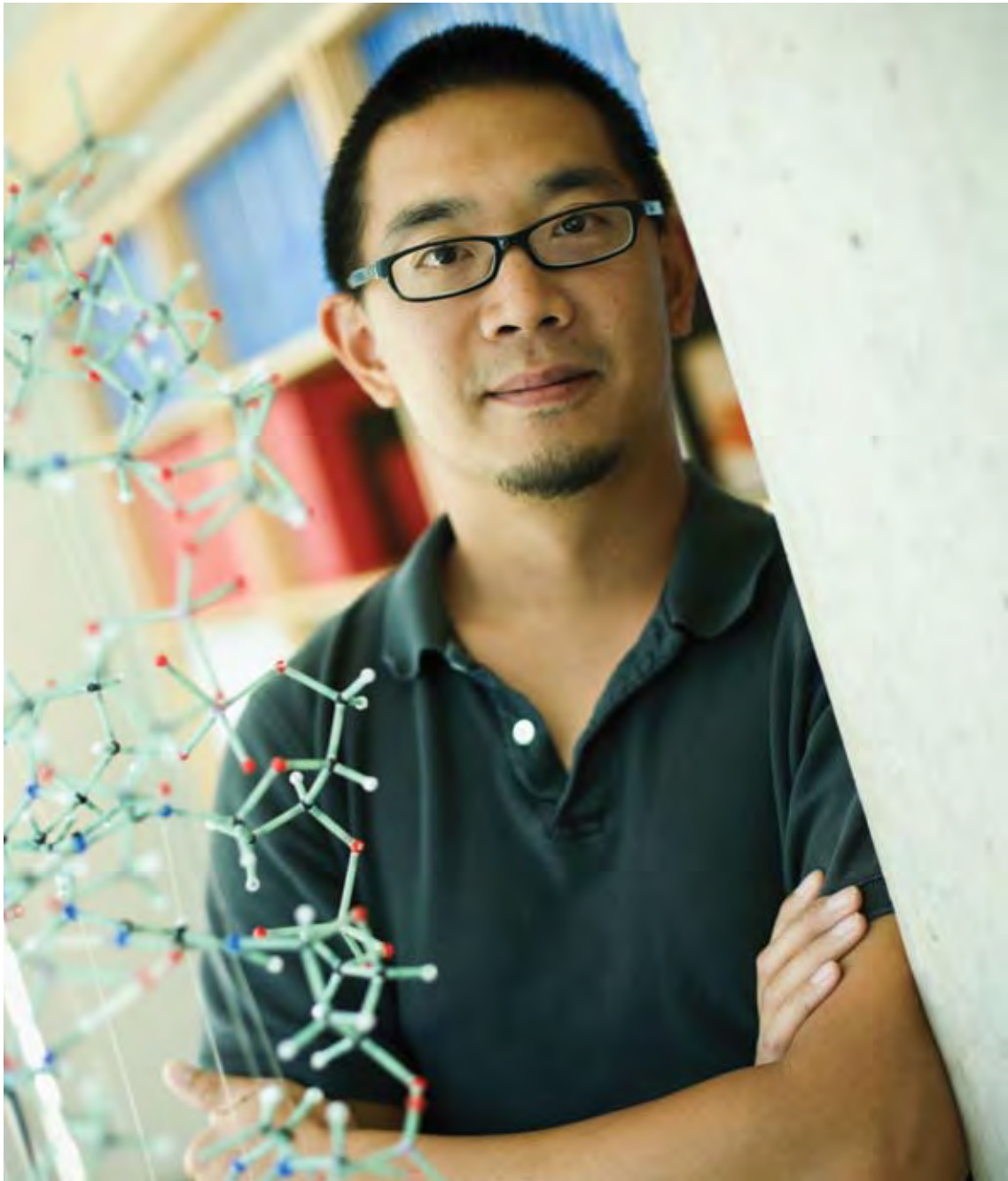




UBC REPORTS

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Geneticist David Ng splices science literacy with creativity



David Ng(above) and Poli Sci Prof. Allen Sens co-teach an interdisciplinary arts and science course.

BY MEG WALKER

Did David Ng’s dad beat up Bruce Lee? This teaser, which Ng tells to demonstrate how information needs to be understood within its context, is just one example of how the researcher-writer and Director of UBC’s Advanced Molecular Biology Laboratory (AMBL) engages learners with humour and carefully chosen anecdotes. Here’s how the story unfolds: Ng’s dad was about 10 and Bruce merely eight when the combat occurred. Once the story is in an accurate framework, its meaning shifts dramatically.

The context for Ng himself is unique. He’s a science teacher who wants to produce science-literate creative thinkers, from professional scientists to elementary school kids.

AMBL is the teaching arm of the interdisciplinary Michael Smith Laboratories, and the goal for Ng’s position is to cross-fertilize ideas among academic subjects. Ng does not have an official home department or faculty, so he has had “an enormous amount of flexibility just to try things” during the nine years he’s been there.

Ng teaches two upper-level courses in molecular biology, and leads workshops on molecular biology for researchers. A 2003 workshop for scientists in Lagos, Nigeria, opened new horizons for him.

“When I went to Nigeria, it opened my eyes in a huge way and really got me interested in development generally and other issues related to global sustenance and social responsibility,” Ng says. “As well, I took lots of notes to gather my thoughts and that led to the first article I wrote for the general public. It got published [in *Maisonneuve* magazine], so it paved the way for an interest in writing generally.”

Articles in several general-interest publications (*McSweeney’s*, *The Walrus*) followed. All are connected to the central concept of “talking science” though usually in unexpected ways. (Imagine a fictional yet scientifically sound conversation between the Von Trapp children and a geneticist, for example.) Ng now also heads an online science magazine called *The Science Creative Quarterly* (SCQ). The site bridges a publishing gap between technical and literary content for science in the way *Wired* magazine fills a similar gap between geek-talk and social conversations around technology.

“I think a lot of that interest in writing segued to this Terry web site, which has been a major part of what I’ve been doing for the last three years,” Ng says. He’s referring to terry.ubc.ca, a website for the UBC Terry

continued on page 3

Celebrate Learning: A new week-long focus on teaching and learning, September 27 to October 5

BY LORRAINE CHAN

Delve into the obvious and not-so obvious truths about how we learn, manage your on-line identity, or “Get Learn’d” at the first student-led initiative of its kind at UBC.

These along with more than 40 other events are part of Celebrate Learning, a new week-long initiative taking place at UBC Vancouver between September 27 and October 5. Celebrate Learning Week celebrates teaching and learning experiences across campus, while highlighting opportunities for

student learning.

“One of the hallmarks of a great university is the creative spark and dynamic interaction between students and faculty,” says David Farrar, UBC Provost and Vice President, Academic. “This initiative allows us to appreciate and further enhance those exchanges of ideas and knowledge.”

The many events include:
• **How People Learn** presented by Prof. Carl Wieman (Friday, Oct. 3, 12:30, Room 101/102, Curtis Building)

The truths – both obvious and surprising – about how we learn


are the focus for Nobel laureate Carl Wieman, a UBC professor of physics and head of the Carl Wieman Science Education Initiative. Wieman will explore how current research provides detailed insight as to how the brain learns and how it changes during learning. These insights allow one to accurately predict which teaching and learning experiences will be effective and to more accurately measure meaningful learning.


• **Get Learn’d Conference**, Saturday, Oct. 4, 10 a.m.- 4:30 p.m., Irving K. Barber Learning Centre

The student-led Get Learn’d event aims to equip first-year students with the necessary knowledge, skills and attitudes that will enhance their academic success. Coordinated by the SCI Team (in the Faculty of Science), the E-Team (in the Faculty of Applied Science) and the Faculty of Arts, the day will also emphasize the importance of achieving a sense of balance among academic, extracurricular and social activities.

• **Digital Tatoo**, an online tutorial throughout the week
Like a tattoo, one’s digital reputation is an expression


that is highly visible and hard to remove. Sponsored by the Koerner Library, the online Digital Tattoo tutorial will provide users with information for proactively managing their on-line identities. Users will be presented with resources including videos, news articles, case studies, and polls and quizzes. Students will also be invited to submit their own content. To access the tutorial: www.digitaltattoo@ubc.ca.

For information on the more than 40 events, visit: <http://celebratelearning.ubc.ca/>. 




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IN THE NEWS

Highlights of UBC media coverage in August 2008. COMPILED BY BASIL WAUGH



PHOTO: GETTY IMAGES

UBC rowers Ben Rutledge (back row far left), Kyle Hamilton (back row third from left) and Jake Wetzel (back row far right) celebrate Olympic gold.

UBC ranks 35th among global universities

UBC placed 35th – up one spot from last year – in the 2008 edition of *Shanghai Jiao Tong University's* annual list of top 100 universities.

Its researchers say the list's methodology is imperfect, but the ratings are taken seriously around the world as a measure of academic and research merit.

The Australian described UBC and U of T as "Canada's best universities," and noted that they placed higher than Australia's top-ranked universities. *The Montreal Gazette* also took a local angle, reporting McGill's 60th rank.

UBC rowers win gold

UBC graduate student *Jake Wetzel* and alumni *Ben Rutledge* and *Kyle Hamilton* made Olympic headlines by winning gold for Canada in men's eight rowing.

After their gold-medal performance, Rutledge showed off his UBC Thunderbirds' belt during a nationally televised interview with the *CBC's* Ron Maclean.

More than 40 UBC athletes, coaches, sports doctors and

staff are participating in the 2008 Olympic and Paralympic Games, including swimmers *Brent Hayden*, *Brian Johns* and *Annamay Pierce*, who shattered Canadian records and personal bests.

Globe and Mail, *Toronto Star*, *Vancouver Sun* and *Vancouver Province* have all profiled UBC athletes before and during the games. UBC's Olympic and Paralympic legacy began in 1928 and includes 109 medals and 240 participants.

Olympians' victory dance is innate, scientists say

The exuberant victory dance of high-performance athletes turns out to be an instinctive trait of all primates, humans included, a UBC psychology study has found.

Comparing the celebrations of blind and sighted athletes at the 2004 Games in Athens, *Jessica Tracy* of UBC found universal expressions of pride, including clenched fists, thrown-back heads, puffed-up chests and outstretched arms.

Since the blind athletes could not have learned their victory dances from watching others, Tracy and her San Francisco

colleagues concluded that the behavior was innate.

Tracy's study was published in the *Proceedings of the National Academy of Sciences* and covered by the *Economist*, *BBC*, *Telegraph* (U.K.), *Boston Globe*, *FOX News*, *Scientific American* and *Wired*.

UBC experts comment on air quality and doping

UBC experts featured prominently in international news articles on air quality and gene doping around the Beijing Games.

Jim Rupert, an anti-doping expert at UBC, was interviewed by the *Economist* in an article on the possibility of genetically modified Olympians. "I would be surprised, but I have been surprised before," he said.

United Press International cited research by UBC sports doctor *Donald McKenzie*, who said Beijing's poor air quality and humidity will especially be a challenge for athletes with asthma.

UBC environmental policy researcher *Milind Kandlikar* also commented in *Globe and Mail* and *Toronto Star* articles on Beijing's air quality.

UBC REPORTS

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Workshop inspires Vancouver children’s book

BY LORRAINE CHAN

David Adams is going to be a published children’s author on his first time out – thanks to the workshop he took through UBC Continuing Studies.

Adams has just signed a contract for *Goodnight Vancouver*, a picture book he conceived, refined and sold over the course of the eight-session Children’s Book Workshop.

His debut effort will join more than 35 other titles in the series called *Goodnight Our World*, which presents North American cities and regions through the eyes of a child. To date, the books have showcased such places as New York, Los Angeles, Montreal, Chicago, San Francisco and now Vancouver.

“*Goodnight Vancouver* will come out next September, just

normally the series publisher, Adam Gamble, writes the books in-house, but in this case made an exception.

“Gamble stated that he appreciated the thought and hard work that went into the manuscript,” says Adams, who has written for theatre, film and radio.

In turn, Adams attributes his success to the solid grounding he received from workshop instructor Michael Katz, publisher of Tradewind Books – a company that specializes in children’s picture books.

“The course covered all the industry and writing fundamentals,” says Adams. “I couldn’t have done it without Michael’s encouragement and guidance.”

At the start of the workshop, students researched the industry,

layouts) with illustration and text.

Once they determined the parameters of their story, students tried their hand at writing a book they would like to see available for children.

“For me the challenge was how to convey the enchantment and delight of Vancouver in 250 words in language kids can understand,” says Adams.

He also wrote with an eye to the Goodnight Our World series conventions – 10 spreads, no more than 250 words, a progression through the city’s four seasons and four periods of the day: morning, afternoon, evening and night.

Adams says it was hard to narrow down the stunning choices of Vancouver sites. His book will highlight renowned scenic spots such as Stanley Park, Granville Island and Lynn Canyon. To evoke the wonders of this city, Adams says he “looked at what a child would see, the bugs in the forest, the height of the trees.”

Once students finished polishing their text, they then had the option of sending out query letters to publishers. Adams was euphoric when he received the publisher’s acceptance letter, and then a bit nervous about negotiating his first contract.

“But Michael walked with me through the process so I felt quite reassured.”

Adams is now working on a children’s book series with



PHOTO: MARTIN DEE

David Adams has signed a contract for *Goodnight Vancouver*.

“For me the challenge was how to convey the enchantment and delight of Vancouver in 250 words...”

in time for the 2010 Olympics,” says Adams, a research coordinator in UBC’s Faculty of Medicine’s Dept. of Family Practice.

The Goodnight Our World series is inspired by *Goodnight Moon* – a bedtime classic that has lulled children to sleep since the late 1940s.

What made his success all the more sweet, says Adams, is that

focusing on titles they admired. Adams selected *Good Night San Francisco*, a book he purchased for his two-year old niece while traveling in that city. “I thought, ‘why not Vancouver?’”

Students explored the conventions and specific structures of children’s books. For example, a picture book for ages 3-6 would often comprise a total of 14 spreads (double-page

GENETICIST continued from page 1

project which highlights the set of related projects and events that connect undergraduates in the sciences and the humanities – the two largest faculties at UBC – in order to promote discussions of global issues and social responsibility. “Terry” stands for terra, or earth.

“Dave is very creative and he’s involved in the literary aspect of science, which is a very important part of this project,” says Allen Sens, a political science professor, chair of the International Relations Program and the other brain that Dean of Arts Nancy Gallini approached to discuss collaboration in 2004. “When we were talking about connections between Arts and Sciences, we didn’t just mean the social sciences and biology, but also the fine arts,” says Sens.

Through Terry, Ng and Sens now co-teach a second-year interdisciplinary science and arts course (ASIC 200) based on the belief that global problems can only be solved by educated people who understand how both science and society work – at least well enough to know that there are links between the two.

The teachers also developed a UBC Vancouver speaker series which this year included scientist and atheist Richard Dawkins and conservationist Sheila Watt-Cloutier.

Ng credits the flexibility

of AMBL to allow space for projects like Terry to happen. “Over the last nine years or so the lab has been more than just flexible, it’s developed into a hub of connections because we’ve worked with so many different types of people from all sorts of disciplines,” Ng says. “So if there’s some eccentric or unconventional project that seems like it might have legs, it’s that much easier to initiate it because we have those friends who we can invite in to maybe have a go at it.”

The most current example of this is The Science Creative Literacy Symposium, which ran as a two-week pilot project in May and will continue in a fuller form this fall.

Calling himself “a big fan of *McSweeney’s*,” Ng decided to visit magazine founder Dave Eggers San Francisco literacy outreach initiative called 826 Valencia. A tutoring centre that literally lives in a pirate-themed toy store and draws kids in through storytelling exercises, the Valencia project inspired Ng.

“I thought – wouldn’t it be great if something creative could be done with a science angle,” Ng recalls. He had been interested in trying to reach out to elementary schools, primarily to expand beyond the lab’s high-school program. But there were concerns that AMBL’s fully functioning genetics lab was simply too technical for children under 12. Maybe writing was the

angle that could draw younger children in, Ng thought.

Ng approached Creative Writing’s Rhea Tregobov and asked if masters’ students in her program might be interested. The plan was to hire an equal number of graduate students in creative writing and in science (through the UBC Let’s Talk Science Partnership Program), making pairs from one student in each discipline. Each pair created a workshop that would

Ng moved to Canada from England at age 12 with an interest in science already sparked by many visits to London’s Natural History Museum.

introduce a scientific concept, and then have the children use that knowledge to make a creative work.

In the end, eight pairs of students designed their own templates to use during May’s two-week pilot. Topic choices were left open, so the results ranged from environmental themes to genetics to a focus on insects.

“I had never heard of anything like this before,” says sustainability and alternative energy researcher Lars Rose, a PhD candidate at the Materials Engineering Department

and the National Research Council Institute for Fuel Cell Innovation. “But I was writing articles for the SCQ and Terry, so when Dave contacted me about this, I was interested.”

Rose and playwright Mike Christie set up a class where 25 children first watched a hydrogen fuel cell charge up – “you can watch it converting water into hydrogen and oxygen in the space of a few minutes,” Rose explains – and then

poem “How Do I Love Thee? Let me count the ways.”

“Dave Ng did a phenomenal job and he was very encouraging of our teaching and our ideas,” Woron says. “He was available to the kids, too. In the morning he would give a talk about the DNA lab to the kids, and he came in the afternoons to watch when the creative works were presented.”

Ng moved to Canada from England at age 12 with an interest in science already sparked by many visits to London’s Natural History Museum lingering over life-size models of a blue whale, dinosaurs and more.

Ng has lived in Vancouver since then, studying his way up through undergraduate and graduate degrees at UBC, earning his PhD in microbiology and immunology. He met his future wife Kate in residence and they now have two children.

James Kronstad, Director of the Michael Smith Laboratories, says he thoroughly supports the many levels of outreach that Ng does. “I think most scientists should strive to make their work accessible to the public because of the public money that goes in the research,” says Kronstad. “David’s got the personality and the interest to do this. He brings this level of credibility because he did a very nice PhD at UBC in molecular biology, and from there he knows how to engage an audience.” **R**

New dual degree prepares science teachers

The Faculties of Science and Education are joining forces to encouraging science students to consider teaching as a rewarding career.

The dual BSc-BEd program, to be launched this fall, allows science majors to begin taking Faculty of Education courses towards a secondary teaching specialization as early as their second year.

Better equipped science teachers in elementary and secondary schools will in turn increase the cohort of qualified and engaged science undergraduates – and later on, graduate students in B.C. universities, says Science dean Simon Peacock.

“Students who are inspired at a young age to think about science as an exciting way of understanding the world around them are more likely to choose science – or science education – as a career,” says Peacock.

Faculty and advisors in both Science and Education faculties have found that a significant number of UBC students apply to the Bachelor of Education program on completing their science degrees. Historically, up to 40 per cent of the students admitted to the faculty’s Teacher Education Program for secondary schools hold a Bachelor of Science or equivalent degree.

Through the dual degree program, students can maintain core studies as a science major in physics or math and gradually increase their education courses and in-school experiences. Students are also required to complete a fifth-year, which includes both science courses and an extended teaching practicum. The BEd aspect of the dual degree designation qualifies graduates for recommendation to the B.C. College of Teachers for a Professional Teaching Certificate.

“By introducing education theory and practice to undergraduate science students earlier on in their academic career, we hope to catalyze their thinking around complex scientific concepts in the context of presenting them to children and youth,” says Gary Rupert, Program Coordinator in the Faculty of Education.

A 2000 Survey of Recent Graduates conducted by the B.C. College of Teachers – the most recent such study done in the province – shows that only 5.6 per cent of respondents indicated they had a major, minor or concentration in math. Of the same respondents, 17.7 per cent suggested they taught math regularly.

UBC Okanagan teaming up to get kids buzzed about math and science

BY BUD MORTENSON

Will enough of today’s children grow up to be engineers and scientists to keep Canada’s economy booming when the nation’s Baby Boomers – now approaching their senior years -- have retired from their math- and science-intensive careers?

To take on the challenge of a looming skills shortage in science and engineering, Okanagan education and industry partners are holding the first-ever Fuelling the Economy of the Future symposium, October 24 and 25 in the south Okanagan city of Penticton.

Organizing the symposium are UBC Okanagan’s School of Engineering, Okanagan College, Central Okanagan School District 23, the Okanagan Science and Technology Council, the Okanagan Research and Innovation Centre, and the Central Okanagan Economic Development Commission.

“It is unusual for such a diverse group of educators, administrators, and industry representatives to gather to discuss how to attract and retain students in these vital fields,” says Spiro Yannacopoulos, Associate Dean and Director of UBC Okanagan’s School of Engineering. “We know it is crucial for the health of our local and national economies to keep our students enrolled in science, engineering, and technology programs.”

The two-day symposium – part of Canada’s National Science and Technology Week – has been scheduled to include the Okanagan region’s professional development day for teachers. It will feature several prominent keynote speakers including UBC’s Nobel laureate physicist Carl Wieman (by video), and Bruce Aikenhead, retired director-general of the Canadian Astronaut Program.

Complete details about the Fuelling the Economy of the Future symposium and registration information can be found online at <http://www.ubc.ca/okanagan/engineering/fef>.



PHOTO: MARTIN DEE

Prof. Stephen Toope leads the Advisory Group for LEAD.

LEADIng a new campus focus on learning

BY BRIAN LIN

In the same way that it has excelled in research over the past decades, UBC is poised to improve teaching and learning through a campus-wide initiative that has already begun with the Carl Wieman Science Education Initiative (CWSEI), President Stephen Toope told a gathering of faculty members this summer.

“I am deeply committed to the fundamental mission of education at UBC and what’s so exciting for me is that there clearly is a widespread commitment, and it’s deeply rooted in our tradition,” Prof. Toope told faculty members who attended a summary meeting for the Lasting Education, Achieved, and Demonstrated (LEAD) initiative in early June.

The meeting was a report back on nine small group discussions in the Vancouver and Okanagan campuses – aptly named “LEAD Meetings” – earlier this spring and part of an ongoing brainstorming and consultation process for LEAD. More than 250 faculty members exchanged ideas about teaching and learning and their vision for providing a transformative post-secondary education, says Lorne Whitehead, University Leader of Education Innovation and a member of the LEAD Advisory Group.

“We had a lot of truly thoughtful and inspiring discussions at the LEAD

Meetings,” says Whitehead. “More activities are planned for the fall to help bring faculty together to envision – and implement – the future of education and communicate these ideas here and beyond.”

“The LEAD meetings have confirmed that many faculty at UBC are passionate about educating students and yearn for greater effectiveness and efficiency,” says Electrical and Computer Engineering Assoc. Prof. John Madden, who attended a LEAD Meeting.

“We recognize there are limitations to our current teaching approaches and the stage is now set for a university-wide drive to evaluate and improve learning.”

Toope adds that major fundraising efforts are already under way to support changes deemed necessary at the department level in faculties in addition to Science. More than \$1.5 million has already been invested in four departments in the Faculty of Science through the CWSEI, headed by Nobel Laureate Carl Wieman. Another four departments have also received seed funding to incorporate the latest proven advances in teaching and learning.

Since January 2007, faculty and CWSEI-funded Science Teaching and Learning Fellows have been working on 16 major courses, affecting more than 10,000 undergraduate students

both in and outside of the Faculty of Science.

“We’ve made great strides,” says Wieman. “But we’ve also identified many opportunities where we can improve.”

“LEAD aims to take the CWSEI vision and implement it across the university – and ultimately to other universities around the world,” says David Farrar, Provost and Vice-President Academic.

“UBC has done tremendously well in increasing its research capacity by drawing from its brilliant faculty and we’d like to do the same in propelling UBC to the forefront of teaching and learning excellence,” adds Farrar, who is also a member of the LEAD Advisory Group.

Toope says that just as we see a variety of measures being taken by science departments working with the CWSEI, LEAD isn’t seeking one formulaic approach to education, nor a template of what a university graduate should be. “That would be fundamentally wrong for what we stand for as a university.

“We do want our students to feel satisfied, and by that I mean deriving from their educational experience something they feel is profoundly encouraging, and potentially life-changing,” says Toope.

“That I think is something we do well, but can always do better.” **R**



PHOTO: MARTIN DEE

Statistics instructor Bruce Dunham is re-thinking how he teaches – and liking his odds.

Prof improves probability of learning stats

BY BRIAN LIN

After teaching statistics for over 15 years, UBC instructor Bruce Dunham is working harder than ever to reach students, but he’s liking his odds with some help from the Carl Wieman Science Education Initiative (CWSEI). “Students are a very dynamic entity and students in 2008 are not the same as those 20 years ago,” says Dunham. “As a result, our educational goals are essentially moving targets – and we must move with them.” Dunham co-teaches a second-year introductory course of more

impacted by the availability of modern computers,” says Dunham. “Many calculation techniques we used to teach students to do by hand are no longer required and more emphasis has been put on statistical concepts. But it’s increasingly clear that most students simply aren’t grasping – and retaining – these fundamental concepts.” Working with the CWSEI, Dunham assessed what students remember six months after taking his course. “The results were a little depressing,” says Dunham. “The students appear to be retaining certain ideas

medical condition and it’s only effective for 10 per cent of the patients, you’d never get it to market.” Seed funding from the CWSEI made it possible for Dunham and his co-instructors Nancy Heckman and Eugenia Yu to begin instituting some changes and documenting their progress. For the first time in the department’s history, Personal Response Systems – or “clickers” – were used in the course. “The clickers told us what everybody is thinking, not just the top students or those who readily volunteer their answers in a large class,” says Dunham, who adds that further exploration of certain concepts prompted by clicker responses have yielded some surprising revelations. “I thought I had clear ideas before about what areas students could get confused in the course,” says Dunham. “But boy, students get confused in ways I never knew before.” The team of instructors has conducted an overhaul of lab activities to target concepts that students routinely have difficulty with. Some labs expose students to difficult concepts and encourage them to ponder them through hands-on exercises before showing up for a lecture. Dunham also experimented by offering part of his office hours as a drop-in workshop for small teams of students to work on problems with minimum guidance from him.

from all sides, talking about different approaches, and working through it together,” says Dunham. Starting this fall, a graduate student will begin analyzing pre- and post-course surveys taken last year to decipher students’ attitudes towards statistics. Exam answers will also be analyzed to document and build data on student understanding of statistical concepts. “There are misconceptions hard-wired into students minds,

from whatever source they may have obtained them,” says Dunham, who is helping set up a campus-wide forum for instructors teaching a dozen statistics courses in other departments. “By understanding the ways in which students go wrong and the underlying reasons, we increase the odds of not only leading students down the right track, but showing them how to follow sound logic and solve problems in the future.” **R**

“It’s difficult as an instructor to see students get on the wrong track, but ultimately they learn more by examining a problem from all sides.”

than 800 science majors each year. Two other introductory statistics courses, tailored for arts and engineering students, are also offered by the department. “The Dept. of Statistics graduates 30-40 majors a year,” says Dunham. “For the other hundreds of students coming through our classrooms, these courses are likely the first and only statistics course they’ll ever take.” The field of statistics has undergone tremendous changes over the past 40 years, and so has the way it is taught. “It’s probably the discipline most

but simply aren’t getting some fundamentally important concepts.” Students may remember how to go about solving certain problems, but when probed about the steps taken, he found they couldn’t articulate their thinking. “It’s made me reappraise how effective I’ve been as a teacher,” says Dunham. “I always thought I was pretty good for the top students but that’s not really a respectable position to take.” “Look at it this way: if you’ve developed a treatment for a

problem



Celebrate Learning is a week-long initiative that will be held between September 27 and October 5, 2008. The event seeks to honour and celebrate teaching and learning experiences at UBC Vancouver and to highlight and promote student learning and development opportunities. **Celebrate Learning** will be a showcase of learning in its many forms. Some of the major events during the week include: a special lecture by *Dr. Carl Wieman, Nobel Laureate; 2008 UBC Learning Conference; Climate Change Symposium;* and *Speaker Series*. The week kicks off on September 27th with *Day of the Long Boat* at Jericho Beach and ends with *Get Learn’d* and *Opera Teas* at the UBC Botanical Gardens on the October 4-5 weekend.



For a full listing and description of all events, visit: www.celebratelearning.ubc.ca

Flickr photo courtesy of UBC Library Graphics

Going into robot labour



Yarrow Fox, a second-year midwifery student at UBC, demonstrates a simulated birth using Noelle and baby – a new teaching innovation at UBC.

BY CATHERINE LOIACONO

Baby Sophie has been born more than once and her mother, Noelle, can give birth in as little as four minutes. Noelle and baby are an interactive birthing simulator team and the newest

teaching addition to UBC’s Division of Midwifery. A life-sized interactive computerized female mannequin, Noelle comes with a birthing baby and a larger simulation newborn for neonatal resuscitation. Together they

provide students from midwifery, nursing and medicine with an almost life-like labour experience. Students get to practice caring for the mother and newborn before, during and after the birth.

“One of the main concerns of students working in the area of maternity care is their ability to provide safe care,” says midwifery instructor Kim Campbell. “The health care provider is working with two patients [the mother and the baby] and the process may take unpredictable turns. The simulator allows students to engage in normal and life-and-death situations over and over without consequence.”

Campbell, who spearheaded efforts to purchase the \$24 000 Noelle, believes UBC is one of the first Canadian universities to adopt a birthing simulator. “We have seen an increased interest in using high-fidelity birthing simulators and interprofessional education over the past year,” says Campbell.

One click on a menu screen allows an instructor to program for cervix dilation, a normal birth or alternatively, a variety of complications from a breech birth to vacuum delivery or C-Section. Instructors can also change delivery speed, blood pressure and heart and breathing rate of both Noelle

and Sophie. Students can listen for multiple maternal, fetal and neonatal heart sounds, administer medication through the umbilicus, arm, or leg and even converse with Noelle – an assistant in another room speaks into a microphone and responds and reacts to a situation. Both simulators can also have

increase their confidence in working with obstetrical care issues and have an enhanced appreciation for both simulation and interprofessional learning.” The Midwifery Education Program at UBC is a four year program designed to educate these primary maternity care providers for BC’s health care

The simulator allows students to engage in normal and life-and-death situations over and over without consequence.

IV started. Breathing tubes can be inserted into their mouths. Fake blood can be used to mimic a postpartum hemorrhage and retained placenta can be simulated. Noelle gives birth to a plastic articulating baby, but after the birth the team can switch to a sophisticated larger newborn that can change colours, from normal pink to the concerning blue of oxygen deficiency. Sophie’s vital signs will also flash when she is hooked up to monitors. “Feedback from students is quite positive,” says Campbell. “The interprofessional simulation workshops demonstrate that students

system. Sixty per cent of the program involves education in the direct realm of practice. Over the course of their clinical exposure, midwifery students will spend 58 weeks with midwife instructors and 12 weeks with physician and other health professional instructors. The program received \$100 000 in funding from the BC Academic Health Council’s Practice Education Innovation Fund to develop a maternity care simulation laboratory. The purpose of the laboratory is to provide maternity care scenarios and skill development so students begin their clinical placements better prepared to engage in clinical practice. **R**

The Law and The Gospel collagraph by Sandra Bowden

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PHOTO: MARTIN DEE

Bloggging at UBC – first step towards a global standard in dental care

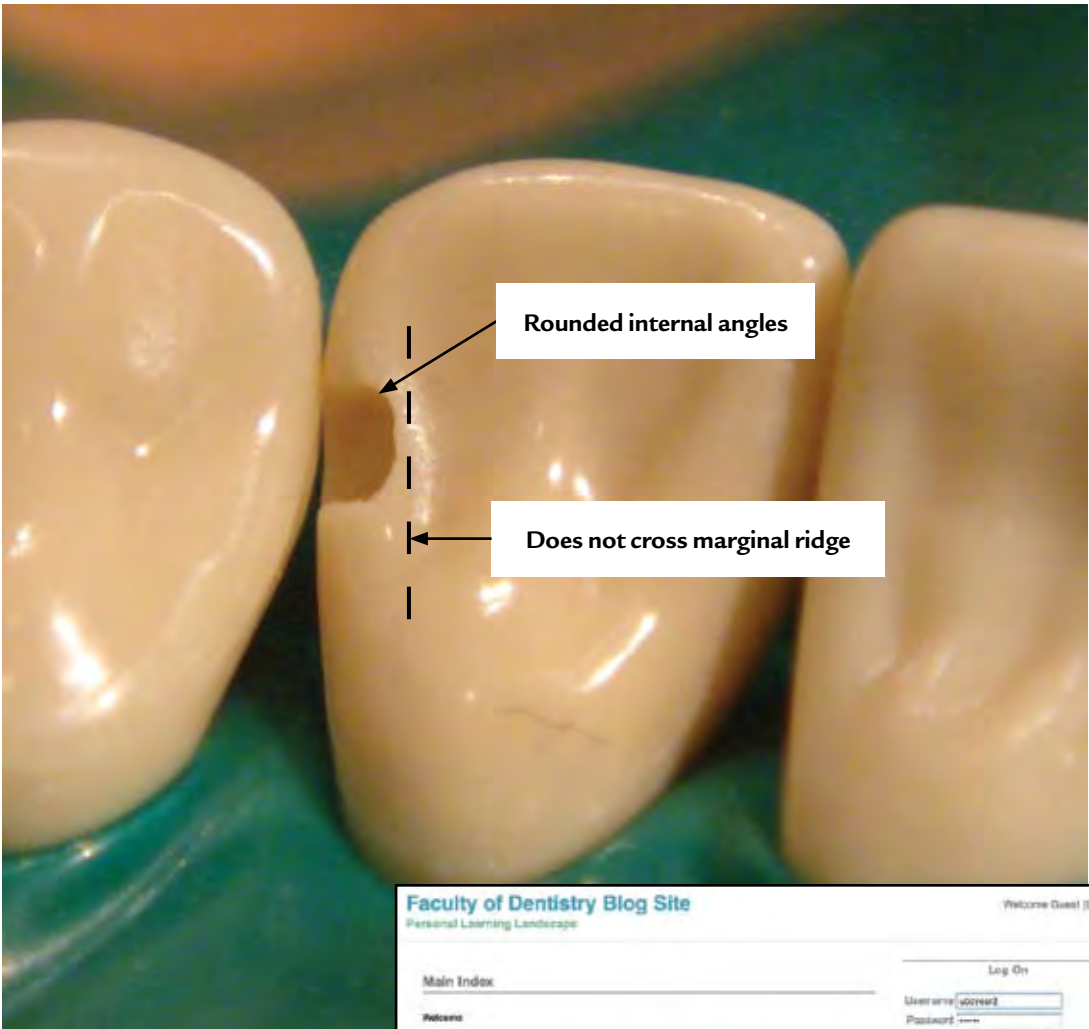


PHOTO COURTESY: FARAH REMTULLA

BY CATHERINE LOIACONO

Dare to compare how other universities teach dentistry? As the demand for more trained professionals increases and as more students train abroad to receive their dentistry degrees and return home to practice, UBC's Faculty of Dentistry recognizes the need to establish a global standard of dental care to bridge international training gaps.

"We want to increase the understanding of various approaches to dental treatment in different parts of the world and why this impacts on professional recognition between countries," says Karen Gardner, assistant clinical professor in UBC's Faculty of Dentistry.

In an initial effort to establish this global standard, UBC's Faculty of Dentistry is first in the world to offer its students a global learning experience with the launch of the International Peer Review (IPR) teaching initiative – a teaching collaboration with four other universities from around the world by using a blog format.

UBC's newly launched IPR in blog format invites dentistry students from UBC, the University of Birmingham, UK, University of California San Francisco, US, University of Melbourne, AU and the University of Saskatchewan, CA, to share notes on common dentistry practices.

"It is a first step in a dialogue to address differences in international professional dental education – with significant potential," says Gardner. "It is a



UBC's Faculty of Dentistry's International Peer Review in blog format connects dentistry students from across the globe and allows them to learn from each other by sharing different approaches to the similar procedures.

great teaching tool to train our future dentists." Gardner, who leads the initiative, pairs interested dentistry students from the different universities. The paired students write an introductory letter describing their work and invite each other to view pictures and post comments about the techniques used and then provide feedback based on skills taught at their institution.

IPR in blog format allows dental students to recognize differences in dental treatment and defend their conclusions in an evidence-based format. Students gain confidence in their education and become aware of different approaches to the same problems as well as the rationale behind these approaches. Students also learn to appreciate why a procedure may be done differently in another country.

"Requirements for a successful dentist in one area will differ from the requirements for a successful dentist in other areas," says Gardner. "What we recognize is that dentists are localized specialists. For

example, a common practice for a dentist in one region of the world may be to extract a tooth because of a potentially higher risk for infection. In other regions however, a dentist may practice preserving the tooth by filling cavities, performing a root canal or re-mineralizing because the risk for infection can be better managed."

Gardiner adds that IPR will also help Canadian dental students who train abroad understand where differences in their training may occur and why gap training of up to two years may be required to fulfill the practice standards of another country.

"As dental professionals work more globally an international standard in dental education needs to be established as a baseline to understand and measure education and qualifications," says Gardner. "This model shares practices. The hope is that as it continues to grow, eventually there will be convergence which will lead toward a standards of care across the globe." R

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A more detailed position description is available in the Associate Dean’s Office for those who wish to review it. Please enquire at email address below.

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Applications, accompanied by a detailed curriculum vitae and names of three references, should be directed to:


Dr. Angela Towle
Associate Dean, MD Undergraduate Education
c/o Joan Gray
Faculty of Medicine
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Applications will be reviewed commencing **October 1, 2008** until the position is filled.

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Google™

The Google factor: Does it help or harm academic research?

BY GLENN DREXHAGE

Call it the Google gaggle. “In my workshops, I usually start by asking how many people are using Google for their research. Almost always I get at least 70 per cent,” says Eugene Barsky, a reference librarian with UBC Library’s Science and Engineering division. Barsky’s experience is echoed by a recent study in *The Journal of Academic Librarianship*. It involved observing eight post-doctoral researchers at three universities in Stockholm, Sweden.

The results may strike fear – or at least concern – in the hearts of academic librarians. Findings indicated that “most of the researchers used Google for everything” and “they were confident that they could manage on their own.” Perhaps most ominously, the researchers “had very little contact with the library, and little knowledge about the value librarian competence could add.”

“Google offers the most well-known one-stop shopping venue that most people are accustomed to using,” says Jo Anne Newyear-Ramirez, Associate University Librarian for Collections and Scholarly Communication at UBC Library.

However, Google may just highlight the tip of the information iceberg. “Even the best search engines can access only about 25 per cent of the available information on the Internet,” adds Newyear-Ramirez. “Therefore 75 per

cent of the information is excluded. That ‘invisible Web’ includes licensed, subject-specific resources the Library subscribes to.

“The value the Library has is, in part, providing access to these special resources and helping students and faculty develop Web-searching skills.”

Dean Giustini, a reference librarian at UBC’s Biomedical Branch Library, acknowledges the search tool’s impact. “Google has captured the attention of a generation of university students, from undergraduates to post-docs who appreciate the range of services the search giant offers, its speed and seemingly intuitive way of providing what users want.” (Giustini also runs a blog about Google Scholar, Google’s scholarly search engine, at <http://weblogs.elearning.ubc.ca/googlescholar>.)

Chats with UBC Library users add credence to these views. Rachel Tseng, a UBC forestry undergraduate, says she uses Google to research information online due to its ease of use. Patrick Conner, an undergraduate physics student, also lauds the ubiquitous search engine. “It gives you a lot of information quickly.”


Not everyone is wedded to Google. Matthew Mellamphy, a UBC undergraduate history student, notes that he uses research databases available via the Library website (www.library.ubc.ca) for his studies. He’ll use Google, for example, if he has to find an answer to a nagging question, such as

a specific historical date. He sometimes uses Google Scholar as well.

The students all agree that they would like additional training in using Library resources. “I would say most students are confused by what post-secondary level research entails,” says Newyear-Ramirez, noting that there’s no single search engine that can find everything at UBC Library. “How do you narrow down a topic or select one or two databases out of the 200 UBC offers?”

The good news is that there’s plenty of help. Barsky, for example, helps run a workshop entitled “Mastering Google for Science and Engineering,” which has waiting lists due to its popularity. The session showcases Google, but also compares it with other databases offered by UBC Library, “which makes a huge difference in how [the students] view their research.”

Giustini, meanwhile, is also busy working with students. “Every single day I work at it. I blog. I write. I present at conferences. I try to speak to small groups. I also maintain a wiki to help other health librarians in their efforts at teaching better research methods....Courses, workshops and teaching sessions are going on all the time [at UBC Library],” he says.

PULL: “Even the best search engines can access only about 25 per cent of the available information on the Internet.” 

B.C. residents get UBC Library cards

As part of UBC’s Centenary celebrations, UBC Library is offering B.C. residents a free community borrower card (a \$40 value) through December 2008. This special offer is UBC Library’s way of thanking the community for its support of the University throughout its 100-year journey. It’s also a gesture to celebrate the opening of the Irving K. Barber Learning Centre (www.ikebarberlearningcentre.ubc.ca), a world-class facility at the heart of UBC Vancouver’s campus supporting students, researchers and programs for lifelong learning. The community borrower card allows you to borrow books in person from any UBC Library branch. Some limits on types of materials and number of borrowed items apply. Due to licensing restrictions, the community card does not provide access to UBC’s online databases and journals. To obtain the free community card, apply in person at the Irving K. Barber Learning Centre or Walter C. Koerner Library on the UBC Vancouver campus; at UBC Okanagan Library in Kelowna; or at the UBC Library at Robson Square. You can also use the online application form, found at www.library.ubc.ca/communitycard. When applying, you will need to present one piece of government-issued photo ID and proof of your current B.C. address. The free cards expire on December 31, 2008.



PHOTO COURTESY: ASUKA YOSHIOKA

Civil Engineering student Manuel Jacinto helped build non-profit townhouses for Habitat for Humanity during 2008 Reading Week.

Aspiring planners and engineers bridge divide

BY BRIAN LIN

Aspiring civil engineers and community planners at UBC are getting a head start in the art of cross-disciplinary collaboration thanks to a unique arrangement that brings together graduate, undergraduate and real-world classrooms.

“Civil engineers and planners typically work together as professionals and often face challenges in communicating ideas from different perspectives,” says Susan Nesbit, instructor of Civil 202, a required course for approximately 100 second-year undergraduate students. “But there’s virtually been no linkage between the two professions at the educational level.”

Last year, Nesbit and Margo Fryer, an assistant professor in the School of Community and Regional Planning (SCARP), synchronized activities in their respective courses and created a one-of-a-kind learning experience. Graduate students in Fryer’s course served as mentors to Nesbit’s teams of undergraduate civil engineering students. Each team chose a non-profit organization in the Metro Vancouver Area and carried out projects during Reading Week designed to further their understanding of social and environmental sustainability.

“The activities are intended to show our students how to work with organizations and individuals from diverse cultures,” says Fryer, who is also founding director of the UBC Community Learning Initiative, a university-wide effort to help faculty and students incorporate community service-learning in learning activities.

Civil engineering student Jeffrey Wong helped build cold frames for the YWCA rooftop garden, which provides vegetables to low-income families living in Vancouver’s Downtown Eastside. Cold frames serve as miniature greenhouses that allow seedlings to germinate in late winter for transplanting in early spring. Wong’s team opted for boiled linseed oil instead of synthetic chemicals for wood treatment, and recycled windows and shower doors for glass panels.

“I witnessed the contribution of each team member and learned the complexity of social issues,” says Wong. “This experience has been an invaluable asset in understanding my role as an engineer, and what I can contribute as a citizen to my community.”

“We all have stereotypical ideas of particular professions,” says Fryer. “By bringing students from these two professions together, we hope they’d get past those superficial impressions and learn to bridge different cultures and perspectives.”

SCARP graduate student Asuka Yoshioka led a group of eight engineering students and helped build non-profit housing in Burnaby, B.C. for Habitat for Humanity. “The experience reinforced the ideas I have of a career in planning,” says Yoshioka.

“As professional planners, we’ll be working with people who have different expertise and perspectives, and it’s our job to ensure that we are all communicating and working together to achieve the common goal. This course gave me first-hand experience of what it’s like to work with people with very

different approaches.”

Fryer and Nesbit will be offering their courses jointly again this fall but not limiting community service-learning projects only to Reading Week. “We’ve heard from engineering students that they’d like to be involved in the assessment and design of the projects,” says Fryer. “We also heard from our community partners – all of whom have signed on to participate again this year – that they’d like more flexibility in the length of time students are involved.”

The key to a meaningful community service-learning experience, say Nesbit and Fryer, lies in the reflection. “That’s where students make the connection between what they’re learning in class with what they’re doing in the field,” says Nesbit, who places a high emphasis – 15 per cent, to be exact – on students’ journals for their final grades.

For the graduate students, who are charged with providing feedback to their undergraduate teammates and receive feedback from Fryer on their own journals, the process also develops mentoring skills and provides undergraduate students with a level of personal attention atypical in a large introductory class.

“Being a mentor was also incredibly rewarding,” says Yoshioka. “When I did my undergraduate degree, I often felt like just a student number in the masses. I think the engineering students appreciated the time and effort we put into replying to each student, and reading and replying to the engineering students’ journals was a real pleasure for us as well.” **R**

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Congratulations to our Killam Postdoctoral Fellows

The University of British Columbia's Killam Postdoctoral Research Fellowships attract the brightest scholars from around the world who have recently completed their doctoral degrees at a university other than UBC. Established by Dorothy Killam in memory of her husband, candidates are nominated by UBC departments for the competition in the fall. The Faculty of Graduate Studies is proud to honour this year's recipients and their UBC supervisors.

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PHOTO COURTESY: UBC SALA

Canada's first pharmacy for women opens next month thanks to a UBC community service learning project.

A friendly neighborhood drugstore: UBC students design a pharmacy for women in Canada's toughest neighborhood


BY BASIL WAUGH

Call it a paradox of the Downtown Eastside. The eight-block area has more pharmacies per capita than any other Vancouver neighborhood, but many female residents still leave to get their prescriptions filled. According to Magali Bailey, a UBC School of Architecture and Landscape Architecture (SALA) graduate student, it boils down to a problem of design. The prescription, says Bailey and others from the neighborhood, is Canada's first social enterprise pharmacy for women, which opens its doors next month thanks to the design and fundraising efforts of 13 UBC students.

"Most area pharmacies are better at dispensing methadone than health information, because that is how they have been designed," says Bailey, noting that the jump in pharmacies coincided with the city's heroin-replacement program launched in 1997. With barred windows and pharmacists behind plexiglass, Downtown Eastside (DTES) pharmacies are worlds away from London Drugs or Shoppers. Most are small and provide little privacy to discuss health issues, a major drawback as pharmacists are many residents' primary – and sometimes only – link to the health care system. "Many residents, especially women, looking for health information say they find existing pharmacies to be increasingly inhospitable," says Bailey, who has been studying DTES pharmacies since 2007, when her professor Inge Roecker was approached by the City of Vancouver and the Vancouver Women's Health Collective

(VWHC) to design a centre for women's health and wellness. The result is Lu's Pharmacy for Women, a culmination of SALA's first community service learning (CSL) initiative. CSL is a teaching model that offers students opportunities for civic engagement through volunteer service and academic work. UBC's goal is to engage 10 per cent of the university's students in CSL each year. Named after 80-year-old VWHC volunteer Lucette Hanson, Lu's is scheduled to open in October at 29 Hastings St. at Carroll in the 100-year-old storefront of a single room occupancy (SRO) hotel owned by Vancouver's Central City Foundation. Renovated largely with sustainable and recycled materials, the 3,000-square-foot facility will be operated by the VWHC as a social enterprise, meaning the profits from the pharmacy will fund the non-profit organization's social programs. "Lu's will provide a safe, respectful environment for women residing in the Downtown Eastside and other women in the Vancouver," says Sonya Parmar of VWHC. "UBC Architecture's contribution to the project has been immense, from their beautiful design to fundraising and building support for its construction." Women will be able to have their prescriptions filled and get advice from a pharmacist, access primary care from a nurse practitioner, buy over-the-counter products, access health information and workshops, and use the space to meet. Later this year, a second phase will open, which will house other health care services, including a naturopath. "The biggest challenge was

designing a space that was secure but welcoming," says Bailey, noting many women living on the DTES are at risk of violence from men, and pharmaceuticals are often targeted for theft due to street value. To achieve this balance, a theme of cherry blossoms runs through Lu's, from its security gate to its interior of reclaimed wood (donated by UBC's Wood Sciences Centre), which has been dyed pink with beet juice. "Cherry blossoms bloom every spring in Vancouver and are a Japanese symbol of renewal," says Bailey. "They are also feminine, which help to make it a 'gendered space.'" Roecker says the project has been an invaluable learning experience for her students. "They now have hands-on, practical experience working with multiple stakeholders, contractors, city building permits, granting agencies and donors," she says, noting the students raised \$115,000 to make the project a reality, including a \$50,000 Vancity green building grant and \$25,000 from the City of Vancouver. "These are things architecture firms are going to really notice when they begin their professional careers." "It has been really satisfying, first to have our ideas embraced, and now to have what we dreamed up actually built," says Bailey. "Design really shouldn't be seen as an elite thing. Good design should be for everyone." To see a short video clip of Bailey discussing Lu's, visit www.publicaffairs.ubc.ca/ubcnews. To learn more about DTES Rx, UBC students' research on DTES pharmacies, visit www.lulu.com. To donate to the project, visit: <http://www.givemeaning.com/project/pharmacy>. **R**



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PHOTO: MARTIN DEE

Undergrad study explores the evolution of “girl power” and its messages for young girls.

The rise of girl power

BY LORRAINE CHAN

The question of girl power for a sociology study earned UBC student Katherine Lyon newfound confidence as a scholar and a spot in a leading graduate program.

Lyon credits her undergraduate honours thesis on the Spice Girls and Pussycat Dolls for her academic readiness. Slated to receive her BA Honours from UBC in November, Lyon has already moved to the University of Toronto to begin her MA in sociology and women and gender studies.

What got her there, she says, was her fourth-year independent research project, a 37-page thesis titled Empowering Representations of Femininity?: Girl Power, Sexuality and Physical Appearance in Popular Western Music.

Lyon compared two recording successes, the Spice Girls and the Pussycat Dolls, a burlesque act turned music and performance group. She analyzed lyrics, music videos, photos and media coverage, and in the case of the Spice Girls, read through numerous academic studies.

Lyon traced the arc of commercialized “girl power” from the mid 1990s when the Spice Girls first appeared to the 2005 rise of the Pussycat Dolls. She found a stark difference in how the two groups depict female strength. While the Spice Girls sing about harmony and working together, the Pussycat Dolls emphasize hierarchy and competition.

The in-your-face sexuality of the Pussycat Dolls provokes reactions from “they’re disgusting to they’re cool and in control,” says Lyon, who prefers not to dismiss or demonize the group.

“In my study, I don’t judge who’s good or who’s bad. For example, the Pussycat Dolls have

some positive messages about taking control,” she says, adding, “I don’t want to contribute to the sentencing and policing of what girls can do.”

Her paper points out that corporate interests – mostly male-dominated – continue to present limited and stereotypical ideals of beauty. “These images serve to create insecurities in young women, which has been a fundamental part of our society and consumption-based economy.”

Lyon had the opportunity to discuss her findings with 100 professors, peers and community members at a panel on undergraduate research during the 35th anniversary celebrations for the UBC Centre for Women’s and Gender Studies in the spring.

As well, Lyon presented her research at the UBC Multidisciplinary Undergraduate Research Conference earlier this year. She was selected as one of seven winners for her oral presentation.

At the U of T, Lyon will build on this UBC foundation. She plans to investigate other facets within girl studies, particularly among “tweens,” female preadolescents roughly between the ages of 8 and 12 years.

“This is an under-researched area since many previous studies have treated youth as a gender-neutral experience,” says Lyon, who will explore how girls navigate the onslaught of contradictory images and messages from media and society.

“It’s a very confusing time for young women with all the different pressures and roles they’re expected to fill as students, daughters and friends, among other things,” observes Lyon. “It’s also a challenging time when girls begin to develop more mature and complicated conceptions of themselves.”

Her own childhood experience as a Spice Girls fan was one

of the reasons Lyon wanted to peel back some of the layers informing popular culture.

“I thought the whole idea of girl power was kind of neat,” says Lyon. “I felt empowered and didn’t think to question the concept at the time. Looking back, I am now interested in analyzing the notion of girl power and considering its underlying ideologies.”

What helped Lyon arrive at these insights were the one-on-one discussions with her thesis supervisor, Amy Hanser, an assistant professor in the Dept. of Sociology.

“Doing numerous thesis drafts with her feedback was really valuable since it forced me to revisit and think through my ideas,” says Lyon.

Through the thesis process, students must conceive of a research question, decide how to approach it, do some independent research – which can involve interviews or other original data gathering – and put it all together in a final analysis. The Sociology Dept. typically enrolls about 80 students in fourth-year with eight to ten opting for the honours program.

Hanser has supervised four senior honours research projects since her arrival at UBC in 2005. Students’ topics range from young men’s views on metrosexuality to how newspapers report on disease and illness.

Hanser says the benefits are enormous for those students willing to stretch themselves “and take on what mature scholars do on a regular basis.”

“I have seen some very impressive work,” says Hanser, “that moves well beyond the kind of synthesis work that courses often require to some very original and critical analysis.” **R**

LET’S TALK...



UBC Vancouver’s Consideration to Apply for Membership in the NCAA Division II

The University of British Columbia is undertaking a consultation with the campus community and other key stakeholders regarding UBC Vancouver’s consideration of membership in the NCAA Division II, a division of the National Collegiate Athletic Association (NCAA).



WE WANT TO HEAR FROM YOU! PLEASE JOIN US AT ONE OF THE FOLLOWING OPEN HOUSES:

Date: September 29, 4–7 pm Multi-Purpose Room, Liu Institute, 6476 NW Marine Drive, UBC Campus

Date: October 14, 6–9 pm Arbutus Room, Ponderosa Centre, 2071 West Mall, UBC Campus

Date: October 15, 4–7 pm Arbutus Room, Ponderosa Centre, 2071 West Mall, UBC Campus

UBC Co-Chairs, NCAA Division II Review Group:

Marie Earl, AVP Alumni & Executive Director, UBC Alumni Association

Dan Muzyka, Dean, Sauder School of Business

FOR FURTHER INFORMATION OR TO SUBMIT YOUR FEEDBACK:

Correspondence and Enquiries:

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Tel: 604.822.6979
Fax: 604.822.8928

Email: ncaainfo@interchange.ubc.ca

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Coming to your iPod this fall: UBC joins iTunes U

BY BASIL WAUGH

UBC-generated audio and video are now just an iTunes download away, thanks to a new partnership between UBC and Apple Inc.

UBC is one of three Canadian universities to join iTunes U, which puts the power of Apple’s popular iTunes platform to work for top global universities. iTunes U enables users to easily search, download, and play its more than 50,000 educational materials, just as they would iTunes’ music, movies, and TV shows.

Lectures by UBC’s Nobel Prize-winning educator Carl Wieman and microfinance guru Muhammed Yunis, a UBC honorary degree recipient, and video messages by UBC student Olympians and Paralympics, are examples of initial offerings at UBC iTunes U (www.itunes.ubc.ca).

In addition to centralizing and improving access to UBC web content, Alfred Hermida of the UBC School of Journalism says UBC iTunes U is part of an ongoing campus-wide strategy to enhance teaching and learning at UBC.

“If you are a student, you probably don’t know how to find UBC web content because it’s spread across university websites,” says Hermida, whose unit contributed initial materials along with the Faculty of Land and Food Systems, Public Affairs and the Office of Learning Technology.

“We know students use iTunes, so this collects what UBC has and takes it to their environment,” says Hermida, who helped to pioneer the British Broadcasting Corporation’s (BBC) news website as a journalist before joining UBC in 2006.

According to Mike Ko, manager of UBC Public Affairs’ web team, UBC iTunes U responds to changing learning trends. “Whether you are a student, an alumnus or a lifelong learner, people want to download information and consume it when convenient on their computers, portable mp3 players and cell phones,” he says.

For example, Hermida says, a student can listen to course materials on an iPod at the gym. An alumnus can watch a sold-out campus event on an iPhone during their morning commute. “You could be learning as you walk down the street,” he says.

Hermida says iTunes U has the potential to enhance teaching. “Studies show that online content can help to improve the educational experience, but it depends on how you use it. Joining this initiative puts UBC professors at the forefront of new teaching methods,” he says, noting that resources, including best practices, will be available to instructors.

To see two short video clips of Hermida discussing UBC iTunes U, visit: www.publicaffairs.ubc.ca/ubcnews.



UBC iTunes U, which centralizes and improves access to UBC web content, is part of a strategy to enhance teaching and learning.

Digital Life: Here is a quick look at new teaching and learning technologies at UBC this fall.

Digital Storytelling

Last year, Land and Food Systems (LFS) Prof. Cathleen Nichols asked students to create short digital stories of their class experiences. The results were compelling tales of triumphs and challenges. “Students said it enhanced their education and overall experience just to take that time to reflect on what they learned and how they’ve grown,” says Duncan McHugh of the LFS Learning Centre. “It is also a crash course in multimedia literacy, with students learning such software as iMovie and Audacity.”

To see a digital story, visit: <http://blogs.landfood.ubc.ca/learningcentre/2008/05/02/digital-stories/>.

Citizen journalism

LFS students are partnering with UBC School of Journalism and the Now Public citizen journalism organization to tackle hot button issues through podcasts and blogs. “Our students want to engage with the public on issues; this program helps to give them the communications skills,” says McHugh. “Many of our students tend go on to work with the public through NGOs and other organizations, so it’s important for them to have experience in these public forums.”

Class Blogging

UBC’s most ambitious blog project this year will see an entire cohort of 100 students in the LFS Global Resources System (GRS) Program create their own blogs. Many will be studying food security through international placements and exchanges, and this project is designed to help them stay in touch. “The goal is to connect GRS students, alumni and staff from all over the world,” says recent LFS graduate Mary Ann Keeting, who is helping to lead the project. “It is a way to keep a professional record of your experiences, and connect with family, friends and the public.”

To see Keeting’s blog, which details her experiences in Zambia and Kenya, visit: <http://blogs.landfood.ubc.ca/maryann/>

Geo-location

If you are looking for healthy food options in Vancouver neighborhoods, visit a Google Map created by LFS students. “Students are using geo-location – digitally tagging locations in Google Maps or with global positioning systems (GPS) – to enhance their research,” says McHugh. “It really helps people to visualize what you are doing.”

To see a Google Map tagged by UBC students, visit: <http://tinyurl.com/agsc250foodmap>.



Want people to come to your party?

Then get your event into the new online UBCevents Calendar.

Academic events. Cultural Events. Recreational events. Club events. UBCevents is the place to share and discover everything great that’s happening at UBC.

Your events not yet in UBCevents? You can sign up by contacting: info.events@ubc.ca to sign up.

www.events.ubc.ca



UBC CULTURE FEST 100

Join us September 21st to 28th for the first annual UBC Culture Fest!

A legacy of the 2008 Centenary, UBC Culture Fest 100 invites the community to share in the diverse cultural activities that UBC has to offer. Drop by Culture Fest for BBQ’s, Wine Tours, Theatre, Opera, Family bike rides and much more. With live music and lots of free events, there’s something for everyone.

Culture Fest also includes:

Wesbrook Place Nobel Laureate Parks Dedication Ceremony
to honour Nobel Laureates
Professor Emeritus Har Gobind Khorana
and *UBC Professor Michael Smith*
Saturday, September 27 @ 2:00 pm
Michael Smith Park, Wesbrook Place
(access is from Birney Ave – southeast of 16th Ave and Wesbrook)

For more information on all these events and more visit:
WWW.CULTUREFEST.UBC.CA