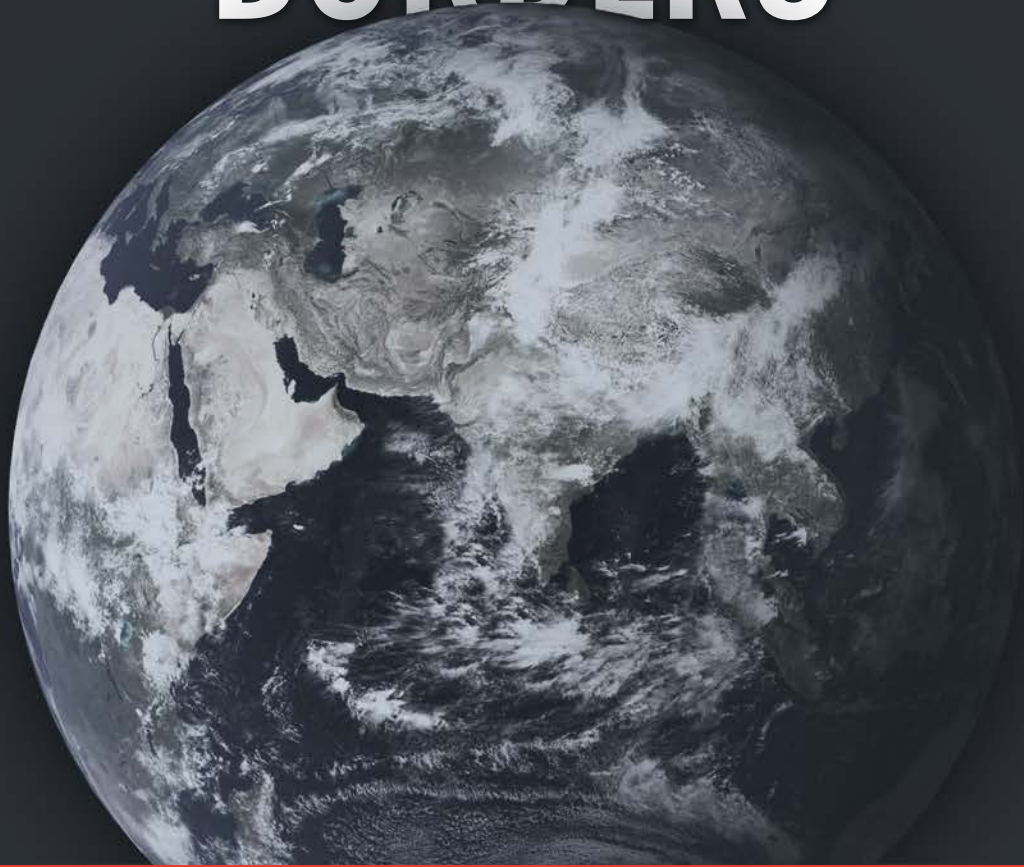


TENSIONS AND POSSIBILITIES IN LIBERAL EDUCATION

LEARNING WITHOUT BORDERS



APRIL 15, 2016

MEDICINE HAT COLLEGE
Liberal Education Symposium



Welcome to Learning Without Borders!

Learning without Borders: Tensions and Possibilities in Liberal Education offers an opportunity for the academic staff of Medicine Hat College, Mount Royal University and Red Deer College to celebrate their scholarly and research activity with peers in order to build knowledge and inform practice around liberal education, an approach to learning that empowers individuals to deal with complexity, diversity, and change.

Website: mhcsymposium.weebly.com



Symposium Program at a Glance

9:00am – 10:00am	Crowfoot Room	Registration and Coffee
10:00am – 10:50am		Introductory Remarks by Dr. Mike Gillespie, Academic Vice President, Medicine Hat College
KEYNOTE PRESENTATION: Dr. Jim Zimmer, Associate Vice President, Teaching and Learning, Mount Royal University		
11:00am – 11:50am	-	Concurrent Sessions 1
12:00pm – 12:50pm	Crowfoot Room	LUNCH BREAK
		Address by Dr. Karim Dharamsi, Chair GNED, Mount Royal University
1:00pm – 1:50pm	-	Concurrent Sessions 2
2:00pm – 3:20pm	-	Concurrent Sessions 3
3:30pm – 3:50pm	Crowfoot Room	Closing Remarks by Dr. Mike Gillespie, Academic Vice President, Medicine Hat College
3:50pm – 4:00pm	Crowfoot Room	Door Prizes

Concurrent Session 1A

Reflective Thinking & Teaching in a Global Context

TIME: 11:00am – 11:50am

ROOM: F1009

CHAIR: Terry Chapman

Collaborative Teaching to Foster Global Learning

SPEAKER: Melanie Rathburn and Roberta Lexier (*Mount Royal University*)

International education is one strategy that academic institutions have adopted to help students interact with an increasingly connected global community. Although this strategy is widely claimed to promote student learning and foster global citizenship, the evidence is still lacking. In this presentation, we will report on our findings from a research project investigating how two General Education courses, which included a field school component, influenced students' abilities to build connections, synthesize information and critically evaluate new knowledge from multiple perspectives.

Teaching 'SPAINish' in a Globalized Context?

SPEAKER: Enrique Avila Lopez (*Mount Royal University*)

My over ten years' experience as an educator of Spanish culture in Calgary tells me that the new millennials students need and even demand a new pedagogy in order to learn a second language. The typical standard curriculum of a Spanish Major across north American universities is traditionally based on multiple courses heavily focused on language, plus some literary and cinema courses. This sequencing of learning a second language seems a bit obsolete. In my 15 mins presentation I will argue that cultural classes taught in English can be a key component to remedy the low enrollment that currently exists in the Majors of a second language. My main premise is that if students know first the situation of their peers in another country such as Spain, then, there is a stronger chance that they will be more interested in other cultural aspects.

Concurrent Session 1B

Holistic Thinking

TIME: 11:00am – 11:50am

ROOM: F2004

CHAIR: Avril Torrence

GNED Learning Communities: Integrating Humanities & Sciences at the Foundation Level

SPEAKER: Celeste MacConnachie and Glen Ryland (*Mount Royal University*)

MRU offers a foundation-level “Learning Community” in the General Education programme. This first Learning Community “Drones and Robots; explored a wide variety of issues related to drone and robotic technologies, including the scientific principles and technological innovations behind their development; how they work and are employed in various disciplines in science, in our society, culture, economy, and world politics; how their use advances scientific knowledge; and ethical problems and considerations that they raise. This Learning Community integrated science and the humanities, and exposed students to various methodologies and ways of knowing. The nature of a Learning Community, the collaborative aspect of the teaching and the learning, the classroom and the broader student experience will be discussed.

Hedonistic Sustainability: Changing and Engaging the Sustainability Conversation

SPEAKER: Peter Kelly (*Medicine Hat College*)

Hedonistic Sustainability is an exciting new way to approach sustainability thinking. Sidestepping traditional barriers to sustainability, Hedonistic Sustainability embraces the idea that when considered fully, every facet of a design; products, processes, or systems can have a net benefit to our society, economy and environment. This session will briefly discuss how dominant metaphors frame our world views, then introduce a new metaphor that is the foundation of Hedonistic Sustainability and will discuss how we can apply it in our own personal context. The session will finish by briefly showcasing a project currently underway that is grounded in Hedonistic Sustainability thinking, a demonstration of how embracing this new metaphor can provide a framework for a paradigm shift in how we approach sustainability thinking.

Concurrent Session 1C

Thinking It Through

TIME: 11:00am – 11:50am

ROOM: S103

CHAIR: Rick Robinson

My Journey Toward Critical Management Studies

SPEAKER: Lorne Jeal (*Medicine Hat College*)

Dewey's (1910) description of reflective thinking is where I draw my inspiration from for this reflective paper. In thinking about my journey so far into Critical Management Studies (CMS), I articulate my path through an established worldview and toward the adoption and understanding of a new one. The orthodoxy that informs the education and practice of modern management and business needs to be (re)examined. However this examination must be carried out using radically different lenses in order to fully understand the practices and consequences arising from said orthodoxy. The offerings of CMS include ideas rooted in Critical Theory and expressions such as alternative organizations; anticapitalism; colonialism and postcolonialism; feminism; Marxism; and postmodernism to name a few. The contrasting realities apparent when considering the topics listed and the traditional and long-held ideals of management and business provoke conflict. Part of the journey that will be described is how I wrestle with and attempt to reconcile these ideas as a management educator and student of the orthodoxy.

High Impact Practices: A Closer Look

SPEAKER: Jason Openo (*Medicine Hat College*)

During the course of moral and civic learning, it is important for students to receive feedback from teachers, peers, supervisors in field placements and others with whom they work. High impact practices are educationally purposeful activities that, when managed well, help students develop the dimensions that make up moral and civic maturity. This presentation takes a closer look at these High Impact Educational Practices, including design considerations for authentic assessments, and it outlines some potential scholarship of teaching and learning directions regarding how to systematically investigate the effectiveness of high impact practices.

Concurrent Session 2A

The Humanities and the Sciences

TIME: 1:00pm – 1:50pm

ROOM: F1009

CHAIR: Diane Gall

Health Care Practices of Rural Pioneers in the Prairie West

SPEAKERS: Florence Melchior, Denise Hellman, and Tanis Robinson (*Medicine Hat College*)

Rural dwelling pioneer women in the Prairie West cared for ill family members and neighbours with a variety of remedies and practices. These were surprisingly similar between families and areas, but differed from health care available in urban settings. Analyses of findings from a previous oral history study on memories of the Spanish Influenza Pandemic revealed that pioneering women had a rich knowledge of illness prevention and care. Serendipitous findings also indicated a pioneer culture rooted in equality and reciprocity.

Effect of Technology for Student Nurses in a Clinical Context

SPEAKER: Mary Jean Thompson (*Medicine Hat College*)

Randomly selected student nurses participated in a pilot project to identify the effect of technology on their clinical learning experience. Participants were provided with access to an App, which they could download on mobile phones, tablets or laptop computers. Participants used the technology when performing clinical research, planning and providing care, and administering medications. Student nurses participated in focus groups to share their perceptions and experiences with the technology.

STUDENT POSTER PRESENTATION:

Challenges of Understanding Social Issues and Social Problems

This poster presentation session students address the question “How does Liberal Arts Education help you understand Social Issues and Social Problems for work towards Social Justice?” This question was presented to the Sociology 203 (Current Social Issues) (Winter 2016) class at Medicine Hat College. The students selected their own social issue/problem, including issues of “well-being”, “human diversity”, or “inequity and power”, as the focus for this poster. The top posters from the class will be presented.

Jodi Clark-Miller and Nora Way (Medicine Hat College)

Concurrent Session 2B

Inside the Classroom

TIME: 1:00pm – 1:50pm

ROOM: F2004

CHAIR: Janice Kirchner

Classroom Clickers Work—I knew It All Along

SPEAKER: Juanita Whalen (*Medicine Hat College*)

Hindsight bias occurs when individuals mistakenly believe they could have accurately predicted a particular outcome *after* the outcome has been presented to them. It can be a barrier to learning when a student mistakenly believes they already know what all the outcomes will be, and fail to appreciate how Psychology functions as a scientific discipline. Handheld classroom response systems (i.e., clickers) are a potentially useful innovation in helping combat some degree of this hindsight bias. The aim is to help students appreciate that research findings are not obvious foregone conclusions, but rather are the tools we use to construct our knowledge within the discipline. Ideally, the use of clickers to challenge this I-knew-it-all-along stance will assist students in being more critical of their knowledge states outside of the Psychology classroom as well.

Deeper than Digital

SPEAKER: Leslie Baldwin (*Medicine Hat College*)

There is something called the practice of pedagogical narration (BC's Early Learning Framework), AKA learning stories in New Zealand or documentation in the Reggio Emilia way (Atkinson, 2012). All have in common the idea that what Goodman used to call 'kid-watching' (1978, 2002) is at the heart of not only more authentic learning, but also 'true-er' teaching. Documentation of the learning stories that unfold for individual learners is now routinely being done digitally, making the learning process not only more visible but also more easily shared with others. Beyond the basic act of sharing these stories of learning, there is also a call for deeper discussions about what and how it is that young learners are creating meaning for themselves. I have asked my 'young learners' (Early Learning and Child Care college students) to show what they know through building models and using puppets. The end product of these fun projects are documented digitally and shared with peers and used as exemplars. The question is: how can we guide students to engage in deeper discussions about their created meanings, and delve more deeply into their role as educators?

STUDENT POSTER PRESENTATION:

Leadership in Civil Society

The area of Leadership offers a diverse set of scholarship opportunities for students to explore and to present research upon. During the Winter 2016 semester, students will conduct case study research on current and historical leaders and leadership-related topics and issues. Given that much of leadership research is centred upon or related to topics that are relevant to Liberal education and civil society, the nature of Leadership scholarship and applied Leadership studies offers perspectives and applications beyond organizational life.

Lorne Jeal (Medicine Hat College)

Concurrent Session 3A

Liberal Education and Popular Culture

TIME: 2:00pm – 3:20pm

ROOM: F1009

CHAIR: Karim Dharamsi

Philosophy, the Liberal Arts, and Popular Culture

SPEAKER: Dr. Diane Gall (*Medicine Hat College*)

The liberal arts have something of a public relations problem. It is frequently held that the liberal arts are ‘useless’ in the pursuit of a ‘proper’ education. This objection can be set aside by explicitly deploying the popular culture of the day that both exemplifies and embodies the arguments of the liberal arts. In the first portion of this paper, I outline just what Popular Culture means and construct a useful gloss of the term. In the second portion of the paper, I report the results of my own use of the long running BBC science fiction television show Doctor Who as the basis for an introductory philosophy course. In the final portion of the paper, I make the argument that incorporating popular content into existing liberal arts courses can connect the material to everyday lives while enhancing the accessibility of the central texts, the effectiveness of the instruction, and the enjoy ability of the experience for both the Instructor and the student. It's fun.

Based on a True Story: Liberal Education, Television and Film

SPEAKER: Clint Lawrence (*Medicine Hat College*)

Films and television series often reference or incorporate historical events, contexts and individuals into storylines. Without a solid grounding in liberal education the significance of the films and series are lost, resulting in a less rich experience. History, politics, literature and other liberal studies courses provide an important foundation for understanding the films and series. We will survey a contemporary selection of film and television series to demonstrate the value and relevance of a liberal education.

Concurrent Session 3B

Social Discourse and Identity

TIME: 2:00pm – 3:20pm

ROOM: F2004

CHAIR: Lee Easton

Hamlet's Utility in the age of the "Useless Arts Degree"

SPEAKER: Timothy McNeil (*Red Deer College*)

Why study Hamlet? Is it enough to say that it's hard, so students will learn? Or could it be that the text is incredibly relevant in an age of security concerns, privacy issues, social media, and debates over the nature of consent? The utility of Hamlet lies in its depth; consent, as figured in the play, forms the basis of the social, economic, and political conflicts that are resolved over the course of the play. The consent to act, to form relationships, and to be governed is part of the utility of Hamlet. This paper seeks to locate *The Tragedy of Hamlet, Prince of Denmark* at the intersection of consensual issues in contemporary society, and proposes to demonstrate the utility of Hamlet in enabling learners to engage in social discourse and criticism.

Liberal Education and the Common Identity

SPEAKER: Joycelynne Lobert (*student, Medicine Hat College*)

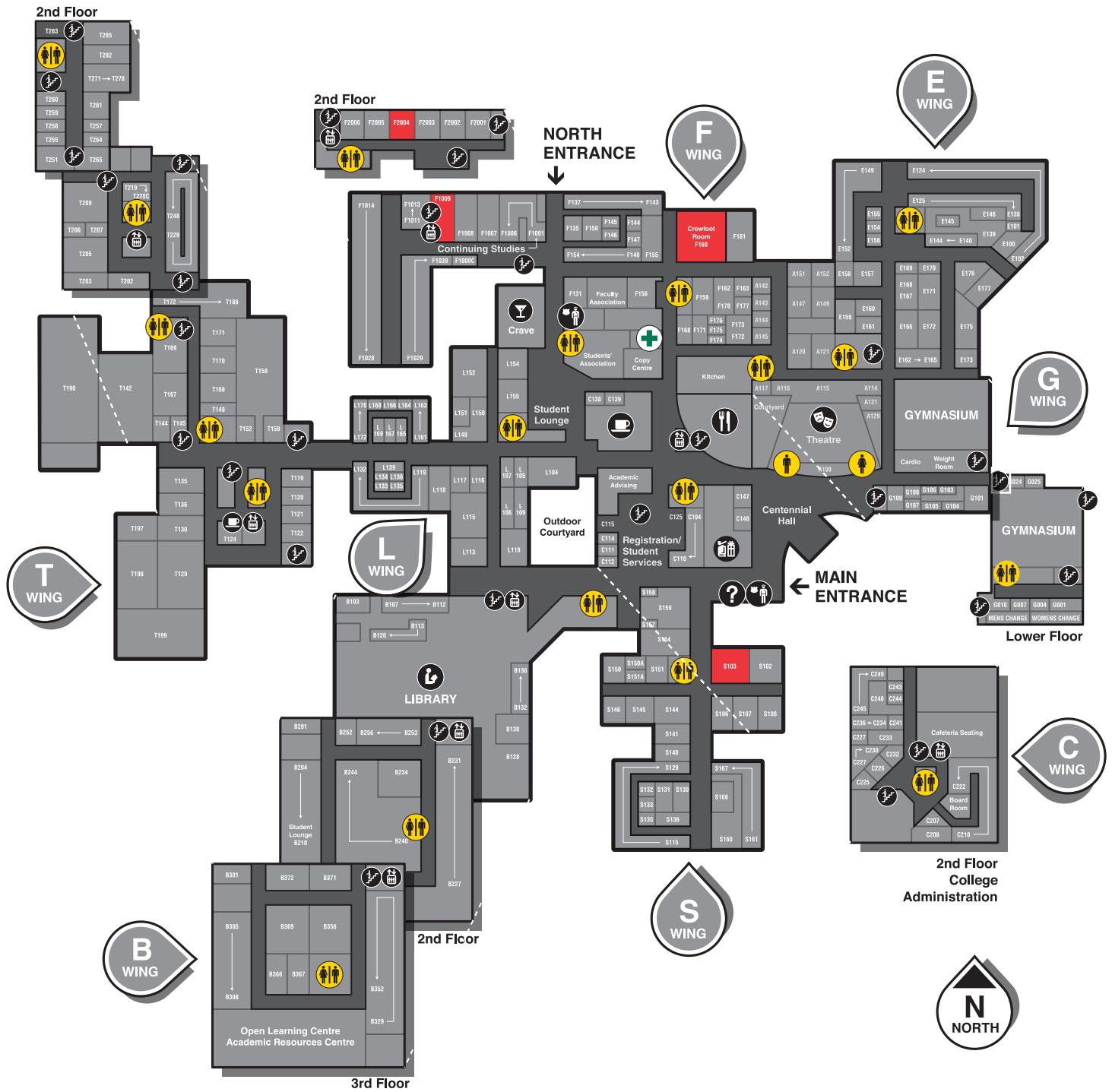
If liberal education can accomplish one goal, may it be the goal of widening horizons and opening minds to the concept of the common identity. We are all human. Acknowledging the humanness of another is the only basis upon which respect can be built. Charles Taylor has described the denial of another's identity as one of the most destructive things one person can do to another, yet education can be the means by which respect for our shared humanity can be built. If being human is the basis for building relationships, then liberal education can grow the awareness of a shared humanity in students. Liberal education is building global perspective in myself.

Taylor's Recognition and Spivak's Ethical: Rethinking French National Identity Through a Liberal Education Perspective

SPEAKER: Navneet Kumar (*Medicine Hat College*)

How does one respond to cataclysmic events such as the Paris attacks? I will begin this rumination by thinking aloud through Gayatri Chakravorty Spivak's essay "Terror 9-11". I argue that one's response to above mentioned attacks should not lie in the epistemological realm which seeks to know the other in order to acquit or punish; rather such a response should lie in the ethical which seeks to know the other as if were a self. Such a response I argue, can be seen to be rooted in a liberal education where the ethical is seen related to the training of imagining the other thus taking us beyond the impulse for cognitive control and mapping. I rethink French national identity, its emphasis on laicite as the primary mode of citizenship and identity to be somewhat restrictive and as a response I argue that Charles Taylor's notion of recognition ("The Politics of Recognition") and Spivak's ethical (rooted in the liberal education perspective) both provide a compelling argument for liberal education today.

Medicine Hat College Building Directory



Campus Services

- Cafeteria
- Library
- Security
- Information Desk
- Medical Services
- Washrooms
- Coffee Shop
- Stairs
- Elevator
- Theatre
- Bookstore
- Crave

- B** 1st Floor
 - Vera Bracken Library
- 2nd Floor
 - Computer Labs
 - IT Services
- 3rd Floor
 - Academic Resources Centre
 - Disabilities Services
 - Open Learning Centre
 - Classrooms B305 – B369
- G** Gymnasium

- C** 1st Floor
 - Academic Advising
 - Student Financial Aid
 - Career Services
 - Registration / Student Services
- 2nd Floor
 - Administration
 - Human Resources
 - Executive Offices
 - Financial Services
 - Alumni/Foundation

Academic Divisions

- B** Adult Development
- E** Health Studies
- F** Business
- L** Science
- S** Arts/Humanities
- T** Trades

Thank you for attending!

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*Tension and Possibilities in
Liberal Education***

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