



**Red Deer College Scholarly Activity That Contributes To Knowledge About Teaching,
Learning And Student Success**

Colleges and Institutes Canada

Being Perfectly Mindful: An Exploratory Study of the Effects of Mindfulness on Self-Compassion and Perfectionism in College Students.

Independent Research Study

Carmella Wallace (student)

Supervisor: Dr. Anomi Bearden, Red Deer College

In collaboration with: Maxine Evans and Sharon Hamilton, Red Deer College

Abstract

In previous research, no relationship has been found between mindfulness and self-oriented perfectionism. This repeated measures experiment explored the effects of 8 weeks of mindfulness practice on college students' ($N = 39$) mindfulness, self-compassion, anxiety, stress and multidimensional perfectionism (self-oriented, other-oriented and socially-prescribed), compared to a control group. Replicating previous research, it was predicted that after mindfulness training, the mindfulness group ($n = 15$) would lower their stress, anxiety and socially prescribed perfectionism, and increase in mindfulness and self-compassion, compared to control ($n = 24$). Of specific interest was whether or not participants in the mindfulness course would experience a reduction in self-oriented perfectionism. Additionally, self-compassion was expected to be predictive of decreased perfectionism. Paired samples t-test results replicated previous research, as the mindfulness group experienced a significant decrease in stress and anxiety, while significantly increasing in mindfulness and self-compassion compared to pre-test. In contrast to previous research, in the current study, the mindfulness group experienced a significant decrease in self-oriented perfectionism (SOP), and other-oriented perfectionism (OOP), compared to pre-test as predicted, within the mindfulness group self-compassion was found to significantly predict of the decrease in all types of perfectionism. Findings from the current study are impressive, given the small sample size, and the high stress time of the term during which post-test measures were taken. Limitations to the research are discussed and future research should incorporate a larger sample size with an investigation of individuals high in SOP compared to individuals who are low. Perhaps individuals who are lower have higher rates of self-compassion.

"*The Yellow Book: Reshaping the Fin de Siècle.*" Forthcoming in *Literature Compass*, a peer-reviewed journal.

Journal Article

Heather Marcovitch, PhD
School: Arts and Sciences, Red Deer College

Summary of Scholarship:

This scholarly essay is an overview of the state of criticism about the notorious London literary journal of the 1890s *The Yellow Book*. In the essay, I make a case for re-examining *The Yellow Book* as a periodical which promoted women writers, challenged the status quo's social conservatism, and was a key player in the rise of modern literature. With this argument, the stereotypes of the Victorian period as socially conservative, sexist, pro-imperialism, and pro-utilitarianism are also called into question. By surveying the scholarship on *The Yellow Book* in the twentieth century, I argue that many of these modern critics have tried to erase this history by portraying the periodical as being produced by, and for, men only. This has led to considerable misinformation about our historical and literary past that only now is beginning to be corrected. I also highlight the works of many women writers who became famous and critically-respected because of *The Yellow Book* but who, largely because of twentieth-century misogyny, have been forgotten. In sum, this article is my first published overture towards a revised scholarly look at *The Yellow Book* and its importance to both Victorian and modernist literature and culture. Email contact for more information: heather.marcovitch@rdc.ab.ca

"*The Judas Kiss, Gross Indecency, Velvet Goldmine: The Postmodern Masks of Oscar Wilde.*" Forthcoming chapter in *Quintessential Wilde: His Worldly Place, His Penetrating Philosophy and His Influential Aestheticism*, ed. Annette Magid. Cambridge: Cambridge Scholars Press.

Journal Article

Heather Marcovitch, PhD
School: Arts and Sciences, Red Deer College

Summary of Scholarship:

Oscar Wilde, as one critic has pointed out, has become more famous for the story of his trial and sentencing for homosexual behaviour in 1895 than for his considerable output of literature. The trials were sensationalized from the start, where the scandalous subject matter skewed journalists and biographers towards stereotyping and bigotry, rather than discussing two important points: (1) that homosexuality was not conceived in the same way in 1895 as it has been since; and (2) Wilde conceived of himself as an artist and as a father as much as or even more at times than as a lover of men.

The two plays and one film mentioned in the title, all of which were released on or around the centennial of Wilde's release from prison, all address the representation of the trials as highly subjective texts which succeeded in constructing Wilde as the emblem of the gay man but have oversimplified our contemporary views of Wilde the artist and philosopher. My chapter takes a look at this question and on the playwrights' and directors' attempts to rectify its influence on the perception of homosexuality in the twentieth century. Email contact for more information: heather.marcovitch@rdc.ab.ca

Giving Back To Our Community: Service Learning in Adapted Physical Education

Conference Presentation ACIFA Conference 2014

Brandi Heather

Kinesiology and Sport Studies, Red Deer College

Abstract: This presentation gives practical examples of the powerful impact that Service Learning in the field of Adapted Physical Education has had on connecting the college to the surrounding community. Student and community partner reflections suggest that Service Learning has a direct impact on the development of civic responsibility in our students, their critical thinking and empathetic connection to clients. The key to Service Learning is in the development of meaningful, purposeful learning opportunities created by all 3 parties; learners, college instructors and community partners.

This Collaborative effort and partnership has created an exceptional learning opportunity for students in the program and has made a significant difference in the community. The purpose of this presentation is to show concrete examples of civic learning through student's and community partner reflections after Service Learning has occurred. A step wise progression for project development and reflective evaluation will be discussed. In Adapted Physical Education at Red Deer College we connect with community organizations such as Special Olympics, Persons with Developmental Disabilities Associations, and Special Needs Resource Centers for Children with Disabilities. In partnership with these organizations we have developed project work that gives students the ability to make a difference in the community. This presentation will briefly explain some of the outcomes of our collaborative work.

Developing Advocacy: Empowering Undergraduates to Find Their Voice

Poster Presentation, North American Adapted Physical Activity Association Conference

Brandi Heather Red Deer College, Lauren J. Lieberman The College at Brockport, John T. Foley SUNY Cortland, Rebecca Lytle California State University at Chico

Abstract

For the past 50 years there has been move in educational research to contextualize and add more meaning to the education of undergraduate and graduate students attending schools of higher learning. This has led to a push for transformational teaching which can be defined as “the expressed or unexpressed goal to increase students’ mastery of key course concepts while transforming their learning-related attitudes, values, beliefs, and skills” (Slavich & Zimbardo, 2012). Some of the high impact practices commonly used in transformational teaching in the APA field include volunteering, field experiences and social advocacy. Transformational learning theory posits that instructors can facilitate student’s change in attitudes, values and beliefs when they engage in high impact practices. We suggest engaging in this practices can help to develop student’s ability to advocate on the part of another’s.

Examples of four transformational teaching practices in preparation programs for professionals in the field Adapted physical activity/education from four different institutions were reviewed to identify high impact practices that were used to promote social advocacy for individuals with disabilities. While advocacy is often situational, some believe that individuals with strong values and beliefs along with a positive attitude towards a cause are precursors to being an impactful advocate.

Self-Reflection in Teaching Development: A Process for Change (unpublished)

Conference Presentation Educational Developers’ Caucus Conference 2015, Winnipeg, February 13, 2015.

Allison Jeppesen With Brenda Joyce (in absentia)

Supporting Accreditation through Educational Development: Multiple Models in Diverse Contexts for Focusing on Student Learning Outcomes

Panel Presentation

Alison Jeppesen, PhD (Red Deer College), with Carolyn Hoessler (University of Saskatchewan), Stephanie Mulhall (University of Saskatchewan), and Joyce Fewer (Memorial University). Educational Developers’ Caucus Conference 2015, Winnipeg, February 13, 2015.

Abstract:

Recent years have seen a marked trend toward outcome-based accreditation requirements for professional programs across the disciplinary spectrum, most notably nursing, engineering, social work, and business. For example, in response to an international

agreement, the Washington Accord, the Canadian Engineering Accreditation Board has defined graduate attributes for engineers and has required that “There must be processes in place that demonstrate that program outcomes are being assessed in the context of the graduate attributes,” and continuous program improvement (section 3.2, Engineers Canada, 2013).

Outcome-based accreditation has created both challenges and opportunities for educational developers, who can bring to bear their expertise in program development and mapping, assessment and outcome-based education. In this session, panellists -- representing various models of educational development from diverse institutional contexts -- will share the similarities, differences, and evolving nature of the panelists’ approaches to supporting faculty members and administrators engaged in accreditation-related measurement and program development. Colleagues attending this session are invited to share own processes and consider what is similar, different, and new in discussions about educational development practices that support curriculum development and reform in professional education undergoing student outcome-based accreditation processes. Future implications for educational developers roles and possibilities for sharing resources will also be discussed.

It suddenly became very clear to me that this is the type of instructor I want to be’: Developing Excellence in Teaching and Learning.”

Conference Presentation

Alison Jeppesen and Brenda Joyce (in absentia)

Symposium for the Scholarship of Teaching and Learning, Banff, November 2014.

Abstract:

In 2012-13, Red Deer College introduced a new program, Excellence in Teaching and Learning (ETaL), to support faculty in developing their teaching practice. Offered by the Centre for Teaching and Learning as a blended program, ETaL is designed as a three-year program in which small interdisciplinary groups of faculty explore teaching and learning concepts and issues, supported by online resources, their colleagues, and a facilitator. A multi-method research study was launched at the same time to explore the impact on faculty’s approaches to teaching.

In the second year of the research study, the transformative nature of the program is becoming clear. Participants identified surprises and challenges to previous beliefs as well as gradual shifts in perspectives consistent with transformative learning (Cranton, 2006; Mezirow, 2012) and described how these have influenced their thinking and applications in the classroom. Intentionality in student engagement, motivational strategies, and instructional strategies were changes described by respondents. Faculty indicated a shifting focus from feeling responsible for students’ learning path, including the struggles, to more learner-centred strategies (Weimer, 2013). The development of a community of practice (Wenger, 1998) is also evident in both groups. While there are variations in the

ways the members of the two groups draw upon each other for learning, support and problem-solving, the value of the interdisciplinary connection emerged from both groups. In this presentation, the emerging themes of transformative learning, community of practice and the impact on the educator and the classroom as a result of a teaching program will be explored.

Accreditation of Professional Development Programs for University and College Teachers: the (Possible) Role of the EDC.

Accreditation for Centres' Programs or Courses Action Group Presentation of Discussion Paper

Alison Jeppesen with Celia Popovich (York University), Stephanie Dimech (Sheridan College), Suzanne Le-May Sheffield (Dalhousie University), Trevor Holmes (University of Waterloo), and Erin Aspenlieder (University of Guelph). Educational Developers' Caucus Conference 2015, Winnipeg, February 12, 2015.

Other Research:

The Instructors completing the Excellence in Teaching and Learning Program at RDC have completed the following unpublished Capstone Projects:

- Robyn Bagley, School of Health Sciences: *"Helping Expand Supportive Education: A tool to support the education of students with special needs at RDC."*

This project came about from the lack of Individualized Education Planning and Individualized Support planning that follows students with special needs from the grade school setting to the post-secondary setting. The irony of that is that the inclusive model of grade school has given more students with special needs the vision that they can follow their mainstream peers onto post-secondary institutions. At RDC we currently have the Disability Services program to help those students who identify to them with their classes, the Vocational program and the Inclusive Post-Secondary Education program. These programs combined see between 300-350 students annually.

However, in conversations with a colleague it was revealed that every time a student in the Inclusive Post-Secondary Education program or one from disability services is in a main stream class, there is no information given to the instructors to pre-plan for aiding this student's success.

As such, I worked with the CTL and created a Blackboard system that would in essence, create a database for each student with special needs. They could identify their own known accommodations, strategies for success and those creating hardship. Instructors would be invited to see the information of the individual students they teach for the semesters they teach them. Instructors would also be

able to submit comments as to what worked and did not work during their time with the student.

This project would aid in the success of students with special needs and could, in fact, change the way we teach mainstream students as well.

Student with special needs will attend post-secondary institutions in mainstream programs in the coming years. For RDC to be attractive to them, there should be a system in place to help them succeed.

- Kristy Erickson, School of Arts and Sciences: *“From Small Steps to Big Changes: Using Blended Classroom Practices as a Tool for Future Collaborations with PSEER at the University of Guelph.”*
- Shauna Garrow, School of Arts and Sciences: *“Project Based Learning in PHYS 075.”*
 - The Buck Institute for Education defines Project-Based Learning (PBL) as “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge”. PBL supports the pedagogy that students learn best by experiencing and solving real-world problems. Students demonstrate control over their own learning during the design of the project and investigation, and presentation of their work. This concept is very appropriate for a course such as PHYS 075, where most discussions centre on problem solving for observable real-world phenomena.
 - While teaching PHYS 075 since 2012, I have included Project-Based Learning as a component of the course assessment, and revised its use each term as I learn more about this instructional method. For the capstone project, I reflected on my most recent experience with PBL in PHYS 075. Data was collected after teaching PHYS 075 during the Fall 2014 semester, and this data was used to inform future intentions for projects in this course. Data collection included a survey of the students’ motivations and challenges for completing their project.
-
- Kristen Gulbransen, School of Health Sciences: *“Blended Learning: What are nursing students saying about their blended nursing research course?”*
- Elissa Odgren, School of Arts and Sciences: *“Using ETaL Principles to Redesign an Introductory Biology Course.”*
- Garnett Schoettler, School of Trades and Technology: *“Flipping the recipe for culinary education.”*
- Ruston Vuori, School of Creative Arts: *“On A Strong Foundation: Redesigning a Survey Course with Learner-Centred Principles.”*

