

AGM SCOLA 2023 – UBCO – May 5th, 2023

Attended: Laurence Gauvreau, Yanfeng Qu, Ruth Mandujano, Melanie Ruffie, Nina Langton, Joel Castonguay-Bélanger, Ami Hagiwara, Stephanie Tolman, Yayoi Shinbo, Tong Zhang Chow, Kimberly Sutherland, Arash Farzaneh, Carmen Miranda-Barrios, Sabine Zimmermann, Monica Good, Cynthia Hernandez Garcia, Laura Vass, Mirabelle Tinio, Frieda He, Catherine Gloor, Lolita, Sonia Chhabra

Arrival / welcome / coffee – 8:30-9:00am
Start – 9:00am

1. Introduction

- Land acknowledgment
 - Dr. Anderson Araujo, head of the Languages and World Literature Department at UBCO, welcomes everyone and acknowledges that we are on the unceded territories of the Syilx (Okanagan) People
- Approval of agenda
 - S. Tolman (UBCO) will take the minutes
 - Motioned by Y. Qu (KPU) and seconded by M. Ruffié (Alexander College). Approval carried

2. BCCAT updates

- Presented by Mike Winsemann – Director of Transfer and Technology at BCCAT
- Most relevant changes or news
 - Technology front
 - New tools
 - Reciprocity tool: Allows institutions to create transfer agreements that are reciprocal. Helps create more consistent transfer agreements between institutions
 - BC Transfer Guide widget: can be put right on the institutional website that is customized and tailored to the institution. Get in touch with Mike if more information is wanted
 - Expansion of transfer guide – in BC, across Canada, and international
 - Can look up how international courses transfer into BC institutions
 - Report on the collection and use of student data on race and ancestry
 - Reviews the data collection practices regarding race, ethnicity and ancestry and how this information is used in regards to things like admissions
 - Survey on impact of COVID-19 for ongoing students
 - Looks at 58 surveys that have been done across the province on how COVID-19 has impacted students
 - Report on Stranded Credit
 - Stranded Credit = when the student is on academic hold due to unpaid debts and is not able to use or get transfer credit needed to graduate
 - JAM – Joint Annual Meeting was held in November 2022
 - All sessions were recorded and are available on the BCCAT Youtube page

- JAM 2023
 - o November 2-3, 2023
- Q&A
 - If questions, can email Mike

3. Publishers' updates

- Cengage
 - Presentation by Khadija Siddiqui
 - o MindTap World Languages – Cengage's online learning platform
 - Built from the ground up with the student's learning being the focus. Organized around how a student learns a language
 - 5-Step Learning Path – outlines clear learning objectives
 - i. Ready?
 - Prepare – introduces students to learning objective
 - a. Ask students simple questions to help introduce them to what is to come
 - b. Low stakes activity
 - ii. Learn it!
 - Learn vocabulary and grammar topics
 - a. Different forms of activities – multiple choice, matching, etc.
 - b. Low stakes activity
 - iii. Practice it!
 - Practice vocabulary and grammar topics
 - a. Students try an activity first and then can review the material if they need extra help
 - iv. Use it!
 - Apply key concept
 - a. Activities like recordings, written responses, etc. that the teacher can mark
 - b. Cap on the number of attempts
 - v. Got it!
 - Review and Self-Assess
 - a. Ensure that the students are prepared for the next set of topics
 - b. Cap on the number of attempts
 - c. Can be graded
 - Already built, so it is easy to implement right away. It can be edited to rearrange topics and adjust assessment if needed
 - Easy for students and instructors to use

- i. Built in student performance analytics reports, which helps show where there might be knowledge gaps
 - The e-book is embedded into the application
 - Every textbook comes with an Educator's Guide – helps instructor determine what to assign from MindTap, why, and when
 - Cengage has a full catalogue for French, Spanish, Japanese, German
 - Question: Can MindTap integrate with other LMS?
 - It can easily integrate to a number of LMS
 - Interested in a more in depth look at MindTap? Contact the Sales Rep and they can schedule a live demo
 - For further questions, contact Khadija.Siddiqui@cengage.com
- McGraw-Hill Education
 - Presentation by Patti Rozakos
 - Martha Redoan and Rod Banister – Local Account Managers
 - Offers a variety of resources for languages
 - Four resources for introductory Spanish
 - Dorwick *Puntos 11e*
 - Amores *Experience Spanish 4e*
 - Goodall *Conéctate 3e*
 - Andrade *Tu Munda 3e*
 - Three resources for introductory French
 - Amon *Vis-à-Vis 8e*
 - Anderson *En avant! 3e*
 - Terrell *Deux Mondes 8e*
 - Two resources for introductory German
 - DiDonato *Deutsch: Na klar! 8e*
 - Tschirner *Kontakte 8e*
 - Resources also available for intermediate Spanish, French, Italian
 - Connect for World Languages
 - Digital teaching and learning course management solution
 - Allows students to engage with content
 - Innovative tools tied to chapter learning objectives that are designed to bring the target language to life
 - Time-saving
 - Affordable - \$99 for two year access
 - Mobile friendly
 - Adaptive Learning Assignments
 - Provides students with targeted feedback specific to their individual performance
 - Instructor can customize what they would like the students to focus on – grammar, vocabulary, etc.
 - Questions appear one at a time. If students get the questions wrong, the system will adapt the question to ask it in a different way. The students receive the answer

right away, along with an short explanation of the answer

- McGraw Hill offers the following support
 - o LMS integration
 - o Instructor training with your digital solution
 - o First day of class support
 - o Ongoing support throughout the semester
- Want to learn more about Connect? Contact the Sales Rep

4. Coffee break (10:15-10:30)

5. Presentations

- How Creating an Online Presence with e-Portfolios and Blogs Can Help Build Language Skills and Overall Confidence – Arash Farzaneh
 - Benefits that the online world can give us
 - Objectives
 - o Blogs vs. E-portfolios
 - How can they be used as learning and diagnostic tools
 - How they can reinforce learning outcomes
 - How they are a creative and fun outlet for students
 - How they can build confidence in students' language learning
 - What is a blog?
 - o Weblog
 - o Often used as a personal journal
 - o Frequently updated for the general public and a great way to share opinions, knowledge, and passions
 - What can have a blog?
 - o Anyone! They are easy to create and it is free of charge
 - o Some popular blog options: Blogger and WordPress
 - Great way to share one's experiences and build a (professional) network
 - Way to gain exposure and create an online portfolio
 - Blog or e-portfolio?
 - o A portfolio can be a blog, but not every blog is a portfolio
 - What is a portfolio?
 - o A compilation of academic and professional materials that exemplifies your beliefs, skills, qualifications, education, training, and experiences (source: Clarke University)
 - Aim one: Showcase one's talent(s)
 - o Allow others to see one's new skills
 - Share one's talent(s) with family and loved ones
 - Show one's growth to oneself
 - o Can have public or private settings on blogs and portfolios
 - Aim two: get a good grade
 - o Portfolios are a form of formative assessment
 - Engaging for both student and instructor
 - Cumulative – building the blog and/or portfolio
 - Online

- Flexible (and creative)
 - Interesting
 - Benefits of e-portfolio
 - Chance and opportunity for self-monitoring and self-correction. Great opportunity to learn from one's mistakes
 - Integrated/Holistic application of concepts/ideas
 - i. Give students the building blocks and they create the structure
 - Element of curiosity and creativity
 - i. What do they do with the information
 - ii. How do they put it together
 - iii. What do they do with it? How do they grab people's attention?
 - Learning outcomes
 - i. Read and comprehend simple texts and write simple sentences
 - ii. Express likes and dislikes
 - iii. Describe family and surroundings
 - iv. Apply understanding of basic grammar
 - v. Better appreciate culture of learning language
 - Allows one to be proud of their accomplishments and showcase talents to family, friends, and possible future employers
 - Possible format
 - Evaluate content, grammar, vocabulary, and creativity. Make the portfolio engaging by way of photos, pictures, and other means to demonstrate creativity and present writing in an interesting, thoughtful, and engaging manner
 - Ability to share with other's work easily
 - Further questions? Contact Arash Farzaneh
- Updates about language credits – SFU
 - Email: WLLUGCC_CHAIR@SFU.CA
 - Language courses usually serve as general elective credits for students to fulfil their graduation requirements
 - No specific requirements related to a second language
 - For BA – Students need to complete a certain number of credits in WQB courses (Writing, Quantitative, Breadth courses)
 - Offer language certificates
 - No major changes from before
- Updates about language credits – UBC Vancouver - Joel Castonguay-Belanger
 - New Arts degree requirements starting in 2024/2025
 - Replacing the current Literature, Language, and Science requirements with a new set of “Ways of Knowing” breadth requirements
 - Current Degree Requirements
 - Students must complete the following seven requirements for BA

- Writing and Research Requirement
- Language Requirement
- Science Requirement
- Literature Requirement
- Outside Requirement
- Upper-Level Requirement
- Arts Credit Minimum Requirement
- Impacted requirements for new BA
 - Language requirements (up to 12 credits)
 - Science requirement (6 credits)
 - Literature requirement (6 credits)
- “Ways of Knowing” breadth requirement = 21 credits
- Why?
 - External review in 2015 showed a need for change
 - A push from students to look at the requirements, as many are no longer relevant
 - Current structure created in 1960s – need for something more current and up to date
- Current Language requirement
 - Already speaking another language other than English (equivalent of Grade 12)
 - Taking a language proficiency course (for students who grew up in a bi-lingual, tri-lingual, etc. family)
 - For students who have not taken a language, like French, it is necessary to take 12 credits (UBC V French: 101-102, 201-202) to achieve the equivalent of Grade 12 (A2) level
 - i. Variation by student according to their high school level
- New requirement – no possibility to opt out of language
 - Arts Major/Minor – 42-90 credits
 - Ways of Knowing Breadth Requirements – up to 21 credits
 - Writing and Research – 6 credits
 - Electives
- Ways of Knowing
 - Five categories of courses (credit number per category, other than “Place and Power”, is variable according to the student’s choices and majors)
 - i. Humanities and Creative Arts (9, 6 or 3 credits)
 - Introduces students to interpretive inquiry and methods of analysis that enable them to assess how knowledge, world views, identities, and values are shaped and created within specific contexts and by institutions, ideologies, and media
 - ii. Language as Meaning (9, 6 or 3 credits)

- Asks students to engage directly and critically with language study to build a foundation for long-term proficiency and/or mediate between languages in order to strengthen intercultural awareness in personal and professional contexts.
 - a. Where students are learning the language and also engaging with the material in another language
 - iii. Natural and Physical Sciences (9, 6 or 3 credits)
 - Introduces students to disciplines that examine or utilize principles underlying the physical or natural worlds; in addition to understanding the central classifications and processes that animate a particular scientific field, students will gain understanding of the scientific method applied
 - iv. Social and Behavioural Systems (9, 6 or 3 credits)
 - v. Place and Power (always 3 credits, completed by all students)
 - Deals with the colonization and power dynamics of institutions, etc. Indigenous content
 - Need for creation of new course codes (as automated system places the courses in the correct category)
 - The new system invites students to stay a bit longer in a discipline that is not their major. They may realize that they can get a minor in another discipline.
 - Summary
 - Language requirement is moving from a proficiency-based approach (between 0-12 credits) to a credit-based approach (between 3-9 credits). There is no option to opt out or challenge the requirement
 - Literature and culture courses taught in languages other than English = “Language as Meaning”
 - Literature and culture courses taught in English = “Humanities and Creative Arts”
- Questions?
 - Indigenous languages?
 - No matter what proficiency language or level of any language, students will still need to take at least three credits of language
 - Risk of lack of second language exposure?
 - There is a risk that students will not approach the language requirement at all. They can finish their BA without ever having been exposed to another language

(due to additional courses, like linguistics, that can fit into the language requirement category). There is a hope that there will be more students in the upper level, as they will be requirement to take language credits, which can benefit the number of courses the programs can offer

- Teaching language & the rise of artificial intelligence - Sonia Chhabra & Laurence Gauvreau
 - ChatGPT – bot that engages in conversational dialogues. Works based on a large language model. Functionally, it ends up imitating the form of a basic essay
 - Issues with large language models
 - Make interpretations on material feed into them – make many errors and can duplicate biases and gaps of their sources
 - Makes up what it doesn't know
 - Increase the potential for cheating
 - Are a threat to the teaching of writing
 - How to embrace it?
 - Teachers can adapt by having students analyse and revise AI-produced work, which is what they will mostly be asked to do in their future workplace
 - Goal: have students correct and refine first draft made by an AI
 - A lot of their writing work in future workplaces will be standardized (Instagram posts, Twitter, etc.).
 - Instructors can make students write the kind of thing a machine can't
 - Should we fight it?
 - Ban from classroom / offer guidelines / specify which digital tools are allowed?
 - Writing a draft is important to learn how to best think: train students how to persist through intellectual challenges
 - People remember information better if they are asked to produce it themselves rather than read it
 - Conclusion
 - AI is here to stay and it is the responsibility to train students how to use the products of a large language model
 - It is also the responsibility of teachers to articulate why writing matters and what kind of things a machine can't do
 - Rethink: are we teaching people ways that cultivate their humanity and think best, or are we teaching them to do what a machine could do?
 - Video on Youtube: AI just KILLED Traditional Language Learning (ChatGPT)
 - Write a natural dialogue at any level
 - Create listening activities/assessments
 - Review/improve how you explain language concepts

- Create a personalized study plan with students during your first class (input their level, their goals, and availabilities)
 - Create quizzes on any topic
 - Students can exchange texts with their virtual partner (use it for in-class activities, for example)
 - Give recommendations (shows, books, music for any level, on any topic)
 - Fix language mistakes. Students could produce a draft in class, fix language mistakes with AI, and explain what mistakes they made
 - Find vocabulary to teach about relevant (real-life) topics
 - Give words from different countries. This could be a good conversation starter about cultural perspectives, as some values or ways of living are reflected in language
 - Simplify complex readings to create material for lower-level classes
- These tools can help create authentic material and studying tools. Instructors can keep assessing if students have attained learning objectives that are related to how students will likely learn and use languages in the future, with the help of AI

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

7. Language groups

- Presentation of the guided questions
- Discussion

8. Language group summary / share

9. Conclusion

- Thank you to UBCO and organizers
- Thank you to everyone who presented
- Laurence is reelected as co-chair for the next 2 years. Sonia has been reelected last year for a 2-year mandate.
- Next year's SCOLA – if people want to volunteer now to host it, an institution is needed
 - Usually the last Friday in April or the first Friday of May

End – 3:00pm