

Agenda

- 8:30-9:00 Welcome
- 9:00 Land Acknowledgment
Introduction – Covid rules, institutional reports
BCCAT presentation
BCATML presentation
Moodle updates
- 10:20-10:40 Coffee break
Presentations and Q&A
- 12:00-12:45 Bio break
Language group meetings
Language group meeting sharing with whole group
- 2:45pm Closing notes and adjournment

SCOLA 2022 Meeting Minutes

1. Land acknowledgment

-Joel Castanguay-Bélanger, Department Head of French, Hispanic, and Italian Studies, did the land acknowledgement at 9:20am. There was a slight delay in the start of the conference, due to construction and parking.

2. Approval of agenda

Mover: Kindra Second: Sylvia Carried. 9:24 am

3. Approval of the minutes

Mover: Brianne Orr-Alvarez Second: Laurence Gauvreau Carried.

Institutional reports

-People do not really want to reveal their weaknesses. For instance, low enrolment is not something that people really want or like to share, but the reports are for us, and to stimulate discussions among us. We do not need to report numbers if we don't want to, but it is nice to state what the struggles of the institution are, and all the colleagues are reading the reports, so it is very helpful to see the reports. All this information is helpful for sharing.

We are live streaming for others that are at home. If there are two presenters, you will need to switch microphones.

We will take questions. Presenters will manage their time as they want. Most will have 5 minutes or 1 minute prior to the end of their presentation.

Those live streaming could ask questions via email if they'd like to.

4. BCCAT (Mike Winsemann) (20 min)

- Most relevant changes or news

First in-person presentation in over 2 years! Complemented the campus as a place to work.

He has been in BCCAT for over 18 years.

What is BCCAT, and how does articulation work:

It is a standalone institution that helps to coordinate the BC Transfer system, which is made up of the public and private institutions (as well as some private institutions) – there are approximately 40 members of the BC Transfer system.

65 articulation committees.

Mike wears 2 hats: transfer and articulation and manages and builds technology (he has directly contributed to the BC Transfer system).

The main articulation team:

Fiona McQuarrie (Special Projects Coordinator)

Anabella Chun (Committee and Technology Support Coordinator)

Mike Winsemann

Resources available if you are new to articulation:

-Articulation committee companion (terms of reference, role of Chairs, hosting meetings, guidelines for minutes, etc.)

As institutions, we are always autonomous, we are always able to make our own decisions i.e., transfer, and BCCAT is here to enable institutions to guide students in the transfer system.

Recap:

-People are starting to get together in person again.

65 articulation systems (1/3 will meet online, 1/3 have opted to meet in face-to-face and hybrid format)

-We are returning to business as normal

-Who pays for travel to articulation committee meetings? It is build into the base operating funds of the institution, so there is an expectation that institutions will cover it. With that said, we are in a bit of a transition back to the new normal, so some flexibility and understanding is recommended. This is not a widespread trend across the province, but we would like to hear from you if you have any questions or concerns.

BC Transfer Guide

Most notable change – it does not just include articulation from BC only, but from other areas of Canada and around the world.

Take internal transfer tables – take that data and put into the transfer guide so that it can be made publicly.

Most people evaluating courses for credit are not just looking at BC, they are looking from institutions all over the world.

UBC did the pilot project, and there were close to 40,000 equivalencies added that are now published.

Added:

Over 70,000 non-BC and International Equivalencies added

Adult basic education search interface

English as an Additional Language search interface

Re-design of the BC Transfer Guide

Transfer Credit System

-Major Q1 release will see the creation of a departmental interface for faculty evaluators.

-This will provide insight into performance, pending requests, and agreements that are overdue for review.

Agreements will not disappear from the transfer guide, just make current the practices of articulation

What else does BCCAT do?

-Research (reverse transfer—retroactive awards for a student credential, even after the student has left the institution—, Covid-19 and Transfer, Pathway Partnerships with Indigenous Post-secondary Institutions, exploring students' motivations for credit accumulation)

-micro credentials?

Joint Annual Meeting (JAM)

-For the past 2 years, the congress has been held online.

-last year, 399 registrants, and presentations focused on academic integrity, indigenous fluency degree, technology roadmap, reverse transfer, impact of Covid-19 on transfer practices

JAM will be hybrid on November 3-4, 2022, allowing for both F2F (Vancouver) and online attendance.

YouTube BCCAT

BCCAT Spring Update (newsletter)

BCCAT Transfer Awards – celebrating BC's transfer champions (there are 9 full-time employees, but also 65 committees, hundreds if not thousands of people) – recognition of those that facilitate student mobility.

-Deadline for nominations is August 31, 2022

Upcoming projects:

-Reviewing which courses should be included in the BC Transfer Guide

-Exploring whether the current practice of university transfer meets the needs of mobile students –

Action item: are there any gaps that we feel should be in the transfer guide that are not? Are there any disciplines that should be added as well?

-Several surveys have been sent out to the articulation community, along with the registrars and academic leaders.

-Are there areas within SCOLA that are not currently included in articulation practices that you feel should be included?

[See slides for other specific expansions]

· Q&A

Questions will be passed on to SCOLA organizers for future responses.

mwinsemann@bccat.ca

5. BCATML (BC Association of Teachers of Modern Languages) (**Rome Lavrencic**) (20 min)

- Presentation

Rome Lavrencic and Kindra Harte

- represent all second or additional language programs (public/private)

- Post-secondary institutional update

BCATML compiled all language programmes offered in BC's post-secondary institutions in 2018. They need help updating information for our own institution (visit <https://bit.ly/SCOLA-institutions> or use QR Code)

BCATML Greetings Calendar 2002

- Cultural calendar (annual) –

- Gift for everyone here

Grants & Bursaries

- BCATML Teacher Study Grant (4x\$500) – application deadline is December 30

- BCATML Student Scholarships (4x\$500) – Application deadline May 1

Superpowers for Advocacy

- Languages Template – very large document for any group out there that wants to develop a ministry curriculum

- BC Has 9 second language curricula and 18 indigenous languages curricula

Languages Template update

Results:

- Significantly more manageable

- Curriculum for Gr. 5-12, require similar learning standards as in other L2 curricula

- Flexibility for language specific needs (writing systems, tones, phonemic sounds, etc.)

- Inclusion of cultural creative works, customs, traditions, celebrations, etc.

- KDU framework used throughout the ensure the teaching and evaluation of the Core Competencies remain consistent

K-12 Student Reporting Order

Compiled by Grahame Rainey

Ministry Public Announcement

- Feedback on the reporting order (proficiency scales vs. letter grades, etc.)
- 65% of respondents were primary teachers and parents and caregivers the second largest group
- Satisfaction: the majority of the stakeholder groups were dissatisfied with the way reporting was happening, and the number of report cards (frequency)

Reporting methods

- Proficiency scale (emerging, developing, proficient, extending) – what does this mean? – most students were unhappy with the proficiency scale, based on the survey, as well as parents and teachers.
- Percentages and letter grades – low results with students as well – 74% were not satisfied

What do these findings mean?

- Satisfaction was low
- Concern around proficiency scale – however, there is a lot of confusion around what the levels all mean
- What is the meaning of the different benchmarks?
- More useful for the primary grades, perhaps

Senior division (10-12 grades)

- More satisfaction using that towards other grades
- High school – grades 8/9-12
- Most high schools use letter grades

Suggestions

- 3 of the stakeholder groups identified the same issue around the proficiency scale
- frequency of reporting (different stakeholder groups flagged this as an issue)
- Issue with percentages

What will the ministry do?

- Grades K-9 – proficiency scale
- Grades 10-12, letter grades and percentages
- 5 reports/year

Further discussion

- tweaks to reporting order language
- identification and implementation of technology needs
- define formal/informal reports
- meeting the needs of non-standard school systems/calendars
- co-creation of?

Timeline?

- See slides for the timeline

Webinar series – inclusive language in French classes

BCATML-MYPITA Core French After School Sharing Sessions

- Monthly Zoom chats with Elementary and Middle School teachers of Core French
- Second Wednesday of each month, 3:30-4:30pm

Upcoming events

- Trevor Mackenzie

Q&A

- “I would love to go to a webpage and click and see all of the institutions that teach Spanish so that I can reach out if I want to contact them.”
- Does the curriculum have that?
- The BC Ministry of Education will have that, and the BCATML website would have information that would cover those things as well.
- With the membership, they send out newsletters with info. and details

6. Moodle updates (Sonia)

PLEASE ENROL IF YOU HAVEN'T DONE SO ALREADY.

You need to enrol in Moodle, and then you can share materials there.

PLEASE SEE POWERPOINT ON HOW TO LOG IN AND BEGIN SHARING!

Feel free to contact Sonia with any questions.

BCCAT Moodle Home

<https://www.bccat.ca/pubpages/moodle>

Log-in info.

H5P activities

7. Coffee break (10:20-10:40)

8. Presentations:

- **Diana Carter & Francis Langevin** (UBCO) (20 min)

- “Gender-neutral and inclusive language use in the Spanish classroom: a needs analysis in British Columbia and Alberta”

Goals/Research questions:

-How can we create a more inclusive learning experience in our Spanish language classrooms?

-How do we work with a grammatically gendered language, such as Spanish, and remain inclusive of everyone’s gender identity?

From invisible to visible

-Trans, non-binary, and gender non-confirming identities are invisibilized by status quo in postsecondary Second Language Education in Canada; current active “don’t say gay” legislation in many US states recently

- 15 years' experience teaching Spanish or French language, where all of this is not visible in the textbooks
- Becoming more visible now (SOGI123, UBC EDI Policies, Canadian and Provincial human Rights law changes) (2016-2017)
- Current students are asking questions about inclusive gender-neutral language in Second language classes

Context

- Pedagogical
- Public health dimension
 - Social belonging, lessen inequalities in achievement and health (Walton & Cohen, 2011)
- Queer inclusive pedagogies

Project overview and objectives

- SoTL project – language & identity, variation, corpus linguistics, digital humanities, sociolinguistics, community-engaged research

Impact

- Local, institutional, provincial, national, international

Objectives

- Demonstrate the needs of the nonbinary identifying community of Spanish-speakers, learners and educators, in the context of second language education in BC & AB
- Collect and analyze current uses of inclusive language in Spanish
- Develop and disseminate research-based didactic resources for educators

Methodology & Methods

Needs analysis – where are the gaps?

- 1) Short online anonymous survey (22 questions, including demographics)
Consultations with EDI advisor (UBCV)

- 2) 20–30-minute interviews on Zoom (19 questions, including demographics)

Survey

50 participants: 17 teachers, 33 students

Gender identity (34 female, 7 male, 8 as nonbinary, transgender, gender queer, gender fluid, two-spirit)

Interview

Summary of Interview Results

- Confirm survey findings: lack of resources & teaching materials
- How do we create an inclusive learning environment?
 - Fully integrated into the regular curriculum and classes
 - Separate modules
 - Foster a safe space for students
 - Include history and context
 - Explain why it is important to be inclusive
 - Do not force “coming out”
 - Give an opportunity to share pronouns (could be done privately)
 - Request that publishers include diverse and inclusive photos and materials (texts, examples, activity sequences)

Phase 2 survey and interviews

- 1) Linguistic data collection (current use of neopronouns and suffixes)
- 2) Participants

Analysis of Twitter corpus of 20,000 tweets

- 1) Neopronouns & suffixes (elle, ellx, ell@s), etc.

Sample classroom activity (A1- Beginner level)

34 females and 7 males in the participant list – is there a significant relationship between the gender of participants and the survey result?

- They did not find any correlations when they did the statistical analysis.
- They ran the survey for about four months.

Have you investigated the experience of similar research in Latin American or Spain? Did you find any literature of similar research done over there?

- Not a lot of published literature on gender.

I am interested in the resources that you will come up with. When will these come out?

- We are starting to develop them in September. / Inclusive language UBC webpage will be updated then.

- **Mirabelle Tinio & Nina Langton** (Langara College) **(20 min)**

- “Fostering student engagement through interactive H5P learning objects”

Mirabelle did a presentation on H5P when SCOLA was online. She was awarded a grant to develop supplementary learning activities

Pressbooks and OERs – BC Campus Open Education Presbooks

Open Educational Resources (OERs)

Creative Commons Licenses

They should be consistent with the 5 Rs of open access.

H5P – What and Why?

HTML5 Package

-Licensed software (Pressbooks plugin)

51 templates for activities: <https://h5p.org/content-types-and-applications>

Multimedia and interactive
Instructor perspective – ease of use
Learner Engagement/Active learning

[The presenters went through several examples of different types of activities so that the audience could see how each one worked and engaged the audience with sample “engagement” tools.]

Mirabelle

- Webpage to be embedded in a URL
- Branching scenario
 - Interactive videos
 - Speak-the-word activities

OER hub to enable global collaboration – invite us to create H5P objects

Repository: <https://bit.ly/3vlyVHB>

The Summer is a professional development period for many instructors.

Nina Langton: nina.langton@ubc.ca; Mirabel Tinio: mtinio@langara.ca

- Q&A

• **Somayeh Kamranian** (UBC) (20 min)

- “Digital storytelling: an intercultural competency tool to promote diversity and inclusivity in the second language learning classroom”

The culture wheel

-Questions – which one is most meaningful and why?

The context defines inclusivity.

See slides for:

- Digital Storytelling – five strategic elements that influence student ability to think critically about diversity in society (see slides)
- First reflections
- Aims of the project
- Subjects
- Instruction
- Process
- Digital storytelling: from diversity of learner and learners to diversity of content

Sample feedback from students (see slides)

- Q&A

Activity instead of Q&A

9. Lunch break (12:00-12:45)

- **(Jennifer Anaquod and Marny Point)**

Considering our roles in Indigenization (SCOLA 2022)

-What does indigenization look like in language education?

- Start with self
- Needs to be weaved through no matter what languages we teach
- embracing the discomfort
- Finding places to unpack and unlearn
- Making it explicit
- Resources available – pulling together guides BC Campus
- It is up to all of us to do the hard work

Infuse, indigenize curriculum and go forward with that.

-What do I know about Truth and Reconciliation? What do I know about the truth in Canada? How does understanding stories and how to weave those together make space for indigenization?

-What does the faculty understand and what is their capacity to indigenize?

-How do we start?

-Weave through what we're doing – starting those conversations.

10. Language Group Meeting Notes

SCOLA 2022 - French Language Group Meetings

Attendees: Alan Cameron (UFV), Francis Langevin (UBCO), Hope Leith (VIU), Stéphanie Palisse (UBC), Zoe Nassehi (UBC), Somayeh Kamranian (UBC), Rome Lavrencic (BCTAML), Mélanie Ruffié (Alexander College), Kimberley Sutherland (Douglas College), Mirabelle Tinio (Langara College), Sylvia Vallarino (UBC)

1. Indigenization of curriculum – What are you doing?

- VIU – (Hope) Institutionally: There is an office that works on indigenization. In the classroom: Instructors have discussions on who owns the language and how French has evolved differently in different contexts.
- UBCO (Francis) - They include Indigenous voices through the study of Indigenous literature in French. Learner's experience and discuss Indigenous music and culture in French. The instructor has also organized discussions with Indigenous community members.
- UBC – (Stéphanie) They would like to add a module that includes texts by Indigenous authors.
- UBC (Zoe) – Worked with a colleague to raise awareness about racism against Indigenous peoples, to surface biases and analyze

assumptions. Would like to find a test to measure the degree to which one is conscious about biases.

§ A colleague proposed an exercise where students look at a photo (example of men whistling at a woman walking by) and express what they see. This exercise is geared towards analyzing our assumptions, uncovering our biases

§ The first step is to acknowledge one's lack of knowledge and experience – and explain that we are discovering this together – we are on the journey together

- UFV – (Alan) They teach Halq'eméylem language courses. There will now be a Master's program offered in this language. Thanks to institutional support, this program is thriving.
- Décolonisation du curriculum – apprendre/évaluer de façon différente - not through such a colonial style – open up to other types of learning and evaluating
- Other thoughts:
 - § Advanced French courses - Can we incorporate texts by Indigenous authors? For example: Michel Jean – Kukum
 - § Invitation to Indigenous authors to future SCOLA meetings – to have discussions, would they like to join Modern Languages?

2. Textbooks and OER

- Douglas – Deux Mondes
- UFV – Bonjour le Canada
- UBC – Odysée, Entre Nous
- VIU – cherche un manuel plus multiculturel
- UBCO – Entre Nous (ajouter des matériels Défi) - projet intéressant au lieu d'un débat qui ne va nulle part
- Langara College – Custom Edition of Contacts, Le français interactif (OER) for conversation course

- Instructors expressed the need for a course to be created for French immersion students who have specific challenges
 - § Grammaire contrastive
 - § Difficultés Expliquées du français (CLE)
- Teachers expressed a desire to create courses focused on themes – e.g., how to talk about art – there are no textbooks that give the appropriate grammar structures for these – Suggestion: La Grammaire Essentielle de Didier
 - § Instructors expressed general dissatisfaction with textbooks which don't seem to go in dept enough into how to use grammar in meaningful contexts

3. Evaluations

- UBC – uses blogs as authentic evaluations, include a reflection on how students are learning and how they can improve, part on cultural + intercultural, Vlog
- More advanced students - Have students read articles
- A1 Lower-level : ils se présentent - ils parlent d'un chanteur sénégalais
- B2 – Slam – they write slams in small groups

Other active learning activities

- Yoga and mindfulness exercises in class
- Students participated in a French Film Festival - students watched the films, discussed them, and then evaluated and decided which films they preferred
- Sign up for a magazine, e.g., L'Actualité – read 3 of them in their entirety and discuss them – students work in groups – very authentic conversations were had (B1, B2) - they understand what they can. There is mix of different types of texts. They talk about everything in the magazine.

- A2 – Fridays are group discussions based on themes. The theme that interested them the most: a job interview. prepare a CV for a real job posting. Prepare answers to job interviews.
- Suggested play : Jean Tardieu - "Finissez vos phrases"
- Co-create a playlist of French songs with learners to help reduce stress and learn French through music

SCOLA 2022 Japanese/Chinese Language Section Minutes

Attending: Sonia Chhabra, Coquitlam College; Ami Hagiwara, UNBC; Nina Langton, UBCO; Yayoi Shinbo, Langara; Frieda (sorry, didn't get last name), Corpus Christi College

Indigenization of Curriculum

- Institutional efforts: most institutions are offering courses in Indigenous Studies, both through dedicated departments or programs, or through disciplines like History, Anthropology, etc. In addition, Langara has offered workshops using the Pulling Together (BC Campus) curriculum.
- Within Japanese/Chinese language courses, some instructors refer to the Ainu Indigenous Peoples of Japan by introducing words for greetings, placenames and local nations (eg. writing Musqueam, greetings in Okinawan dialect and Ainu language) in orally and in katakana. Readings and assignments focussing on Ainu history and lifestyle are used at one institution. Also, some aspects of Indigenous methodologies are used in classes, such as reflective practices and peer feedback
- Teaching Chinese as a Second Language Association has also brought up the subject of Indigenization at AGM

Textbooks

- Genki is still used by many institutions, but UNBC is using Minna no Nihongo as a reference text supplementing instructor-created resources
- Some institutions are experimenting with Marugoto and Irodori

- Most instructors are creating their own supplementary activities and handouts for areas where the text is insufficient
- Many institutions offering Chinese classes use the textbook Integrated Chinese
- Almost no institutions are using OERs

Evaluation

- Most institutions are using some form of in-person written (grammar and vocab) and oral final exam, ranging from 15 – 30% of the final grade. Fully online courses usually include an online final exam. In some cases, a final exam is mandated by the university.
- All instructors are using alternative forms of assessment as well, including portfolios, self-reflection assignments, open book online tests, oral presentation, peer evaluation and feedback, culture-based projects, videos, online book creation projects, listening comprehension tests (online and in person), workbook assignments, etc.
- All instructors emphasized the importance of assessing handwriting in Japanese and Chinese

SCOLA 2022 Spanish group meeting

1. Indigenous perspectives:

- lots of effort being made at all post-secondary institutions to indigenize, make departmental changes, update syllabus in courses, offer pro-d
- often instructor dependent
- Selkirk-starting opportunities for instructors to learn more
- need for more training and resources
- need to present more opportunities to indigenize resources
- Kindra shared UBC MOOC course on Reconciliation (it's free and on-line, amazing course, lots of resources and information).

-everyone trying to move this forward. We also need to change how we present materials, how we teach, how we assess, etc to be successful in this.

-Alberta-resources from Indigenous Canada

2. **Resources**-lots of literature and resources available

-would love way to share out better and connect with each other

-include indigenous content also

-share teaching strategies and assessment

-Experiencias- UBC work

-UBC O-use Aula and Difusion platforms

-Vista / Viva

3. **Assessment:**

-portfolio assessment being used

-oral proficiency testing

-hard to do well with larger classes and on-line classes

-Action-Oriented Approach -CASLT handbook and video training / real-life tasks, authentic situations

-Spanish Embassy

-hard to do well

-some programs are online while others are back in person

-some post-secondary programs don't have final exam anymore

-authentic evaluation-no cheating / real-life tasks

