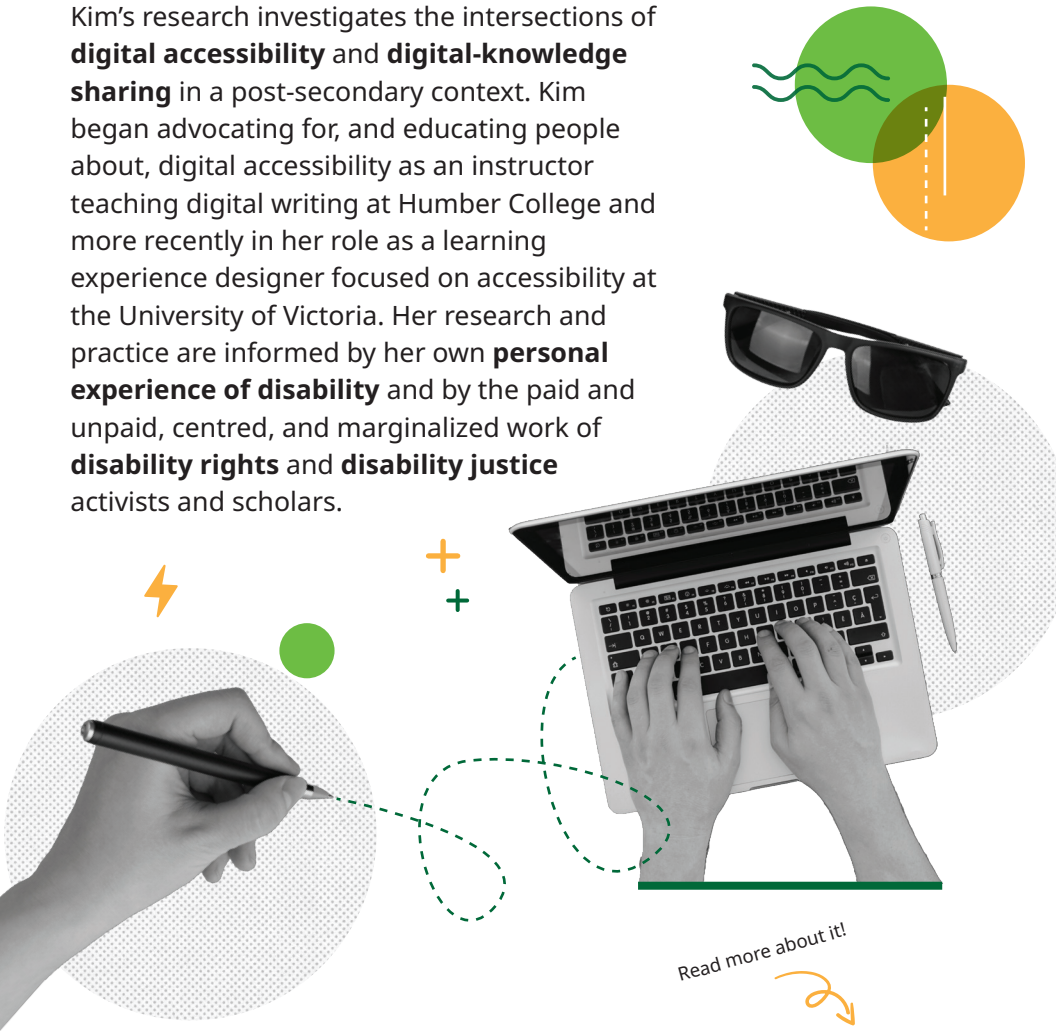
Read more about it!

One of the outcomes of Kim's Fellowship will be CanDARE.ca, a digitally accessible website that seeks to model emerging digitally accessible knowledge-sharing practices including scholarly research, digital accessibility practitioner observations, and post-secondary learner experiences.
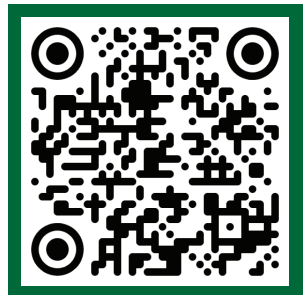
Marta Samokishyn

Algorithmic Literacy in Higher Education: Understanding Student Perceptions of the Role of Academic Libraries in Algorithmic Literacy

Bio

Marta is a doctoral student in the Digital Transformation and Innovation program at the University of Ottawa (UOttawa), under the supervision of Stefanie Haustein and André Vellino. She is also a collection development and liaison librarian at Saint Paul University (SPU), and a research fellow at BCcampus. Marta has over 12 years of experience as an academic librarian and holds a degree in Management Information Systems from UOttawa. Her research interests include algorithmic literacy, educational technologies, and critical digital pedagogy.

Institution

Graduate Student, Royal Roads Univer
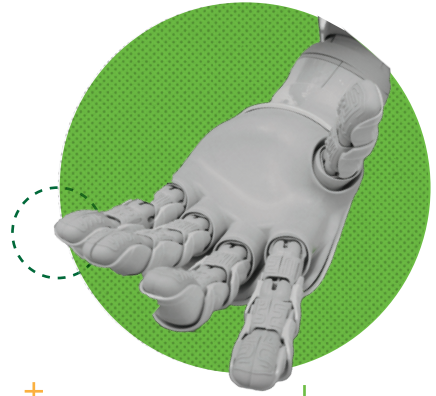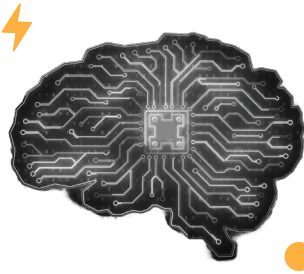Doctoral Student, University of Ottaw

Fellowship Year

2022 - 2023

My Research Keywords
Algorithm Literacy,
Algorithm Awareness,
Metaliteracy

Research

As algorithms are becoming an integral part of our **socio-digital ecosystem**, there is a pressing need to address the issue of algorithmic literacy and its role in higher education. This project will address the issue of **algorithmic literacy in post-secondary** institutions in Canada to understand the **role of libraries** in fostering qualitative change in online learners. Through algorithmic literacy interventions, this project will attempt to explore **student perceptions** about algorithms and understand the impact of algorithmic literacy interventions on students' thinking about algorithms in personal and educational contexts. This study will fill the gap in the literature about the role of algorithmic literacy in **information literacy education** and offer an insight into this issue in Canadian post-secondary institutions.

Read more about it!