

Fostering Student Engagement and Building Classroom Community

Arts ISIT Welcome Back Conference

Sheryda Warrener, Lecturer, School of Creative Writing

Dr. Hsiang-ning Sunnie Wang, Associate Professor of Teaching, Chinese Language Program Coordinator, Department of Asian Studies

Dr. Amir Shiva, Assistant Professor of Teaching | Anthropology

Dr. Moberley Luger, Associate Professor of Teaching, Department of English Language and Literatures; Chair, Coordinated Arts Program

Dr. Laura Ishiguro, Associate Professor, Department of History; Director, Asian Canadian and Asian Migration Studies



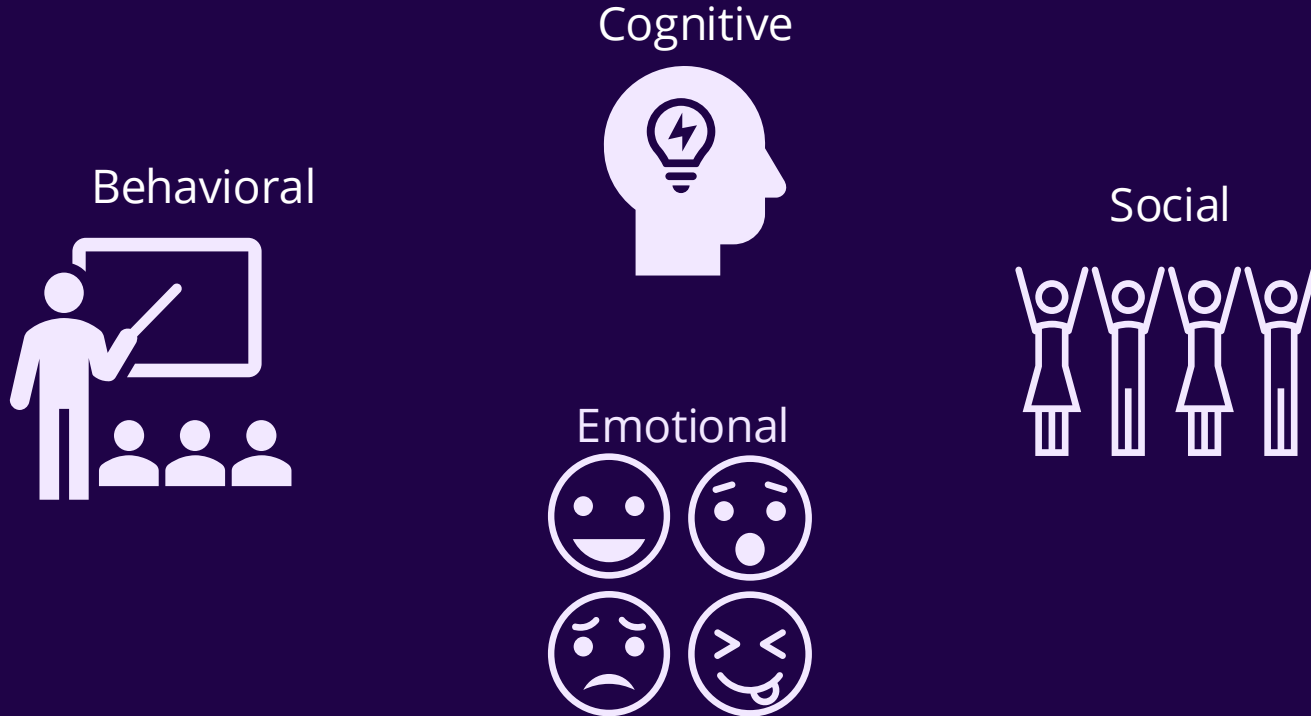
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Arts Instructional Support & Information Technology
Faculty of Arts



Welcome and Land Acknowledgement

What do we mean by engagement?



Arts Student Learning Experience Survey (2022)

Factors contributing positively to student engagement:

1. Instructor's approach was engaging
2. Personal interest in the subject matter
3. Connection between real-world context and course content
4. Inclusivity and respect for student differences
5. Clear expectations/guidelines around activities

Survey results are based on 1,456 student responses from all year-levels and disciplines.

Faculty Panelists





Sheryda Warrener

Lecturer

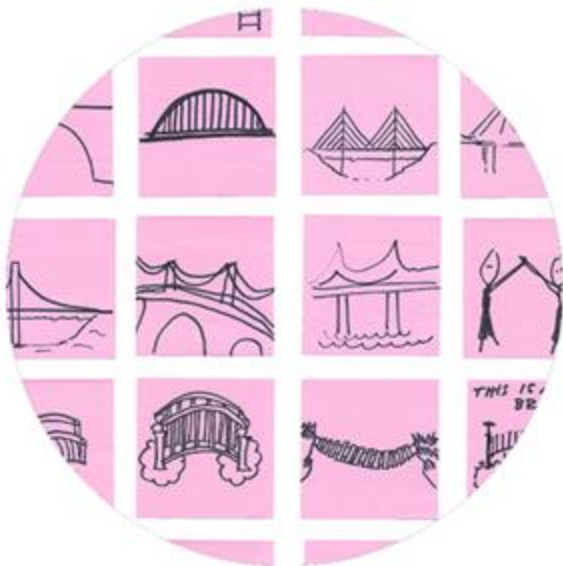
School of Creative Writing





Speculative Portal

Aimée Henny Brown



Sticky Note Sketches

Sunny Leerasanthanah



Tactile Poem

Rowan Red Sky

THE PROVOCATION COLLECTION

A provocation prioritizes a physical, material experience; heightens and attunes attention; is a vehicle for exploration with no desired outcome; and is designed to stimulate imagination, curiosity, associative thinking, and the conditions for creative work.



Rush Hour Walk, Caroline Wood



Correspondences, Yuchen Chang





Self-Portrait as Matrilineage

I am the lines I can't stop retreading
bridges and drawn on eyebrows
the curve of a dimple
arms bent, hands folded

I am an eye line like time travelling
carnival mirror of decades and oceans
face stretching
smile expanding

I am sitting beside her in black and white
future ghost
I am her sitting with a baby in arms
I am her



Inviting students to share physical objects:

- Engages students in a genuine way by creating shared encounters and experiences, making the case for in-person presence
- Offers students the opportunity to share low stakes personal stories, drawing connections between what they're learning and their lives outside the classroom
- Learning how to “see” and “read” physical materials leads to meaningful insights and connections, and offers essential context that isn't always clear when we look exclusively at a piece of writing
- We return to these artifacts over the course of the term, reflecting on progress and development in craft and thinking
- Students respond to a heightened visual and sensory experience, which activates a material intelligence
- Student-driven insights help me craft personalized, tailored, helpful feedback on creative work

Collage materials, printed matter

Physical objects, photographs, and other personal collections

Visual art

Audio recordings

Scents



Dr. Hsiang-ning Sunnie Wang

Chinese Language Program Coordinator |
Associate Professor of Teaching | Chinese
Applied Linguistics

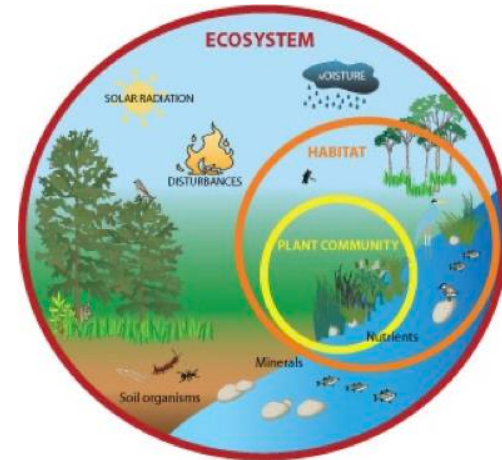
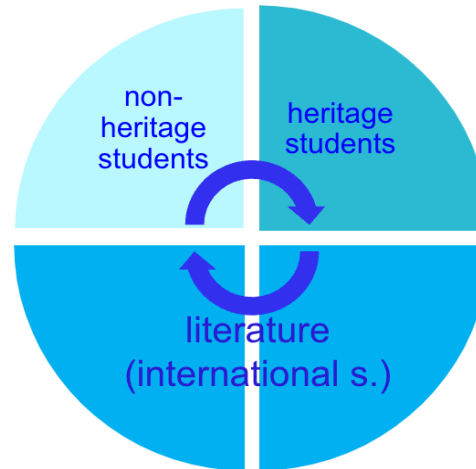
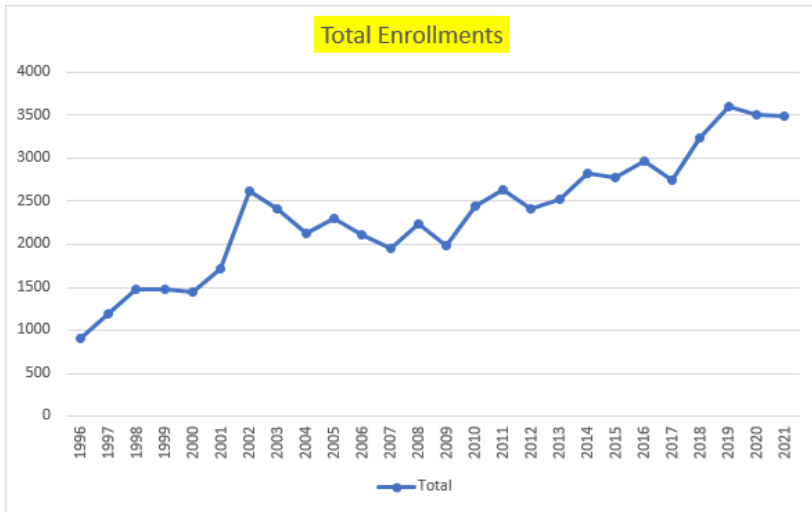
Department of Asian Studies



Transformation of CELL-based Courses for Program Development

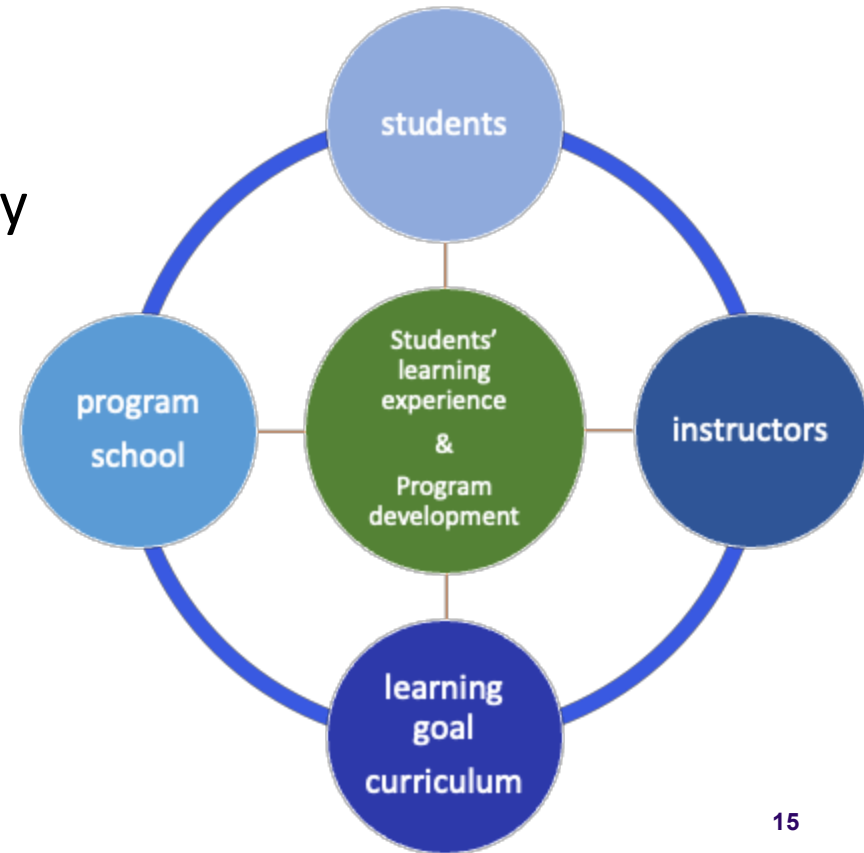
- 3200-3500 student enrolment, 18-20 instructors, 36-40 courses, 3-track courses (non-heritage language, heritage language, literature), 4 formats of courses...

--> **Sustainable CELL (Community-Engaged Language Learning) Ecosystem**



Community Building from various dynamics:

1. Students - curriculum/pedagogy
2. Students - instructors
3. Students - students
4. Students - program/school



1. Students - Curriculum/pedagogy

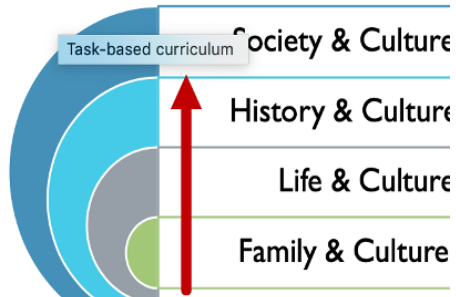
(i.e. Heritage Chinese language courses, 141, 143, 241, 243)

- Relatedness
- Creativity
- Flexibility (self-directed; autonomy)
- Task-, theme- and community-based curriculum

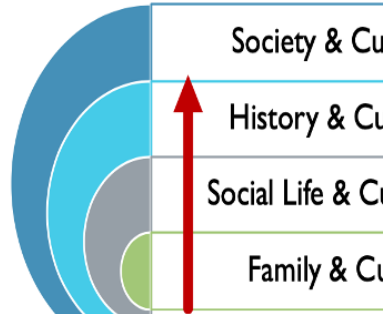
- Student-centred
- Differentiated learning
- Collaborative learning

--> positive learning experience and learners' long-term learning motivation, competence and autonomy

Backward design 1:



Backward design



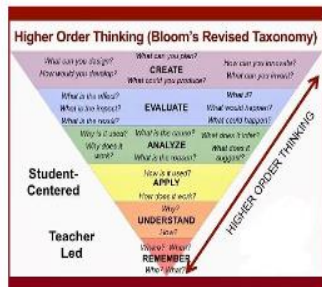
Backward design 3: **Community-based** curriculum
On-campus and Beyond



Task: Challenge Jeopardy

Goal: Increase students' engagement and learning autonomy

1. No One-Size-Fits-All Class/Assessment ("i+1 theory")
2. Clear instruction, expectation and grading
3. Constant and individualized support



Challenge	Skill in Training	Description	Product
[1 coin] Name your challenge!	create~understand	Bravely get out of your comfort zone, design your own challenge. Please discuss your challenge ideas with Wang laoshi during her happy hours. And, of course, you are welcome to do this with your friends!	
[5 coins] I can look for learning resources. I can create.	evaluate~understand	A [Individual or in pairs] : Create a culture-based podcast related to our learning topics or recent popular events. For an example, you can refer to the podcast "Bridging Chinese-Canadian Cultures and Granting Youths a Voice in Policy" by local Vancouverite and student Jesse Hsieh. Make sure you use authentic materials from reputable sources. This can be individual work or done in pairs.	A 5-min video/audio (in Chinese) per level
	analyze~understand	B [Individual work] : Pick authentic articles or videos related to our learning topics or what interests you. Please find a way to demonstrate our learning process and results (i.e. use vocabulary or grammar as discussed in class). Refer to "Our adventure destination!" on the bottom of page two of this syllabus; make sure	Study notes (in Chinese and/or English) AND a 400-word summative or grammar as discussed in class. OR 4-minute long

[3 coins] I am really listening.	X	X	X	Discuss a trending issue or an issue related to one of our course topics that interests you and one of your friends for 30 minutes, then record a 4-minute long video on your respective thoughts. You then need to upload your video/audio to your blog. Make sure you both express your opinions, listen and respond to each other.	A 400-word summative and reflective essay OR 4-minute long video/audio (in Chinese) per level
[1 coin] I want a lighter experience			X	Write a journal entry based on your interests, from the idea bank or a reflection on our learning topics.	A 200-word journal entry (in Chinese) per level
[0.5 coins] Practice A			X	Handwrite key characters or text in your textbook, then submit a scan or a picture of your work via Canvas. Make sure the resolution of the scan/image is clear. You are encouraged to earn this coin prior to the beginning of each level!	100 characters long per level!
[0.5 coins] Practice B		X	X	Read the text in your textbook aloud and submit your video/audio recording via Canvas. You are encouraged to earn this coin prior to the beginning of each level!	A 2-minute long video/audio (in Chinese) per level
[0.5 coins] Support	X	X	X	Offer responsive, reflective and supportive feedback on your friend's work, including 1-Talks and a Meet Your Ocean Friends session.	100 characters long per level

CHIN243 001 Challenge Jeopardy Instruction & Completion Form

Step-by-Step Guide:

1. Please consider what you want to learn and do: [Challenge Jeopardy Tasks](#)
2. Upload the work for the challenge you took on to our Padlet:
3. Please record (1) the challenge(s) you have completed in the form below, (2) the corresponding number of points and (3) a screenshot of your work that you had posted to Padlet on the completion forms of each lesson:

	L1	L2	L3	L4
Completion Form	L1 《中国茶》	L2 《广东省》	L3 《双语教育》	L4 《别告诉她》
Deadline	1/28 @ 11:59pm	2/25 @ 11:59pm	3/18 @ 11:59pm	4/8 @ 11:59pm

Deadline: By the beginning of the next lesson. That is to say, you have approximately **3 weeks** to earn your points for each lesson. Make a plan, take your time, but don't procrastinate.

Grade: 18% for the entire semester (8% = 8 points maximum per lesson)

Note:

1. Remember, the number of points earned for the completion of each Challenge Jeopardy task is different and depends on its level of difficulty. Think about **what you can and want to explore and improve on**, not what you can easily get done.
2. You need to do **at least ONE group task** with your friends in CHIN243 and beyond throughout this semester. Be aware of the B.C. provincial gathering restrictions.
3. This is your self-learning opportunity, so no additional feedback will be given. You are more than welcome to go to laoshi's office hours to discuss or review your Challenge Jeopardy work for further improvement. This is your own learning, so you can decide how and when you want to get your tasks done, or if you'd like to speak with laoshi about the challenge(s) you take on and ask for feedback. Laoshi will be more than happy to help!



Student Reflection

I can **take charge of my own learning**, allowing me to become **more independent** along the learning process.

challenge jeopardy rewards for **hard work VS penalizes students**. Also lets students **design their own I**

Student Reflection

I think this process

Chinese in general and **this process n** my growing poten

I was **more motivated** time to complete, with **authentic ma**

I was able to practice Chinese **at my own pace**, as I could take my time to understand authentic material and reflect on it. I actually **enjoy reading and watching authentic material** for Challenge Jeopardy, because I discover new Chinese presenters and experience.

I learned **that learning Chinese can be from resources of all kinds!** Not just from stories or articles but movies, music and videos too! **It makes everything a learning opportunity!**

From the process, I was able to not only **improve my reading and writing skills**, but I was also able **to find new resources** that I believe would help me **become a life-long learner** for the Chinese language. For example, I found many Chinese videos for the Challenge Jeopardy that taught me a lot about the Chinese culture and traditions.

2. Students – Instructors ; Students – Students

Goal:

- Building awareness of community
- Offering transparency, guidance and recognition

Activity:

- Pre-Class
- In-Class * Grouping

CHIN 241 Basic Chinese II: Part 1
[for Heritage students, 3 credits, In-person Course]

I recognize and value the many perspectives my students bring to the classroom. Many factors—social identities, visible and invisible disabilities, family circumstances, physical location, mental health, access to the internet— may influence every individual's experience in my courses during each and every school term. I am committed to building an environment to support your learning, one in which you will be supported and rewarded for going out on a limb to communicate and defend your ideas.

你希望CHIN243是什么样
Chinese

developing critical skills for your success in college life

你哪些技能(ji4neng2, skill)掌握(zhang3wo4, master)得很好?

你哪些技能(ji4neng2, skill)掌握(zhang3wo4, master)得不太好?

annotate

Annotate: Type your name next to the numbers

你和朋友需要做什么?

- Step ONE (8-10 mins):
 - watch videos, browse info and links & take/post notes on Jamboard on your own.
- Step TWO (10-12 mins): Breakout Room
 - discuss your relevant **experience**
 - discuss what's the **most effective/useful** strategies & tips
 - discuss **what you need** the most !
- Step THREE (3 mins):
 - Use **"visualize"** to introduce this skill in a nutshell to the entire class (+ most effective/useful strategies & tips!)

This can be one of your **challenge jeopardy** activities!

original thoughts, reflect

connect concepts and apply

be skeptical

strive for creation, shows deep knowledge

challenge assumptions, think - why did I make this ask the right questions?

anticipate objections, use a clear source, don't be a lazy thinker

Group 7 Presentations Skills 林怡君, 戴佩君

Presentation Skills (Kimberly): non-verbal comm. (look confident) make eye contact, avoid distractions

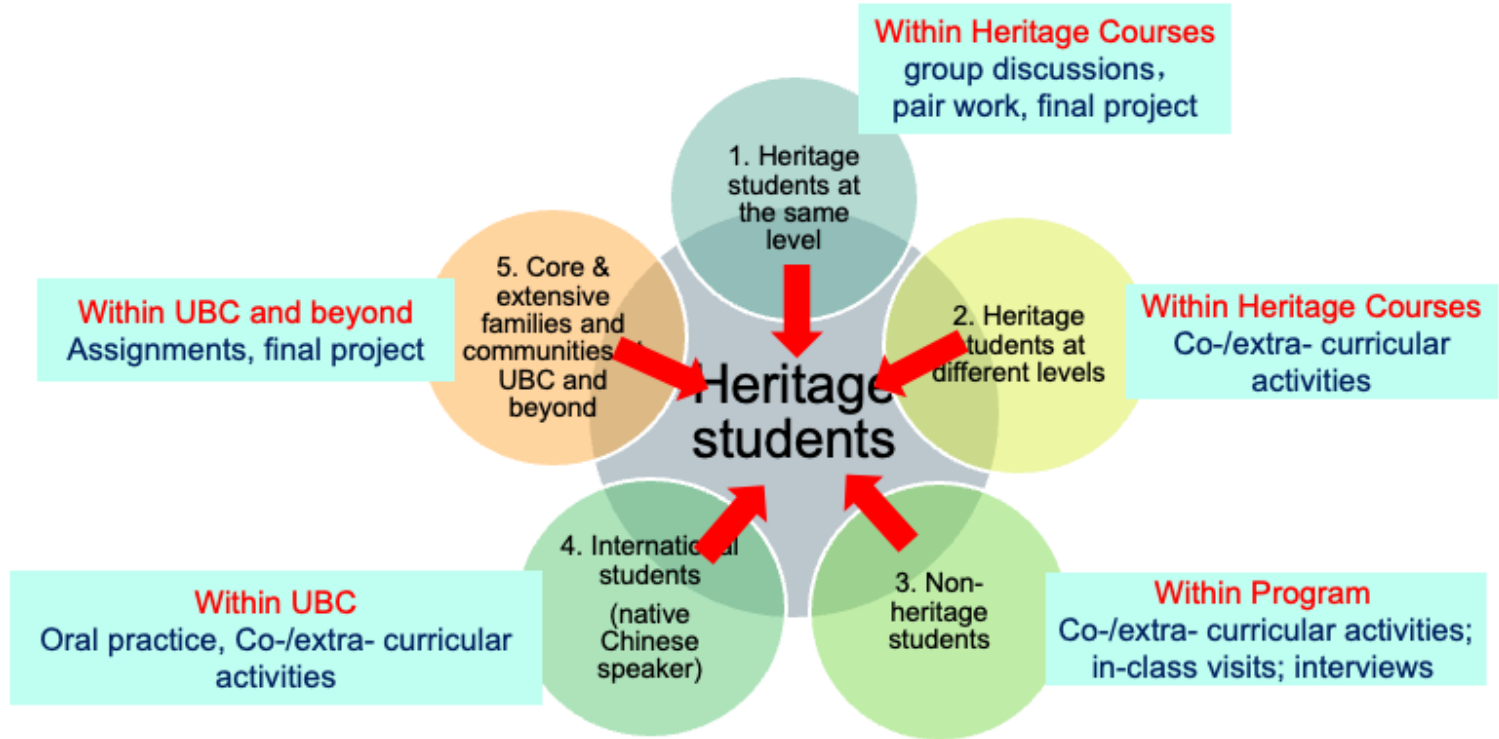
confident body language - make eye contact

engage with the audience to hold their attention

practice makes perfect!

3. Students – Students; Students – Program/UBC

Within Classroom & Beyond



3. Students – Students; Students – Program/UBC

Within Classroom & Beyond



In-class Interactions and conversation



Virtual dialogues & discussions



Chat Messages		Chat Messages		Chat Messages	
Alyssa Lin	17:32	雪玲 Shirley	40:36	戴佩君 Rachel Dai	53:00
老師不是我問的		荔枝, 是因為它很甜, 然後看起來很奇怪!		我喜歡家人關心我的生活, 不喜歡他們關心我現在的成绩。我希望他們關心我的梦想。	
Hsiang-ning Sunnie Wang (UBC)	18:31	紫嘉 Jennifer	44:43	罗晓颖 Rachel Low	53:07
@alyssa 🤔		这是银行的广告吗? 怎么怎么吓人呢?		OUCHIE < //3	
Hsiang-ning Sunnie Wang (UBC)	21:56	詩薇 Shih-wei Wang	46:16	罗晓颖 Rachel Low	53:21
截屏 jie2ping2, screenshot		我看過這個廣告!		我爱你	
Shih-wei Wang	29:09	Josephine Chiang	49:02	譚可俐 Kelly Tan	53:29
woah 你們好好用喔!		老師好, 暑假有没有中文300的課?		我們愛你!	
Ana Tam	43:14	benjamin deng	52:16	许儿 Boyi Xu	53:31
It was an accident @Laoshi		CHIN300有没有期末考试?		我关心你! !	
Ana Tam	43:38			陈佳依 Amy Chen	53:31
不好意思 哈哈				❤️	

Co-curricular activity

CHIN 141 Instruction—“通过流行文化和生活看见中国” (Mapping China Through Pop Culture and Life)

Final Project Festival for Heritage Courses
CHIN241 Instruction—“通过故事看见中国” (Mapping China through stories)

CHIN341/345 Instruction—“通过新闻事件看见中国” (Mapping China through News and Incidents)

Final Project Festival for Heritage Courses
CHIN41/443 Instruction—“通过人物看见中国” (Mapping China through People)

THE UNIVERSITY OF BRITISH COLUMBIA
Chinese Language Program
Department of Asian Studies



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TAWI-Instructor Mentorship Guidelines (2024 W1)

Supervisor: _____ TAWI: _____

Benefits for us

1. Set **objectives** to achieve both role-specific and professional development results.
2. Find **an effective middle ground** between micro-managing and being laissez-faire
3. Support a perception of fairness and consistency
4. Manage the performance of high, solid and marginal employees
5. Feel confident managing individuals and teams, in person and remotely
6. Motivate people to go the extra mile for the team and organization

Suggested time: 20-30 minutes for each meeting.

Part 1: Beginning of the semester (Week 2)
(After class, on a separate VS letter, want to learn, learn to be a professional colleague from a student)

for TAWI: to consider and discuss with instructors

1. What **technical skills** do you know, and would you like to acquire or improve during TAWI-ship? For example: specific software programs
2. Which **interpersonal skills** do you possess, and would you like to improve during this term? For example: leadership, public speaking, etc. Consider feedback you've received from past employers, coworkers, and/or peers. * Be specific and use examples.
3. Which skills or traits do you see as **strength** and others as **weakness** that you would like to work on? * Consider feedback you've received from past employers, coworkers, and/or peers.
4. What are you currently studying or planning to study that you would like to **learn** more about during your time at the Chinese Language Program? What **specific actions** you will take to achieve these goals?
5. (optional) What is your most preferred/effective **communication style** (informal conversation, one-on-one meeting, WeChat, email, phone, etc.)? Your supervisor's?
Discuss with your supervisor.

Engagement in language learning as a LEARNER



"The collaboration with my Chinese class friends allowed me to connect with them more, and I've become friends with some of them outside of class! [...] Everyone's support for this project made me feel like I WAS A PART OF THIS BIG COMMUNITY that had a meaningful goal. The nice atmosphere we created on Zoom made the environment really warm."

Shih-wel Wang
second-year student

Engagement in language learning as a VOLUNTEER / TA



The UCP supervisor will assign an intergenerative way to connect off your first year volunteering with the Chinese Language Program. Though we will all be learning remotely, I feel that there are no physical distances that we were together through a screen.



When students meet off the net, they are not just learning together, they are also learning to be a team. It's not just about the language, it's about the people.



"Leadership and learning are indispensable to each other."
-Gordon B. Kennedy



TA Training

AND LEVEL

- CHIN 241 在生课里的文化
- CHIN 243 在大环境下的自我认同

TA Training session showing a presentation slide.

Student-centered final project– Documentary Festival

The Uniqueness and Diversity of Young People with a Chinese Heritage



With families and heritage & non-heritage friends



Service-learning in Local Communities (working with NGOs)



International Community: Diverse socio-cultural & linguistic inputs and mutual learning

Behind the Success of the Chinese



Jihoi Tu, volunteer from National Chengchi University in Taiwan, participating in the workshop.

"It is the first time to attend a volunteer training workshop overseas with almost two hundred people online! The workshop was very organized and efficient. I realized that a volunteer is not only to help students improve Chinese or listen (like as an culture jammer) to be "help" your peers. (I mean) I want to organize, to communicate, to guide, to cooperate, even to design (think) thinking. (I believe) the tips and experience shared from teachers and volunteers will be really useful in the future."

Jihoi Tu, fourth-year graduate student from National Chengchi University in Taiwan



Aichen Wang, third-year graduate student from National Chengchi University in Taiwan, participating in the workshop.

"The volunteer training workshop was very well-organized. I also enjoyed the interactive activities where we worked with other volunteers and this. Discussing the exercises and role playing teacher-student interactions ourselves allowed us to understand what methods of teaching would be more beneficial for the student, and what kinds of questions students may have."

Aichen Wang, third-year graduate student from National Chengchi University in Taiwan



Wenhua Chen, third-year graduate student from National Chengchi University in Taiwan, participating in the workshop.

"It was very amazing to meet lots of volunteers from various places through the internet and I am glad I can work in such an energetic and connected team. A so, thanks to the instructors' detailed guidance and experience shared by Camille Zeng and Aydin Qasbi especially, those are very inspiring and pointed out the way where I can go and I know I will grow and improve with everyone such as the attitude, show the way I talk, the attitude I should insist. This training workshop really helps."

Wenhua Chen, third-year graduate student from National Chengchi University in Taiwan

Individualized Learning within a Supportive Community: Introducing Beginners Heritage Chinese Courses at UBC's Chinese Language Program

The Chinese Language Program welcomes students to register for Chinese Heritage courses! You can find some inspiring testimonials from your peers in the video below.



The diverse student body at the University of British Columbia has a considerably large community of Chinese heritage students. But what really makes a Chinese heritage student? While they might **find a sense of belonging in shared culture and heritage**, the community in fact consists of individuals from a wide range of **multifaceted backgrounds**. They might have grown up in a Mandarin, Cantonese, or Chinese dialect speaking environment. They might have found themselves spending all of their precious Saturdays at a Chinese school, but still struggling to order their desired bubble tea. Or perhaps they are able to hold a conversation with their family, but still find themselves relying on the translation

Our Community's Reciprocal Empowerment Will Inspire You To Thrive: TAWLs' Successful Experiences in the Chinese Language Program



Oftentimes, when students take Mandarin classes with the Chinese Language Program (CLP), they find heartwarming connections with the Chinese culture and community that they are learning from. Behind the thriving program which has brought inspiration to so many students, is a meticulous and dedicated team of professors, Teaching Assistants and Worklearns (TAWLs) who strive to empower students to make the most out of their language learning journeys. What is even more meaningful, is that TAWLs are all students themselves, who see their time at the CLP as a way to advance their professional development within a community that prioritizes mutual support.

Community-Engaged Learning and Teaching: Instructors Uniting and Learning How To Build Communities Through Teaching!

January 27, 2021



The Virtual Community-Engaged Teaching and Learning Workshop brought instructors from the Chinese and Cantonese Language Programs together along with special guests from both programs, the Centre for Community-Engaged Learning, and various individuals from well-known Canadian universities. In an engaging day of discussions, they sought to broaden the horizons of the Chinese Language Program and expand their community by interacting with individuals and groups outside the program. The focus of the workshop was to develop community-engaged teaching and learning strategies in order to offer students the very best!



"I think community engagement learning is very important, for both face-to-face courses at normal times and especially for online courses, as it **creates a positive and supportive environments** for all students so that they can have a sense of community and **FEEL COMFORTABLE AND CONFIDENT TO**

Becoming Chinese-Canadian

「謝謝你，老師，我以前覺得中文課就是學漢字、生詞和語法，還有讀課文。可是你讓我們覺得『中文課可以不只是中文課』，上中文課是找到我們自己的過程，也是我們找到朋友和sense of belonging(歸屬感)的地方。」

老師，這學期的中文課讓我更有勇氣和自信，因為我越來越了解自己，我現在也想去了解別人。我很期待以後能去別的地方看看或者生活，能有一個big heart！」

language、culture、identity、vision

"Thank you, teacher. I used to think that Chinese class was about learning Chinese characters, new words, grammar, and reading texts. But you made us think that "Chinese class can be more than just a Chinese class. Taking Chinese class is a process of finding ourselves, and also where we find friends and a sense of belonging."

Teacher, this semester's Chinese class has made me more courageous and confident, because I understand myself better and better, and now I also want to understand others. I'm looking forward to seeing or living somewhere else in the

Community: Inclusion, Connection
Confidence, Engagement & Diversity (Uniqueness)

沙拉碗還是大熔爐？

"How would you describe our heritage class?"

Heritage Course as a Community with Commonality, Uniqueness & Diversity



- **fried rice** - the students are all the different ingredients and **laoshi** is the seasoning that **brings it all together!**
- **Fried Rice!** Every ingredient is different and unique but when **mixed together**, it looks and tastes better.
- I would use **fried rice** because **it is a food commonly found in China, but it is also popular in Canada and western countries**, making it a good a symbol for Chinese-Canadian identity.
- We are **fried rice!** You can also use whatever ingredients you want in a fried rice, more 'traditional' things like or more **western-style ingredients**. In this way, I think that the versatility of fried rice reflects **the diversity and adaptability** of Chinese communities all over the world.



Dr. Amir Shiva

Assistant Professor of Teaching
Department of Anthropology





An example; an ideal type

- Urban Ethnographic Field School
- Intensive 6-week, 6-credit course.
- Community-engaged learning: students work with community partners

What makes the course and virtually all activities highly engaging, although it's a difficult course and activities are very demanding?

Why engagement despite difficulty?



Autonomy and control

Relatedness

A maximum of 24 **student-researchers** volunteer in small groups with **community partners on real-world projects** while conducting their own ethnographic research. They participate in daily three-hour class sessions, led by two professors and supported by at least one teaching assistant, where they are **thoroughly trained** in ethnographic research and community engagement.

Competence

Engagement

Engagement

→ Motivation

Intrinsic motivation
“want to” v “have to”

Incentives: grades
Extrinsic motivation

Autonomy

What: Feeling ownership in learning

How: Giving students choices

Challenge: Multiple designs with clear guidance so not to overwhelm students; flexibility to allow students shape the direction

Competence

What: Experiencing capability

How: Aligning task challenge and skills

Challenge: Catering to diverse skill levels; providing support & enrichment as needed; providing timely, personalized feedback

Relatedness

What: Feeling connected to others

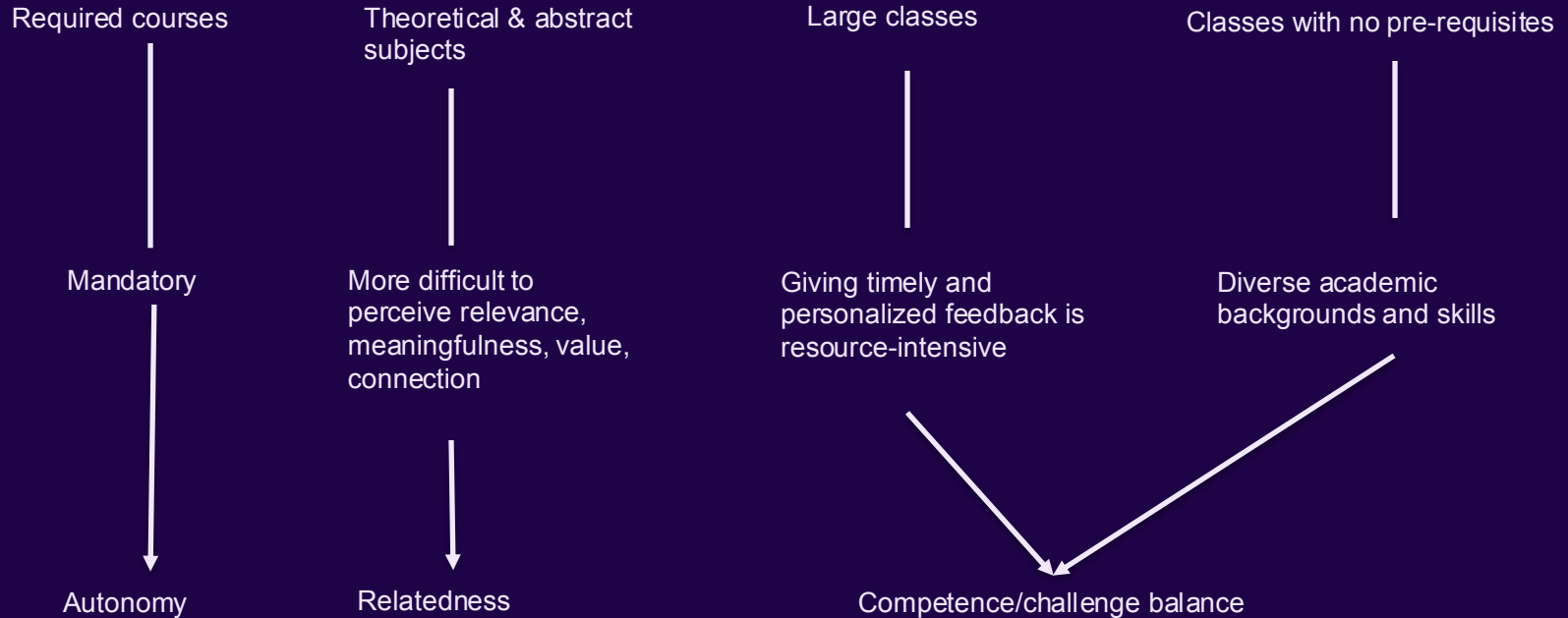
How: Activities that are more meaningful

Challenge: Addressing problematic group dynamics to encourage collaborative work and peer interaction

Rewards and external motivations should align with the task. If the incentive is too small, students might not find the task worthwhile, even if they enjoy it. If the incentive is too large, they may become more focused on achieving the reward and less interested in the learning process itself.



More challenging situations



Anthropological controversies: A video project



Context:

- History of anthropology: required course
- Anthropological theory against historical background: abstract

Assignment:

- Creating videos about "interesting" subjects: heated debates about controversies that have shaped theory and practice in the discipline

Motivation:

- **Autonomy:** deciding about many elements of the project, including approach, and how to apply creativity
- **Competence:** Teamable Analytics
- **Relatedness:** OER-orientation; check-ins; the film festival

From students' point of view?



- Autonomy: Feeling valued
- Competence: Feeling both capable and challenged
- Relatedness: Feeling accountable



Dr. Moberley Luger

Associate Professor of Teaching and
Chair of the Coordinated Arts
Program

Department of English Language &
Literatures

Warm Up

Discuss your first impressions of Burt's essay. What stood out to you as notable?



Warm Up

Dawn writes “I found poetry, and it did indeed save my life, but there are many ways to tell your story.”

What medium would YOU use for your story - poetry, memoir, film, song, a podcast, a blog... etc?



Warm Up

Phew, the first assignment is in.
And it's 1.5 weeks to Reading
Break. How are you feeling?





Dr. Laura Ishiguro

Associate Professor

Department of History

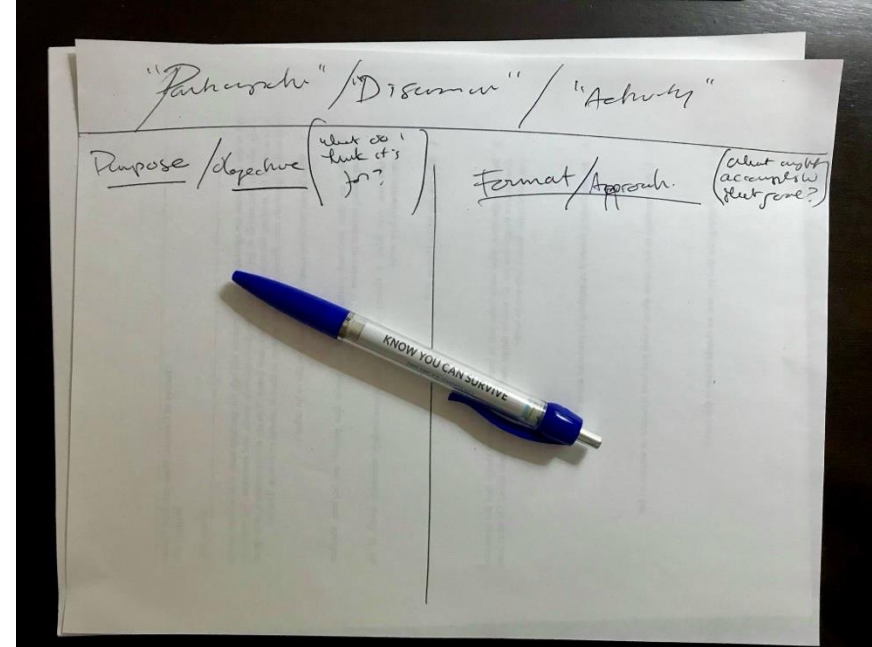


Keeping it simple: community, care, & capacity

Photo: Revisiting assumptions & going back to basics, August 2020.

"Participation" / "Discussion" / "Activity"

- Purpose / Objective (What do I think it's for?)
- Format / Approach (What might accomplish that goal?)



Questions and Discussion



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Arts Instructional Support & Information Technology
Faculty of Arts