THE UNIVERSITY OF BRITISH COLUMBIA VOLUME 52 | NUMBER 8 | AUGUST 3, 2006

UBC REPORTS

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PHOTO: MARTIN DEE

Teaching and learning at UBC are undergoing something of a Renaissance. At this rate, where will we be in 10 years?

WE ASKED FIVE EXPERTS:

- **Carl Wieman** on reforms in science education
- **Margo Fryer** on Community Service Learning
- **Michelle Lamberson** on learning technologies
- **Allison Dunnet** on student leadership
- **Gary Poole** on students researching their own learning

***Carl Wieman's research** gained him the Nobel Prize for Physics in 2001. But he's joining UBC's Faculty of Science not to delve into the mysteries of atoms but into the minds of students and teachers in a quest to reform the teaching of science. Below are excerpts from an interview with UBC Reports.*

The most important issue that has brought me to UBC is the tremendous interest here in improving education, particularly science education for undergraduates. There are faculty and administrators very interested in this, and they are willing to invest the time and money to do it. I thought UBC was an institution where I could develop a lot of my ideas about ways to use a scientific approach to make a better education for students.

Looking around for opportunities to make big impact has worked through my whole physics career; I've been pretty good at picking the right places to work. Even before I won the Nobel Prize, I was very interested in the teaching of science; afterward I gradually became even more interested. I had done a lot in physics, but it was clear that, although there were still interesting things still to be done, they weren't going to have the impact of what I'd already done; whereas I saw in education these tremendous opportunities.

How to reform the teaching of sciences, and why to do it, has come about because of research in cognitive science — how people

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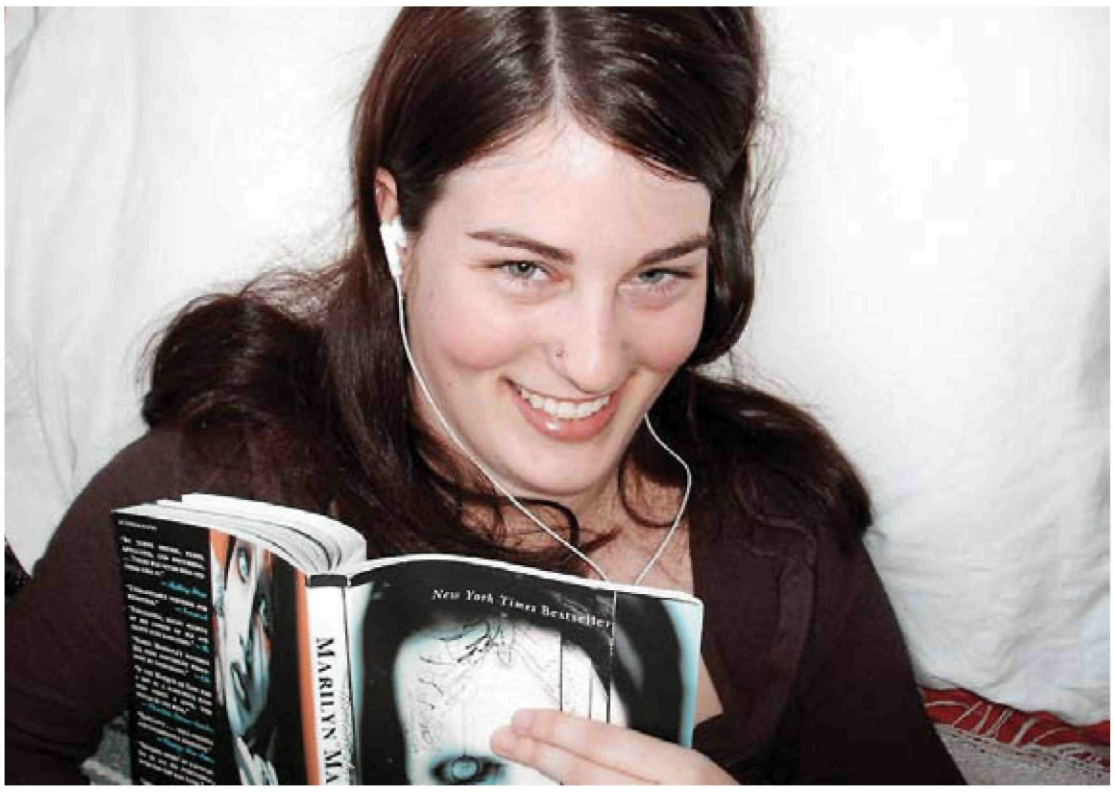

PHOTO: NIC FENSOM

Ashley Bayles found designing and leading a 13-week seminar increased her appreciation for the work profs put into their courses.

School of Rock

Student designs her own course about music and pop culture

BY ROBERT P. WILLIS

One student reminisces about his three-year love affair with the music of the Grateful Dead. Another plays a song that reminds her of the time her family's motor home went up in smoke and her possessions burned to ash.

The focus of the assignment is to compile a collection of music that makes up the soundtrack of your life. These 18 UBC students are being asked to think about how they attach personal meaning to popular music, not by a professor, but by one of their own.

The class — "Sex, Drugs and Rock 'n' Roll: Popular Culture, 1970s to Today" — was created by Ashley Bayles, one of 19 students who have each recently facilitated a seminar course at UBC.

"Basically, this is the type of course I definitely would have enrolled in, if the school offered it," says Bayles, who graduated this spring with a B.A. in English Literature.

Other popular student-directed seminars offered at UBC during the 2005 to 2006 academic year include subjects ranging from "Politics of HIV/AIDS in Africa" and "Gender, Sex, and Sexuality in Japanese Culture" to "Factors Modeling the Spread of Diseases" and "Topics in Stem Cell Research."

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IN THE NEWS

Highlights of UBC Media Coverage in July 2006. COMPILED BY BASIL WAUGH

Mindless Reading: The Dangers of Zoning Out

Scores of U.S. dailies, including ***USA Today*** and the ***Seattle Post-Intelligencer***, carried an ***Associated Press*** story on the ill effects of mindless reading, a phenomenon in which people take in sentence after sentence without really paying attention.

In a new study of college students, researchers from UBC and the University of Pittsburgh established a way to study mindless reading in a lab.

Their findings show that daydreaming has its costs. The readers who zoned out most tended to do the worst on tests of reading comprehension. The study also suggests that zoning out caused the poor test results, as opposed to other possible factors, such as the complexity of the text or the task.

Camouflaging Personality Disorders

Robert Hare, UBC Prof. emeritus of Psychology, comments in a ***New York Times*** story on U.S. soldiers who attacked an Iraqi family last March, raping and killing a young woman after executing her parents and her younger sister in their home.

The accused ringleader, who was discharged in May, pleaded not guilty after his arrest June 30. The U.S. Army has said it discharged Green for a "personality disorder."

Hare said he had not reviewed the Iraq case and could not comment on it specifically. "But I can say that when you have a psychopathic offender, quite often he will manipulate others, he can be a puppet-master type," he said. "Others are attracted to his sense of certainty, his sense of power, to the fact that he can do things others have trouble doing."

Choosing the Right Dog for Your Family

Stanley Coren, UBC Prof. of Psychology, comments in an ***Associated Press*** story in the ***Chicago Tribune*** and Alabama's ***Birmingham News*** on choosing the right dog for your family.

"Common complaints when a dog doesn't seem to be working out are that it's too big and strong, or too active. If you're choosing between two breeds, go for the smaller and less active — unless your family's idea of a quiet Sunday is jogging 26 miles," says Coren, author of ***Why Do Dogs Have Wet Noses.***

Scientists link global warming to natural disasters

UBC professors **Greg Dipple** and **Phil Austin** comment in a ***Global TV*** story that links global warming to increases in the number of forest fires in B.C.

"Quite clearly there is warming and quite clearly human activity is increasing the greenhouse gas content of the atmosphere," says Dipple of UBC's Dept. of Earth and Ocean Sciences. "The predictions are, I believe, one to four degrees in the next 50 years or so."

Austin, of UBC's Dept. of Atmospheric Sciences, adds: "Year after year, the summers are going to get dryer and they're going to get hotter. The hotter soils lead to increased dryness through evaporation and more stress on the trees, so they burn more easily."

From the bush, a harsh homecoming

The Globe and Mail reports on Uganda's child soldiers and the difficulties they face re-entering society after life in the Lord's Resistance Army or the Ugandan army.

Erin Baines, who heads the conflict-and-development program at the UBC's Liu Institute for Global Issues has been working for a year to find ways of smoothing these homecomings and beginning the process of repairing community relations.

"No one is looking at this. People are just expected to be able to live together," says Baines. "Amnesty has been seized on like a mantra, but saying you're forgiven and being accepted back are different things."

The Liu Institute's Erin Baines is working on helping child soldiers come home.

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UBC Okanagan Ready for the Age Quake

Aging specialization responds to the Okanagan's high senior population and the greying of North American society.

BY BUD MORTENSON

Tomorrow's aging population is here today in the Okanagan — and Kathryn Plancke is ready for it, thanks to a new Aging Specialization available to Bachelor of Social Work (BSW) students at UBC Okanagan's Faculty of Health and Social Development.

Plancke graduated in June 2006, and she is already putting her BSW degree and specialization in aging to work as a research assistant exploring seniors' housing needs for the District of Peachland in the Central Okanagan.

"I took an aging policy course and it really catapulted me into pursuing this area," she recalls. "It has blossomed into a whole career where the focus is on seniors and aging."

In her final year of study, Plancke spent four days a week over nearly four months with the Interior Health Authority's Community Care program, serving the elderly in downtown Kelowna. There, she gained practical experience as one of three social workers working alongside respiratory therapists, long-term care nurses, palliative care teams and other health-care professionals. It had a powerful impact on her, she says.

"I got a varied education," says Plancke. "The multidisciplinary and interdisciplinary focus of the program really came alive and it was hard to leave. The experience of taking what we learned in the classroom and being out in the community was wonderful. I fell in love with it."

"We have set out to forge the best of international standards in gerontological and geriatrics training."

Only one other university in Canada (University of Sherbrooke) offers an aging specialization in social work at the undergraduate level, and the Okanagan program is all the more unique given the advanced age of the region's population: depending on the community, between 18 and 25 per cent of the people are 65 or older.

The Okanagan has been called a "gerontopia," where a spectacular landscape, temperate climate, abundant recreational opportunities and high number of existing retirees may draw more people just like them. In fact, the Central Okanagan is expected to be one of the fastest-growing regions in B.C. over the next 10 years, and the senior's segment — especially the 85-plus group — is projected to grow most significantly, says Mary Ann Murphy, associate professor of social work and sociology at UBC Okanagan.

PHOTO: BUD MORTENSON

Recent UBC Okanagan Social Work graduate Kathryn Plancke, left, is working with Assoc. Prof. Mary Ann Murphy, on a formal study of seniors' housing needs.

"The sight of grandparents on every corner is a very normal experience for anyone in the Central Okanagan, but the rest of Canada will probably not see this for another 25 years," Murphy points out.

"The university recognized that the age quake was happening in the Central Okanagan much sooner than in the rest of Canada, so our program responds to our unique social geography," Murphy says.

Murphy designed the specialization in aging with an advisory committee that drew expertise from disciplines including fine arts, psychology, anthropology, philosophy, sociology and nursing. She is currently developing a Minor in Aging for the Irving K. Barber School of Arts and Sciences, derived from a unique formal association between the university and the community — a gerontology consortium that includes 30 Okanagan agencies and organizations working on research, education, training and improved quality of life for older persons.

This close affiliation with community and service agencies creates natural opportunities for students to gain real-world experience — the kind of intensive, rewarding learning experiences that Plancke enjoyed in her final year in the program.

"You're developing new practical placement opportunities as you go," says Murphy. "It takes a lot of energy to get it off the ground, but I'm totally sold on this approach."

Arts Faculty Launches Coordinated Program Streams

BY DUNCAN M. MCHUGH

Leaving the confines of high school for university can make for a daunting transition.

This is especially true in the Faculty of Arts at UBC, where roughly 1,800 first-year students will take their first steps into academia this September.

Take Alex Thureau, 18, who comes to UBC after graduating from Collingwood School.

"I haven't had to make friends in a long time," says Thureau, who is considering a career in law. "It'll be interesting to see where I'll fit in."

Thureau is one of 400 students who will start UBC this fall in the new Coordinated Arts Program, or CAP. The program started as a pilot last year and is now being launched as a full first-year option.

Partly designed to help ease the transition to university, each CAP stream links together three or more courses in a standardized timetable of 100 first-year students, creating small learning communities.

Divided into four thematic streams, the program offers instruction in writing and communication. The Faculty of Arts continues to offer Arts One, the flagship first-year program focusing on the Humanities through the study of classic works of literature.

"Very often students come to UBC thinking this is just a massive high school," says Prof. John Xiros Cooper, Arts Associate Dean, Students.

"But in fact, it's a whole other way of learning and the whole paradigm has shifted. This is a way of giving students some instruction in the fact that they're now learning in a new way."

PHOTO: COURTESY FACULTY OF ARTS

Dean of Arts Nancy Gallini (second from left) talks to graduating students at UBC's Rose Garden.

This year, CAP is being offered with four stream options:

- "Global Citizens," which includes courses in English, geography, political science and sociology;
- "PPE: Political science, philosophy, economics;"
- "Individual in Society," which brings together economics, English, and psychology;
- "Foundations in Ecology and Sustainability," which integrates credits for geography, history, philosophy, and sociology, as well as first-year English credits.

These options, with the exception of PPE, include six credits of an Arts Studies Seminar, or ASTU 100, which is limited to 25 students per seminar and provides instruction in writing. It is hoped ASTU 100 will offer incoming students an intimacy not normally experienced until third year as well as a taste of the research culture in Arts.

For Thureau, who registered in "Global Citizens," it was CAP's integration of subject matter that appealed the most.

"It's nice to have a block timetable where the professors are all working together and communicating," says Thureau.

The cooperation between disciplines is one of the reasons Dean of Arts Nancy Gallini has championed CAP from its inception.

"With CAP, students are fulfilling their requirements; they are getting depths in the disciplines, and they are also getting the interaction between those disciplines," Prof. Gallini says. "CAP provides a disciplinary foundation for interdisciplinarity."

The program builds on pre-existing courses that satisfy requirements for higher-level options. For September's launch, CAP has bolstered its seminar component and increased the cooperation between courses.

"I think we've enhanced what we did in those early pilots," says Prof. Neil Guppy, Director of CAP and an instructor in "Global Citizens."

"I have always looked for innovation in undergraduate education that can increase the value-added learning for our students," he adds. "This looked to me like an innovative way to move forward."

Prof. Guppy hopes that CAP will expand to 600 students next year and perhaps integrate with other initiatives occurring beyond first year.

The program is one of several initiatives in Arts to support undergrads.

Last year saw the inaugural One Last Lecture, a special event to celebrate fourth-year students. CBC journalist Peter Mansbridge spoke at the Chan Centre for the occasion and each student received an Arts scarf.

Proposed future initiatives include a Majors Day for third-year students and "Global Imaginations," a special course for students in second year that will include large lectures combined with one-on-one seminars with teaching assistants.

"I think the moves that we've made, and the various initiatives we've taken have helped," says Cooper. "Each year-level ought to have some signature event that draws students together as a group, because they're going through their Arts degree together and I think it's good to remind them of that."

Arts Advising has also been revamped and merged with career planning, Co-op Education, and student events planning in the new Centre for Academic Services in Arts. It is all part of an effort to give Arts undergraduates a dynamic education, says Prof. Gallini.

"Over the past couple of years, the focus of this Faculty has been enhancing the learning environment, particularly for undergraduates," she says.

"What we're really trying to do is create some cohesion among the four or five years, and to inspire students to continue to learn after they leave UBC."

Duncan M. McHugh is Programming Director at CiTR's 101.9fM, UBC's campus radio station.

Health Research With, By and For Aboriginal People

BY LORRAINE CHAN

Aboriginal professors at UBC are closing the distance between healers and those who need healing.

A case in point is Rod McCormick, who is the lead or co-lead of almost $16 million in nationally and internationally funded grants for Aboriginal health research. His projects range from suicide prevention to genetic counselling.

"Research used to be done on us," says Education Assoc. Prof. McCormick, who is Mohawk and teaches counseling psychology. "But we're making sure that research is now done by us, for us and with us."

McCormick sees an urgent need for change. "There's a huge disparity in health status between Aboriginal people and othere Canadians."

He says Aboriginal people have a life expectancy 7.5 years less than that of the general population and are diagnosed with diabetes at two to five times the rate of most British Columbians. As well, unintentional injuries, suicides, HIV/AIDS and alcohol-related deaths show a worsening trend.

McCormick's research partners at UBC are Jo-Ann Archibald, associate dean of Indigenous Education; Eduardo Jovel, director of the Institute for Aboriginal Health; and Richard Vedan, director of the First Nations House of Learning.

The four professors steer the B.C. component of the Aboriginal Capacity and Developmental Research Environment (ACADRE) Network, which was created by the Canadian Institutes of Health Research (CIHR) in 2002. CIHR is Canada's major federal health funding agency and has a mandate to create new knowledge and translate it into more effective health services.

BC ACADRE, like its seven provincial counterparts across the country, fosters collaborative research with post-secondary institutions, Aboriginal and non-Aboriginal organizations and communities. Linked electronically, ACADRE investigators share their expertise and data on assessment, ethical research practices, traditional knowledge, mental health and addictions research.

"BC ACADRE is about building the capacity within Aboriginal communities to design, fund and implement their own health studies," says McCormick.

Between 2003 and 2005, McCormick and other ACADRE members travelled to First Nations communities to build consensus and buy-in.

"We had to convince Aboriginal people that the research environment has changed and that they now have a big say in how research will be done."

BC ACADRE only funds projects that are done in partnership with Aboriginal communities. "Effective research listens to the real experts. The real experts are those who have recovered from suicide, those who've managed to overcome sexual abuse," says McCormick. "We're interested in looking at what went right. What are the connections that lead to powerful and positive outcomes?"

The real experts are those who have recovered from suicide, those who've managed to overcome sexual abuse

McCormick says BC ACADRE is working to transform the scepticism and mistrust Aboriginal people feel toward health researchers.

"Aboriginal people often say that they have been researched to death, but it hasn't been relevant research. You hear a lot of jokes about 'drive-by researchers — the guys with the white van who came to take samples — or random acts of research.'"

To increase the numbers and capacity of Aboriginal health professionals, BC ACADRE has distributed $500,000 in student awards and fellowships since its inception in 2003.

Between 2004 and 2006, Trica McDiarmid, a member of the Tr'ondek Hwech'in Nation from Dawson City, Yukon, won two BC ACADRE undergraduate student awards, each worth about $4,000, to study Indigenous methods and ethics of conducting research with Aboriginal communities.

"I just wouldn't be here today if it wasn't for the help I got through BC ACADRE," says McDiarmid, a single mother of three children.

This April, McDiarmid graduated with a B.A. in Psychology from University College of the Fraser Valley. She's currently earning a diploma in guidance studies at UBC's Faculty of Education and has been applying to graduate school. She hopes to complete her M.A. in clinical or counselling psychology.

"But it's incredibly competitive. For example, the clinical program at UBC only accepts 15 out of 300 applicants."

What she values about BC ACADRE goes beyond the financial awards, says McDiarmid. "They really believe in helping Aboriginal students succeed."

BC ACADRE matched her up with mentor Kim van der Woerd, who, according to McDiarmid, is more angel than mere role model. "Kim is Namgis First Nation and a PhD candidate in Psychology at SFU. She has helped me find research work and meet researchers. Kim even bought me Microsoft Office when I couldn't afford it."

McDiarmid says meeting other students at ACADRE conferences confirms that she — and in turn her children — can dream big. "When I was growing up in Dawson City, there were about six posters hanging on the wall at our band office and I thought those were the only successful Aboriginal people out there. Now I am amazed to learn how many people are working on their doctoral thesis."

PHOTO: MARTIN DEE

Visiting Aboriginal communities, Rod McCormick heard people joke about "random acts of research" and "drive-by researchers."

New Program Brings Engineering Know-how to Health Care

PHOTO: MARTIN DEE

BY BRIAN LIN

An interdisciplinary approach to solving real-world problems is central to a new graduate program starting this fall at UBC.

The Biomedical Engineering Program will be the only graduate program of its kind in the province. Students will focus on research and development of biomedical technology such as implantable medical devices, diagnostic tools, and injury prevention and rehabilitation equipment. Another major component of this new program will be clinical practice to provide a better understanding of patient care.

"Our goal is to create better engineering-based solutions for health care," says program director Assoc. Prof. Ezra Kwok, who knows the benefits of the clinical environment first-hand. An engineering professor at UBC since 1995, Kwok took a leave of absence in 2001 to pursue an MD at McMaster University. He returned to UBC this year to help create the program after completing medical training in family medicine.

There are many challenges in modern medicine that may benefit from input from engineering professionals, says Kwok, including the development of advanced technology for early detection of diseases, improving quality of care and delivering new treatments.

"Engineers are excellent at processing and analyzing data to extract useful information. This could lead to better detection and ultimately, better treatment," says Kwok. "We are also trained to systematically break up complex problems into manageable pieces and develop practical solutions. These are areas that engineers can make great contributions in improving health care.

"What became clear to me during medical school is the very different approaches physicians and engineers take towards solving similar problems. That's why we've designed the curriculum to include working with physicians and experts from chemical, electrical, mechanical and material engineering, so graduates would be equipped to tackle a problem from various angles and encourage collaborations with other areas."

Graduates of the program will find themselves in high demand, says Kwok, who points to B.C.'s vibrant medical device, biotechnology and pharmaceutical sectors and increasing emphasis on patient quality of life.

For more information, visit www.bme.ubc.ca

Can Aboriginal Health Issues be Taught in a Classroom?

BY HILARY THOMSON

Not according to students, instructors and organizers of a new four-week, interprofessional "immersion" program that takes place in B.C. Aboriginal communities.

Called the Aboriginal Health Elective Program, the undergraduate course is the first of its kind in Canada, with virtually all course content designed by Aboriginal people. It is offered through UBC's College of Health Disciplines and recognizes Aboriginal health-care workers and community members as experts in Aboriginal health.

"The program is an important step towards developing a concrete, proven Aboriginal health curriculum, which has been much needed here and in most Canadian universities," says Dr. Evan Adams, director of the division of Aboriginal People's Health, within the Department of Family Practice at UBC. "I dare say, without a proper curriculum, the typical health sciences student may be unable to intelligently discuss — let alone act upon — Aboriginal health issues. I hope we are taking giant steps forward in changing this."

The six-credit, intensive hands-on learning is offered in partnership with the Cowichan Band and the Ts'ewulhtun Health Centre, near Duncan on Vancouver Island; and the Mount Currie Band and Mount Currie Health Centre, near Pemberton. The program's objective is to help all health sciences students better understand Aboriginal perspective on health and well-being, cultural and other factors that influence health in their communities and to encourage interprofessional teamwork.

"I believe these students are very fortunate to have this opportunity that no other student will get. That's why these kinds of courses are needed at UBC," says James Andrew, Faculty of Medicine Aboriginal programs co-ordinator and course instructor at Mount Currie. "For a student to truly understand the health of Aboriginal people they must also understand their culture, history and community first-hand."

The program is part of a national strategy to address social accountability of medical schools, an initiative of the Association of Faculties of Medicine of Canada.

"I think it's important for people to become aware of the positive things that we're doing, such as daycare and a healthy children's program," says Myrna Wallace, a long-time Mount Currie resident who serves as community co-ordinator at the reserve's health centre. "One month isn't long enough, though, because the students are just getting comfortable in a new community and then it's almost time for them to leave."

In June, three students took the course in Cowichan.

"I've seen that many Aboriginal people either don't have access to health care or are not treated with respect by practitioners," says Bachelor of Science in Nursing student Sarah Baker, who has been a nurse for 18 years and has staffed the BC Nurseline that takes calls from patients around the province. "I've been waiting for an Aboriginal health course so I could learn how best to treat these patients in a culturally sensitive and effective way."

Baker and third-year students Grace Lin, from the Faculty of Pharmaceutical Sciences, and Dante Wan, from the Faculty of Medicine, worked with Aboriginal health-care providers and community members. Learning sites included a local walk-in clinic, a pharmacy and a health centre on the reserve. The team also accompanied a community health nurse on home visits and traveled to the reserve on nearby Kuper Island, former site of a residential school.

Students also got involved in cultural activities such as drum making and Aboriginal Day, a cultural festival in Duncan, hosted by the Cowichan Band.

"The course was an awesome experience — a wonderful way to learn," says 42-year-old Baker. Her experience has inspired her to do a master's degree in First Nations health.

Lin was motivated to take the course because of her experience interacting with First Nations patients while doing Pharmacy internships.

"I realized that many First Nations people feel uneasy when questioned directly. I've learned to talk a bit about myself and to open up communication gradually."

The 22-year-old says she was anxious at the outset and afraid she might say or do something culturally inappropriate.

"But we were welcomed. You just need to be honest and sensitive and look for ways to connect."

PHOTO: COURTESY GRACE LIN

Grace Lin (left) and Sarah Baker participated in Duncan's Aboriginal Day, hosted by the Cowichan Band.

Lin hopes to work in a small community after graduation in 2007.

Cathy Dewaal, a third-year Pharmaceutical Sciences student, is taking the course in Mount Currie.

"The highlight of this course for me so far, has been picking traditional plant medicines — such as wild raspberry leaves for stomach complaints — with one of the community members," she says, adding that she now has a better idea of the challenges and problems that are unique to Aboriginal people.

Co-organized with UBC Division of Continuing Professional Development and Knowledge Translation, the program was funded by the B.C. Academic Health Council and Health Canada's Primary Care Transition Fund and has received UBC Senate approval as a temporary course. Organizers will apply for permanent status following additional sessions and an evaluation.

SCHOOL OF ROCK

continued from page 1

Modeled after a similar initiative at the University of California at Berkeley, the program offers any upper-level student the opportunity to coordinate a seminar course. An advisory committee reviews submissions, while faculty sponsors help turn student proposals into classes with course outlines, reading lists, and assignments.

With Prof. Gisele Baxter, an expert in pop culture, assisting as faculty mentor, Bayles created a 13-week seminar looking at the impact of rock music on society and popular culture. Seminar topics ranged from punk rock as it relates to 20th century avant-garde art movements to how "Do-It-Yourself" culture is re-defining the music industry.

As seminar co-ordinator, Bayles was responsible for organizing guest speakers, reading materials, as well as reviewing music and films for the seminar. Bayles and Baxter collaborated on class content, structure, and evaluation procedures. Baxter, like all faculty sponsors of student-led seminars, was responsible for grading assignments.

The seminar's required media list included written works such as the quasi-autobiography by shock rocker Marilyn Manson, *The Long Hard Road Out of Hell*; documentaries and films (*The Filth and the Fury* and *Hard Core Logo*), and albums by The Clash (*London Calling*) and Nine Inch Nails (*The Downward Spiral*).

Former MuchMusic host Terry David Mulligan was invited to speak at a couple of classes. In one, he led a lively discussion on how Canadian roots music defines the nation's sound, as well as how technology is changing the recording industry.

To meet academic requirements, students conducted presentations and wrote term papers on the work of acclaimed rock critic Lester Bangs, as well as on Hunter S. Thompson's influential *Fear and Loathing in Las Vegas*, a work many students identified more from its film version than the book itself.

Students who took Bayles' seminar say they enjoyed the in-class discussions.

"Everyone had something to say about sex, drugs and rock n' roll," says Mike Hurwitz, a Geography major who took the class.

"The course is a really good opportunity to take on a leadership role on topics we're interested in," he adds. "I've been studying a lot on nation building in my other courses, and I found this really applied to the topic of what makes Canadian music Canadian."

Bayles says she found facilitating the class and being in a position of authority the most challenging aspects of running a seminar.

"I definitely had no idea how to run a proper course until now," says Bayles, adding the experience not only made her feel more confident, but it has prompted her to consider a degree in Education.

"You think you have a really exciting topic, but it just totally depends on how your class is feeling that day," she adds. "I realize how much professors put into their courses."

Robert P. Willis is a graduate student in the UBC School of Journalism.

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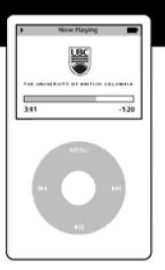

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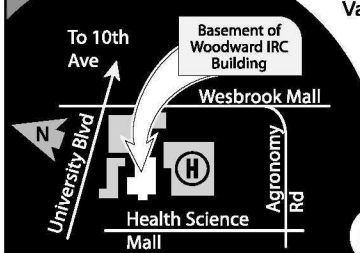

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Where will teaching and learning be in 10 years?

WIEMAN *continued from page 1*

think and learn — that's developed over the last 10 to 20 years. From that information we've come to realize that what most students were learning was not at all what we hoped they were learning; they weren't learning to think about it and use science like scientists.

And at the same time that this research told us there was a problem, it also told us better ways to help students to gain that understanding. Our understanding of how people learn, and approaches in education such as the use of technology, offers the hope of some revolutionary improvements in education for all students, whether they're going into science or anything else.

When I try to look ahead 10 years from now, I hope these efforts in science education that we accomplish at UBC will become a model for all universities across the world, and then ultimately down into the high schools as a new form for educating students.

The students who will come out of that, regardless of what they choose for careers — whether they're scientists or doctors or lawyers or farmers — will have a much better understanding of science and how it can be useful in their life.

They'll understand the world around them better, be able to make better decisions on these issues about choosing what energy sources to use, to how to insulate their house and they'll just be more scientifically literate citizens. And that will improve their lives.

Action + Service = Learning

BY MARGO FRYER

What universities and community settings have in common is that they are both places where students learn to care about and respond effectively to the critical social, ecological, and economic issues facing the world.

Would you agree with this statement? At this point in time, many people would not. Some people see universities as too isolated from real-world problems. Some people view communities as the site of issues that must be addressed and tend to ignore the expertise that is available to be shared. But over the next five to ten years, this is going to change.

The problems facing society today — such as the over-consumption of limited natural resources or the social marginalization of people who are perceived as different — require big-picture, creative thinking that is grounded in practical realities, not just theory.

But thinking is not enough. We also need people to take action. Community Service-Learning — the integration of volunteer service in the community with classroom learning — can engage students, as well as faculty, staff, alumni and community members, in the kinds of thinking, action, and reflection that will be the key to developing effective responses to the critical issues we face.

Since 1999, more than 3,000 UBC students have demonstrated their enthusiasm for real-life learning by participating in programs such as the Learning Exchange Trek Program and UBC's Reading Week community service projects. The university's *Trek 2010* strategic plan has reflected this enthusiasm by making the advancement of Community Service Learning a priority.

Over the next five to ten years, UBC will be developing new Community Service Learning initiatives that will integrate students' volunteer work with traditional, discipline-specific courses as well as with new, trans-disciplinary courses that focus on themes such as sustainability and global citizenship. Students will be engaging in a diverse range of projects, from enriching the learning environment in inner city schools in Vancouver's eastside to working with villages in developing countries to advance indigenous economic strategies. Students will be able to work as part of a team doing short-term projects or independently on long-term, in-depth projects that integrate research, service, and reflection.

UBC's increasing emphasis on this kind of course-based experiential learning will mean that more and more students will become powerful agents of change in our communities. Forget the image of students being tucked away reading in an "ivory tower." UBC students are going to be applying their knowledge, talent, and skills in settings where they can make a difference and where they can learn from others who are living and working in the thick of society's most pressing issues. Students will be learning in the messy, confusing, and troubled — but exciting — "real world."

Margo Fryer is Director of the UBC Learning Exchange, an Assistant Professor in the School of Community and Regional Planning and President of the Canadian Association for Community Service-Learning

Problems to explore, not to ignore

BY GARY POOLE

Over the next five years, innovations in teaching will be based less on educated guesses and more on research-based evidence. An instructor may introduce these new ideas to students with phrases like, "Over the last two years in this course, we have collected data that has convinced us of the benefits of having you sit in teams and spend part of every class solving a problem related to that day's topic."

The instructor will then explain the study and present the data in a form that students can grasp and discuss. This will become common enough that students in this class might expect the research on learning to continue in their class. They will complete consent forms as a matter of course and may well be interested in becoming partners in research that investigates their learning.

This research has already become an integral part of the teaching and learning landscape in higher education. At UBC, multidisciplinary teams from Engineering, Biology, Political Science, Education, and elsewhere have launched these investigations into their own teaching and their students' learning. In the future, the move toward more evidence-based innovation will draw more faculty members to new pedagogy.

More of us will discuss research problems in teaching and learning the way we discuss problems we are tackling in our discipline-based research. As Georgetown English professor Randy Bass envisions, a "problem in teaching" will be something compelling to explore, not something troublesome to ignore.

Gary Poole is Director of UBC's Centre for Teaching and Academic Growth, President of the Society for Teaching and Learning in Higher Education, and a member of the council of the International Consortium for Educational Development.

Growth of Online Personal Learning

BY MICHELLE LAMBERSON

The one thing constant about technology is change, so predicting the learning technology environment at UBC in five-10 years time is daunting. What makes UBC unique is not the technology itself, but how we, in the words of *Trek 2010*, "support innovative teaching and create new learning experiences through the application of leading-edge technology."

Over the past 10 years we've seen the Internet expand from a network of silo-ed content sources to nurturing personal spaces (weblogs, electronic portfolios) where we maintain a social presence, and personalized content and communications are brought to us. The network is a part of daily life for students, faculty, and staff; expectations are higher than ever.

Students expect to find their course notes online, to interact with faculty and peers via course websites, e-mail, blogs and instant messaging. Faculty and staff expect the same of their interaction with the University and their colleagues worldwide. The web browser is increasingly the most used computer program as our work, collegial and social connections, finances and data sources are based online.

From the learning and teaching perspective, what this foreshadows is a shift in focus from course-specific websites and resources to the development of online personal learning environments and community spaces for students, faculty and staff. Network-based data and information sources and tools will integrate seamlessly into these environments, creating rich research and collaboration spaces.

This online environment will continue to extend UBC's presence, connecting formal and informal learning experiences and present new opportunities for students to actively engage in knowledge creation as authors and peer reviewers.

We see the seeds of this learning-centred environment in the innovative work that is happening now at UBC. Through the podcasts of *The Thunderbird* (the School of Journalism's online magazine), the next generation of journalists provides insightful commentary and demonstrates their professional expertise. Students in the Faculty of Land and Food Systems begin collecting and reflecting on their learning experiences in their first year by developing an e-portfolio that will remain with them throughout their UBC experience.

Team-based learning, characterized by peer review and collaborative decision-making and supported by technology, is preparing engineers for the high-tech workplace. With the Ancient Spaces project, students in the Faculty of Arts are re-creating the physical spaces and exploring historical cultures via an immersive gaming environment. Pharmacy students are accessing and running scientific instruments located outside Canada through the web.

Students of the SCI TEAM organize workshops and provide support to peers in the Faculty of Science. Through LEAP, the AMS is expanding tutoring online and helping increasingly time-challenged colleagues as they balance school and work experiences. The Faculty of Medicine is taking the online campus to the next level, creating a network of three universities and multiple clinical sites.

These projects are the tip of the iceberg of the learning technology environment at UBC. Over the next five to 10 years, we expect to see more as the talented students, faculty and staff of UBC take advantage of an increasing connected world to create a vibrant and dynamic scholarly community.

Some suggested links:

- e-Learning at UBC: http://www.elearning.ubc.ca
- The Thunderbird — UBC Online Journalism Review: http://www.tojr.ca/
- Ancient Spaces: http://www.ancientspaces.com
- The Learning Centre (Land and Food Systems): http://www.landfood.ubc.ca/learningcentre/
- Team Based Learning (APSC): http://ipeer.apsc.ubc.ca/wiki/index.php/Team-Based_Learning
- Integrated Laboratory Network (Pharmacy): http://www.pharmacy.ubc.ca/iln/
- SCI Team: http://www.sciteam.ubc.ca
- LEAP: http://www.leap.ubc.ca
- Medical School: http://www.med.ubc.ca/education/distributed_programs.htm

Michelle Lamberson is Director of the UBC Office of Learning Technology.

A Buffet of Leadership Opportunities

BY ALLISON DUNNET

PHOTO: CHLOE LEWIS

Hundreds of UBC students work and learn in the community.

A decade ago at UBC, we didn't believe that a talk by Stephen Lewis could pack the Chan Centre or that 600 students would participate in a Student Leadership Conference on a Saturday. Few faculty or staff at UBC thought that our students were interested in volunteering, leadership development or community issues.

How wrong we were.

The Student Leadership Conference, Imagine UBC (first-year orientation program), and Community Service Learning and other campus programs draw hundreds of volunteer students on an annual basis. We told students they could be more than a number at UBC and now they arrive expecting to be engaged in the community.

Today's students don't ask if they will get involved, but rather how. The number of opportunities on offer to students is staggering. Do you go to Sweden for an exchange year or go work on community water project in Ecuador? Maybe you get more deeply involved in your student residence, International House, or run for a position in the AMS. In the decade ahead, this buffet of opportunities will continue to expand — perhaps with international or Canadian service learning opportunities.

Increasingly the quality of the student leadership and international experiences is a major consideration in choice of university. That students can engage in discussion with the likes of Al Gore and David Suzuki, or design and teach their own upper year seminar, makes UBC a destination of choice.

Chad Hyson, the head of the Leadership and Involvement Program on campus believes that "as we attract more students and faculty who are passionate about leadership and global citizenship, we will gain student leaders with incredible prior experience and they will have higher expectations of our programs."

Even more important than continuing to expand our opportunities for students will be enhancing the quality of these experiences. Higher level leadership and citizenship learning will be risky. New student-driven projects will not have tidy endings; the learning will be intense and profound.

While we expect in the decade ahead that students will focus their leadership and global citizenship education on issues such as HIV AIDS and global warming, they will also focus their uncompromising eyes on the UBC community. Our student leaders will ask tougher questions of us, and will demand higher ethics and a larger role in campus decision making. We see this already with student-driven ethical purchasing policies and better sustainability practices in our student programs.

If the Class of 2020 is to graduate innovative young entrepreneurs, effective community leaders, and perhaps a couple of ethical whistleblowers, student leadership and global citizenship will need to work its way into all corners of the UBC community.

Allison Dunnet is a UBC Student Development Officer and founder of Humanities 101.

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Director – Prostate Centre at Vancouver General Hospital
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The UBC Faculty of Medicine (www.med.ubc.ca) and Vancouver Coastal Health Authority jointly invite applications for the position of Director of the Prostate Centre at Vancouver General Hospital. This is a five year term appointment and is renewable. This position is expected to be filled by an internal candidate.

The Director will establish and implement short and long range organizational goals, objectives, strategic plans, policies and operating procedures; monitors and evaluates programmatic and operational effectiveness, and effects changes required for improvement; assumes accountability for the attainment of strategic objectives and operational plans of the Centre. The Director is responsible and accountable for the development and application of strategic directions in basic, translational and clinical research for the Centre. The Director provides vision, leadership and direction to maintain research excellence within the Centre and fosters the development of new research directions consistent with overall mission of the Prostate Centre at VGH.

The Director will report to the Deans of Medicine, the Executive Director, Vancouver Coastal Health Research Institute (VCHRI) and the Head of the Department of Urologic Sciences at UBC. The Director will be an outstanding academic leader with proven administrative experience, substantial academic and clinical experience, a proven record of scholarly activity, and a commitment to undergraduate, graduate, post graduate education.

The successful applicant should be eligible for appointment as a tenured professor within an appropriate department if he/she is not currently a UBC faculty member and must be eligible for registration with the College of Physicians and Surgeons of B.C. Salary will be commensurate with qualifications and experience. The anticipated start date is September 1, 2006.

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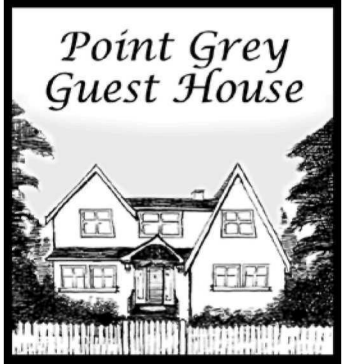

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Where Everybody Knows Your Name

UBC students, alumni take advantage of online social networking

BY BASIL WAUGH

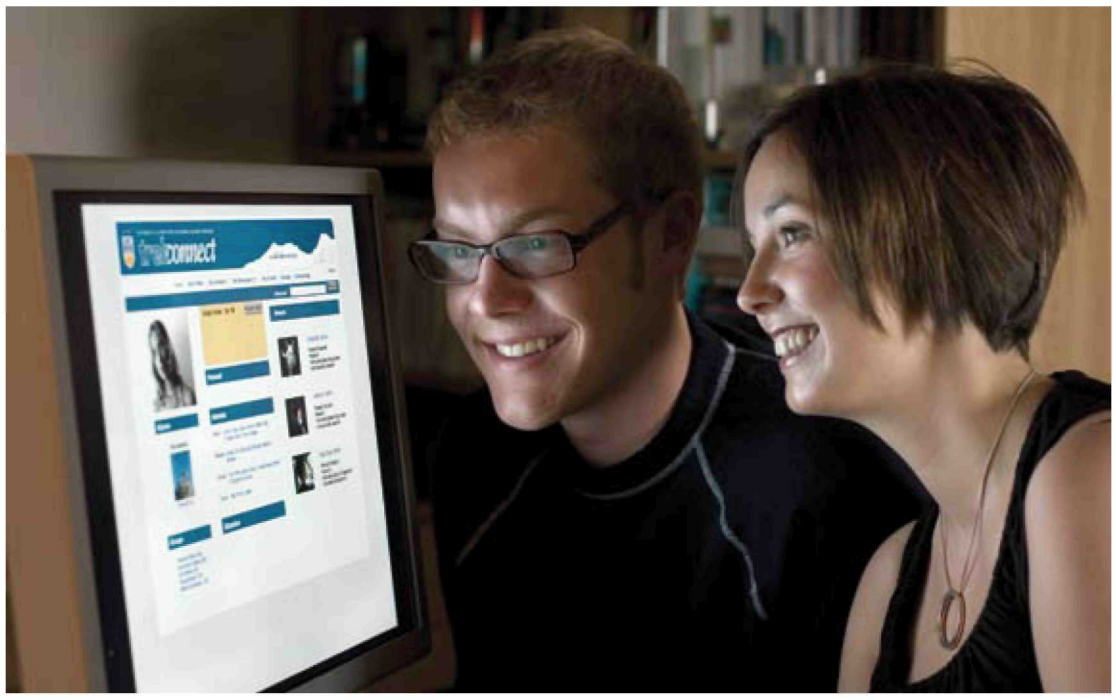

PHOTO: MARTIN DEE

UBC is the first Canadian university to offer this kind of networking techology to alumni and students.

The anarchic world of online teen culture has inspired a new social networking website for UBC students and alumni.

Similar to popular sites like MySpace and Facebook, TrekConnect is an online forum where UBC alumni and students can share expertise, network for jobs, catch up with long-lost classmates — and maybe even spark a romance.

With the launch of TrekConnect in June, UBC became the first Canadian university to offer networking technology of this kind to alumni, joining more than 50 U.S. universities and colleges. And when classes resume in September, UBC will become one of the first universities in North America to open this resource to current students.

Marie Earl, UBC Assoc. Vice-President, Alumni, and Executive Director of UBC's Alumni Association, has worked with TrekConnect's software on both sides of the 49th parallel. She came to UBC in 2005 from a similar position at California's Stanford University, where students created the software (known as inCircle), and first offered this innovation to alumni.

"Our 225,000 alumni living and working around the globe represent an absolute wealth of knowledge and opportunity, and with TrekConnect, alumni and students can finally begin making the most of that network," says Earl. "Universities have wanted to provide this service for a long time, so I think you will see others following our footsteps in Canada now that the technology is available."

UBC's decision to extend the system beyond alumni to students will make it a richer, more essential service to both groups, says Earl. "By giving students access to alumni in industry, academia and the arts, we are providing them with an exciting new world of professional and academic mentoring opportunities. And for alumni, it gives them a link to each other without us in the middle."

Looking back at TrekConnect's first two months online, Earl says alumni response has been overwhelmingly positive. Initially launched to 120 alumni, close to 4,000 alumni have already created personal and business profiles by mid-July. There have been over 50,000 private messages sent between members and more than 60 blogs uploaded.

In contrast to public social-networking sites, which have been plagued with allegations of identity fraud, TrekConnect is known as a closed — or trusted — system, meaning that new registrants must be verified by staff as UBC alumni or students before gaining entry to the site.

Once registered, users can search for contacts by name, class year, geography, or interests. There are also forums to buy and sell goods and exchange everything from job and housing opportunities to concert tickets.

"Most first-time users are blown away with the site's ability to connect them not only you're your friends, but also your friends' friends, and their friends too," says Earl. "Suddenly people see they have contacts in countries and in professions they never knew existed."

Alex Burkholder, a third-year human geography student working in the Alumni Office for the summer, is excited about the networking possibilities that TrekConnect will offer students.

"Students need to make a lot of decisions on their way through university and beyond, and what better resource to have than a community filled with people who have already gone through it all," says Burkholder, who belongs to several of the site's interests-based groups, including All things Sailing, Amnesty International and the Indie Rock club.

For more information visit, www.alumni.ubc.ca/connect/trekconnect.

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