

**GEOGRAPHY ARTICULATION COMMITTEE**

**MINUTES**

**BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)**

Online Meeting during Time of Covid-19

May 8, 2020

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Present:

<b>Name</b>	<b>Institution</b>
Michele Patterson, Chair	Vancouver Island University
Anna Tikina	BC Council on Admissions and Transfer
Glen Thielmann	BC Social Studies Teachers' Association
Tricia Jarrett	Camosun College
Jeanne Mikita	Capilano University
Gordon Weary	Coast Mountain College
Ken Shaw	Coast Mountain College
Cliff Raphael	College of New Caledonia
Katie Burles	College of the Rockies
Brendan Hunt	Columbia College
Mark Cernigoj	Coquitlam College
Susan Smythe (minute taker)	Douglas College
Crystal Huscroft	TRU
Sharla Stolhandske	Fraser International College
Parthi Krishnan	Kwantlen Polytechnic University
Colin Mills	Langara College
Mike Smith-Cairns	Langara College
Jenny Francis	Langara College
Allison Lutz	Selkirk College
Margaret Schmidt	Simon Fraser University
Michael Mehta	Thompson Rivers University
Maxwell Ofosuhene	Trinity Western University
Loch Brown (Incoming 2021 Articulation Chair)	University of British Columbia
Bernard Momer	University of British Columbia Okanagan
Steven Marsh	University of the Fraser Valley
Ian O'Connell	University of Victoria
Neil Hanlon	University of Northern British Columbia
Greg Neumann	BC Social Studies Teachers Association
Terrance Day	Okanagan College

## 1. Call for volunteer recorder: Susan Smythe, Douglas College

Welcome from Michele Patterson and quick introductions from participants.

## 1. Business Arising - Update on Action Items from 2019 Minutes

### a. Open Education Resources

The physical geography part of the topic will be covered in Agenda Item 4. (Michele and Katie)

Much open source content exists for natural hazards, but as yet there is no open source text. Questions remain about how to fund, store and protect open source resources. (Loch)

There are no updates regarding Regional Geography of Canada open source material. Sarah Paynter's offer to share still exists and people should let her know (paynters@douglascollege.ca) if they are interested. (Susan)

### b. Survey of Columbia College International Students (Brendan)

ACTION: Brendan will circulate a PDF of the survey results via email.

Some of the results reveal that students:

- i. are working many, varied hours while taking classes
- ii. have long commutes to college
- iii. experience and must navigate through significant culture shock
- iv. look to their instructors to provide:
  1. examples from around the globe that are practical and relevant to the work world
  2. appreciation of the busy, complex lives students are living
  3. life advice

## 2. Update on Development of a Physical Geography Open Source Textbook (Katie and Crystal)

The original group of interested faculty has been sculpting the text in their non-existent spare time. It is divided into two sections. The first part is on the geosphere and hydrosphere while the second examines the atmosphere, biogeography and soils. TRU has agreed to host the resulting open source text before it migrates to BCCampus. Some

participants have moved on to other jobs and the development of this text is a large task. ACTION: The team is looking for other writers to contribute to the text.

- Interested people should contact Katie or Crystal.
- Loch may be able to share open source or creative commons material.
- Susan volunteered to share some early work she is doing to supplement the Dastrup open source text with chapters related to the atmosphere and biosphere.

Transition of hands-on or field-based labs to the online environment. (Katie)

A group of 19 physical geographers have met to discuss transitioning labs to the online environment since it is unclear whether all classes throughout BC will be fully online or not in the Fall semester. This group is currently sharing their labs along with ideas for effective online versions.

**ACTION: Allison will send people the link to this separate google group. Please contact Katie if you are interested in being part of this.**

### 3. BCCAT Articulation Committee Funding Program Call for Proposals (Michele and Anna)

There may be some flexibility within the three topics of current BCCAT funding opportunities (Academic Integrity, International Transfer and Indigenization). Given the Covid-19 pandemic, it may be possible to explore whether there is support for a topic like putting lab courses online, which has clear connections to academic integrity. The deadline for applications is in August. See the following link for further information.

<https://www.bccat.ca/articulation/projects>

### 4. BCCAT Update (Anna Tikina)

#### a. Response to Covid-19 Updates

Updates are posted on the BCCampus site: <https://www.bccat.ca/systemnews>

BC Campus Resources for Virtual Labs and Sciences

A set of resources for virtual labs exists for Earth Science and Environmental Science programs, but not specifically for Geography.

<https://www.bccat.ca/systemnews>

-Information about alternative grading can also be found on this same website. Scroll down to: BCCAT Guidance.

**ACTION: Anna will send the link to this resource.**

Covid-19 Policies

BCCAT is discussing whether there should there be statements on student

transcripts indicating that particular courses were taken during this pandemic. This would build awareness among faculty that students transferring to upper level courses over the next several years might need additional background on topics not possible to teach without hands on experience (e.g. effective use of a microscope).

b. Articulation Maintenance - Pending Articulations and List of Active Agreements

Participants were supplied with two BCCAT spreadsheets. The first was on pending articulations.

**ACTION: Please check whether your institution is identified as not yet dealing with stale articulation agreements.**

The second document is a list of active agreements not reviewed in over 10 years. ACTION: Please review for currency given changes that may have occurred in your courses over a 10 year period.

Some discussion later in the meeting referred back to these documents. Participants were not sure how to read them and had questions about who within their institutions has access to these documents and follows up on them.

ACTION: Anna will forward these questions to her colleague Ruth at BCCAT.

c. BCCAT Publications

The Spring Update is available at

<https://www.bccat.ca/pubs/Resources/SpringUpdate2020.pdf>

Information is available on projects such as unarticulated courses, students “stepping out” to take courses at multiple institutions simultaneously, and dual credit, among others.

**5. Academic Continuity / Preparing For the Future Within an Online Teaching Environment (Terrance)**

Terrance introduced the following ideas, then discussion was opened for all. Feedback from the last semester indicated many successes in the transfer to online courses. Many students were appreciative of the effort faculty made to support them and their learning. However, three particular issues emerged:

a. It didn't work for everyone.

Some students had issues with connectivity, the devices available to them, privacy, unemployment accompanied by a need to move home, and general health and

wellness associated with the pandemic and the changed teaching platform.

- b. Effects of online teaching/learning on recruitment into geography programs. Some field and other hands-on experiences had to be curtailed, and these are often what bring people into the field of geography. What can we do moving forward to ensure that a cohort of potential majors are not lost?
- c. Grade inflation. Many institutions allowed retroactive withdrawals so students not able to deal with a shift to online learning were not penalized. Online course work can be open to questions of academic integrity. How can we best deal with this in the future?

Ideas shared about strategies different groups had used to adapt to an online setting included the following:

Michele talked about her department's adaptations for their field-based, mandatory capstone course. These included dividing duties so that each faculty member was responsible for one day of teaching/learning. Instead of collecting their own measurements, students were provided with data. Rather than working with instruments in the field, students had to make and share instructional videos teaching other students how to use these instruments. Students also had to design one day of field school activities.

Michael discussed opportunities for bringing virtual reality into our classes. He has worked with ENGAGE VR and been impressed by some of the teaching done in other disciplines. For instance, a digestive tract example from biology allows students to walk around a large-scale model and pull out parts of the digestive tract to learn how they work. Effective headsets are now available for about the cost of a hard cover textbook.

Engage VR:

[https://engagevr.io/?gclid=CjwKCAjwqdn1BRBREiwAEbZcRxlrpH11OzV3npaVDCsGfyBbw85jkyJQCueIbS--3YXi7UNd9hecDRoC6eQQAvD\\_BwE](https://engagevr.io/?gclid=CjwKCAjwqdn1BRBREiwAEbZcRxlrpH11OzV3npaVDCsGfyBbw85jkyJQCueIbS--3YXi7UNd9hecDRoC6eQQAvD_BwE)

Oculus Go Headsets: <https://www.oculus.com/go/>

Michael is teaching a Covid-19 course in the coming term.

Parthi brought up some issues around accessibility accommodations for students and the preparation needed to make them work. Software allows special time settings for particular students during online exams, but accessibility issues for break-out groups in synchronous online classes is different. Posting material a week in advance is required to allow interpretation/translation of instructions for students with special needs before they can contribute to breakout groups. Parthi also reported that some departments had performed initial analyses of grades from the last semester and found that they may be slightly, but not significantly, higher than usual.

Colin talked about his experience with synchronous online teaching/learning involving using Powerpoint in edit mode while live on Zoom. This allowed him to carry out discussions with

students while adding to the slides. Students were given in-class quizzes based on that day's content, which didn't allow for many cheating opportunities. He has also been using a series of GoogleEarth-based geomorphology labs and online weather and climate labs based on Excel files. Colin found the transition to online learning didn't work for his project-based CityStudio course and is seeking ideas about how to deal with that in future semesters.

Ian reported that because ArcGIS works best on high end PCs and is not available for Mac, they had to switch to QGIS to finish the last semester.

Jeanne and Steve shared other ideas and concerns about field work while teaching online. With slightly relaxed distancing requirements it might be possible to take 4-6 students per week into the field and give them the responsibility for teaching the other students about their excursion. Pivoting to a different set of students each week would spread the workload and field experience through the class. But how can we deal with students who have lost work, for instance, and have moved back to their homes away from our institutions? What are the pedagogical and safety issues involved, for instance, in teaching about fluvial environments and asking students to observe their local stream?

Other concerns were raised about the need to consult with faculty before broad institutional decisions are made about face to face versus online classes.

## **6. Issues with Articulation of Some Types of Geography Courses in an Online Environment (Michele)**

The shift to online classes raises a question about how we should deal with articulation of courses given different emerging delivery styles in each department. There was general consensus to ensure that learning outcomes continue to be fulfilled and to err on the side of leniency to accommodate students as much as possible in these unusual times.

Further discussion covered the following ideas:

- a. creating new syllabi for this one year and sharing these with students (along with the previous syllabi) to make Covid-19 semester differences explicit
- b. changing a few learning outcomes to acknowledge that some (e.g. learning to use a microscope effectively) may not be possible at this time, and alerting faculty who teach subsequent courses that the pandemic student cohort will need extra instruction as they transition over time into upper level courses

- c. pushing hands-on courses from Fall 2020 to Winter 2021, although this assumes a return to face to face instruction by that time
- d. needing to examine how we are reaching out to secondary schools

**7. Update from BC K-12 teachers (in lieu of formal report)**

Greg Neumann and Glen Thielmann invited communication with the BCSSTA for any post-secondary Geography instructor or program that has inquiries regarding secondary geography education or ideas for mutual collaboration.

**8. Articulation Planning for 2021**

Next Meeting:

Dates:	May 6 <sup>th</sup> to 7 <sup>th</sup> , 2021
Chair:	Loch Brown, UBC
Host Institution:	College of the Rockies? Possibly a joint meeting with Earth Science?

**ALSO APPENDED BELOW IS ZOOM CHAT WHICH WAS CAPTURED IN NOTEPAD DURING THE MEETING:**

09:56:12 From Michele Patterson : Michele Patterson, VIU  
 09:56:15 From Allison Lutz : Allison Lutz, Selkirk College  
 09:56:17 From Michael Mehta : Hi everyone: Michael Mehta from TRU  
 09:56:18 From Loch Brown : Loch Brown, UBC  
 09:56:20 From Neil.Hanlon@unbc.ca : Neil Hanlon, UNBC  
 09:56:23 From S Smythe : Susan Smythe, Douglas College  
 09:56:38 From ianoc : Hello, Ian O'Connell UVic  
 09:56:44 From Colin Mills : Colin Mills - Langara College  
 09:56:45 From Margaret : Hi Everyone, Margaret Schmidt, SFU  
 09:56:56 From Brendan Hunt : Brendan Hunt, Columbia College  
 09:57:18 From Margaret : Sorry, but I have an unfortunate time conflict and I can only stay for 15-20 minutes. My apologies.  
 09:57:30 From Anna Tikina (BCCAT) : Hello everyone! Anna Tikina, BCCAT  
 09:58:50 From Cliff Raphael : Hello everyone! Cliff Raphael, College of New Caledonia for the last time!  
 09:59:57 From Bernard Momer : Bernard Momer, UBCO  
 10:00:05 From Maxwell Ofosuhene : Maxwell Ofosuhene, TWU, Langley

10:00:20 From Steve : Steven Marsh UFV

10:00:20 From Gord : Good morning everyone!

10:01:26 From Trisha : Trisha Jarrett, Camosun

10:01:36 From Gord : Coast Mountain College

10:01:38 From jeanne : Good morning everyone

10:01:41 From Mike Smith-Cairns : Mike Smith-Cairns, Langara College

10:01:42 From Katie Burles : Katie Burles, College of the Rockies

10:02:02 From jeanne : Jeanne Mikita, Capilano U

10:02:56 From Jenny Francis (Langara) : This should be a rotating task : ) Otherwise a woman always ends up volunteering : )

10:03:24 From Glen Thielmann : Glen Thielmann here, secondary teacher rep on behalf of the BC Social Studies Teachers' Association. I teach in SD57 Prince George and in the teacher education program at UNBC, also started a PhD in NRES at UNBC.

10:03:46 From Jenny Francis (Langara) : maybe not necessary : )

10:03:48 From jeanne : Let's do it

10:04:52 From Jenny Francis (Langara) : Sorry, no audio today so I'll introduce myself here. Jenny Francis, instructor at Langara College. Thanks for having me! This is my first articulation meeting.

10:06:46 From Gord : Nice to see you Jeanne!

10:09:21 From Mark C : Mark Cernigoj, Coquitlam College

10:20:09 From Sharla S : Hi Brendan. I would be interested in the ppt. Sharla from FIC stos@learning.fraseric.ca

10:20:22 From Allison Lutz : Sure Brendan

10:20:38 From ianoc : Thanks would be great to see

10:21:18 From Loch Brown : I would like to see the survey

10:22:51 From Maxwell Ofosuhene : Yes, I would like to have a copy of the survey.

10:23:51 From Mark C : It would be great to see that survey, Brendan.

10:27:33 From S Smythe : Susan Smythe, Douglas College has started working on some weather and climate content to add to the Dastrup/Earle open source texts. IF any of the material that emerges is of interest, I would. be pleased to share.

10:31:01 From Allison Lutz :  
<https://groups.google.com/forum/#!forum/geographylabs2020>

10:31:29 From Allison Lutz : If anyone would like to join the group this is the link simply send me a request to join.

10:32:56 From ianoc : Thanks Katie- can I request that as well please - Shannon will still be on leave, but I'll reach out to find out who is teaching our 1st years courses here at UVic

10:41:50 From Loch Brown : Hi Katie, could you add me, lochbrown@gmail.com?

10:42:02 From Loch Brown : Cannot seem to request through the link

10:42:42 From Loch Brown : Hi Anna, could you paste the link here

10:42:55 From Parthi Krishnan (KPU) : Anna will you send the link to everyone?

11:05:00 From Neil.Hanlon@unbc.ca : much clearer now

11:05:13 From Michele Patterson : yes thanks everyone

11:10:33 From Maxwell Ofosuhene : Thanks Anna for the updates

11:10:34 From ianoc : Thanks Anna



11:11:00 From Colin Mills : 5 min break

11:11:06 From Allison Lutz : yes

11:11:06 From Parthi Krishnan (KPU) : Agree

11:11:06 From Sharla S : Sounds good. Thanks

11:16:28 From Anna Tikina (BCCAT) : Please feel free to contact me with questions  
atikina@bccat.ca

11:17:12 From Anna Tikina (BCCAT) :  
[https://docs.google.com/document/d/1TQuEF7K5VmQwNTClwQKw-Qs\\_1SG0wMNwEks69O8eSjo/edit#heading=h.q3fe1cr8m2l](https://docs.google.com/document/d/1TQuEF7K5VmQwNTClwQKw-Qs_1SG0wMNwEks69O8eSjo/edit#heading=h.q3fe1cr8m2l)

11:17:45 From Colin Mills : envy

11:21:36 From Jenny Francis (Langara) : grade inflation - oh yeah! totally. So hard with international students though.

11:22:03 From Michele Patterson : Yes, I find the same thing with international students. Lots of grade-grubbing

11:22:22 From Jenny Francis (Langara) : I also hate failing 30% of the class...

11:24:45 From Sharla S : I like the propose a field day assingment!

11:24:54 From Sharla S : Good idea Michele

11:25:15 From Jenny Francis (Langara) : cool idea

11:29:59 From Jenny Francis (Langara) : excellent points!

11:30:17 From Sharla S : Luckily not yet

11:30:36 From Sharla S : But I would like to know how others are dealing with it

11:30:52 From Sharla S : It will likely happen in my "classroom" soon

11:31:38 From Allison Lutz : I anticipate having to deal with accommodations in the fall

11:33:08 From Jenny Francis (Langara) : asynchronous options are good

11:33:33 From Michael Mehta : Has anyone else seem a dramatic increase in accommodation requests in recent years?

11:34:20 From Jenny Francis (Langara) : I usually have 2-3 out of a class of ~30

11:34:45 From Michael Mehta : I had 20% in one intro course last year

11:35:07 From Katie Burles : I don't have data, but at COTR we have seen an increase. Usually 2-6 students per 18.

11:36:27 From Michael Mehta : Average isn't a good indicator, we need to look at variability

11:36:40 From Jenny Francis (Langara) : I'm too new to know...

11:37:29 From Bernard Momer : Agreed. Average is a poor measurement. This is very preliminary.

11:38:08 From jeanne : my average was similar to the past, but the bar was lower — or face a much higher failure rate

11:38:10 From Jenny Francis (Langara) : How to deal with grade increase requests: put a notice in your course outline that you absolutely won't accept that, won't respond, and will forward any requests to the Office of Student Conduct and Academic Integrity. Then stick to that. Works wonderfully!!!

11:39:50 From Allison Lutz : I think having established relationships with students was a big advantage last semester. Next semester will be a different story

11:40:03 From Sharla S : @Loch. I agree that those first year courses are so important to “hook” them

11:41:12 From Sharla S : Many students at FIC who take GEOG 100 (human geo) switch their majors INTO geography disciplines. Mostly because of interest of classroom discussions

11:41:14 From Jenny Francis (Langara) : Colin, what % of students attend?

11:41:26 From Jenny Francis (Langara) : awesome

11:41:34 From Sharla S : I’m doing discussion tutorial in async

11:41:46 From Sharla S : 5-6 students must attend 3 over the semester

11:41:59 From Allison Lutz : thanks for your insights Colin very helpful

11:42:30 From Allison Lutz : what about half synchronous half asynchronous

11:43:06 From Jenny Francis (Langara) : I'm actually enjoying asynchronous and I'm not sure I agree about engagement but let's keep talking : )

11:44:03 From Michael Mehta : half and half is a good idea, I made a bunch of narrated powerpoint with audio and video for students to watch on their own

11:44:08 From S Smythe : We have students who are young mothers who now have 3 kids at home rather than at school. They find it very difficult to attend synchronous classes. I guess that if students know they are signing up for a synchronous or asynchronous courses, that that may not be a problem in the coming terms.

11:44:28 From Sharla S : And instructors in the same position!! :)

11:45:04 From Sharla S : Parents with kids

11:45:05 From Jenny Francis (Langara) : Who doesn't love the sound of a barking dog in the background?

11:46:02 From Michele Patterson : I agree - synchronous is hard. I am doing summer courses and expect people with families, people in different time zones, people who have jobs....I think it will be primarily asynchronous. Still building it - so not all there yet

11:46:05 From Jenny Francis (Langara) : so many great points

11:46:30 From Colin Mills : Ian - I love all those games

11:47:29 From Michele Patterson : covid course - awesome Michael

11:47:30 From Colin Mills : wow

11:47:35 From Sharla S : Very cool

11:47:47 From Colin Mills : I hope that catches on. ;-)

11:48:27 From Mark C : Thumb's up for the parrot!

11:48:30 From Colin Mills : Polly-technical

11:49:02 From Parthi Krishnan (KPU) : Good one Colin, you beat me to the punch

11:49:41 From Loch Brown : Great idea! I am running the same kind of course in the fall!

11:50:59 From Loch Brown : Would they be willing to share them with Katie and Allison and the group?

11:51:16 From Ken Shaw - CMTN : I would be interested too.

11:51:19 From Loch Brown : Add them to a provincial shared repository?

11:52:34 From Jenny Francis (Langara) : One thing I actually really appreciate about going online is learning about the value of online discussion forums. I had only used these in a minor

way (10% of grade) previously but now it's worth 25-30% of my grade. I'm loving that part and will probably carry something like it into classroom teaching.

11:52:38 From Allison Lutz : Selkirk college has an online GIS program

11:53:20 From Sharla S : But I do like the idea of discussion group

11:53:20 From Loch Brown : We have a set of QGIS modules, introduction to GIS...

11:53:38 From Allison Lutz : we have been told we will likely be able to do face to face field labs in smaller groups if students can meet us in the field

11:54:46 From Jenny Francis (Langara) : even if you are all online, you can still meet students in zoom - they'll come just to chat!

11:55:12 From Sharla S : True about inequities with part F2F and part online

11:56:03 From Gord : Has everyone been told they will need to be on-line in the Fall, or is there still the possibility of some Face to Face if Covid restrictions are further eased?

I like the idea of Labs being face to face, especially for those of us with smaller classes.

11:57:08 From Michele Patterson : Gord, we are still waiting to hear - mid month when enrollments start. We are receiving - today - apparently, a template for a departmental plan - in which we describe each of our courses and how they would run, including ones where we want F2F...safety protocols, ideas etc

11:57:37 From ianoc : Hi Loch, are you able to share these?

11:57:42 From Michele Patterson : we have to provide a rationale for WHY F2F is necessary

11:58:01 From S Smythe : We are planning for online and hoping for some f2f in the fall.

11:58:10 From Loch Brown : Hi Ian, I will make a note to do that...

11:58:22 From ianoc : Thanks Loch

12:02:14 From Sharla S : Agreed Colin

12:02:48 From ianoc : Totally agree - I am focusing on Learning Outcomes

12:03:23 From Jenny Francis (Langara) : thanks for sharing your thoughts and ideas everyone. This was great. Good to know we are all in this together and doing our best for students!

12:04:07 From Ken Shaw - CMTN : our institution is making a distinction between a course outline which is articulated, and a course syllabus which has lots of specifics about that particular offering

12:06:58 From Glen Thielmann : I'll try to dig up the list from an old email

12:08:49 From Glen Thielmann : Cranbrook! Awesome

12:08:51 From Michael Mehta : Thanks everyone and thank you Michele for chairing this meeting. Great job!

12:09:05 From Sharla S : Thanks Michelle for chairing

12:09:17 From Cliff Raphael : Bye everyone

12:09:17 From Sharla S : And for everyone's thoughts