

Teaching Dossier, Cari Din, PhD

Welcome to my dossier, thank you for taking the time to read and consider it. There are many live links embedded throughout this document, please consume it digitally if possible.

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Teaching Roles and Responsibilities

The courses below reflect the formal teaching role I play as an Instructor at the University of Calgary. Courses taught during my time as tenure-track Instructor (July 1, 2018 – present) are bolded.

<i>Class</i>	<i>Number of students</i>	<i>Terms taught</i>
<i>KNES 201 Activity, Essence and Experience (lecture)</i>	150	4
<i>KNES 311 Leadership Foundations</i>	75	11
<i>KNES 331 Foundations of Coaching</i>	85	3
<i>KNES 411 Advanced Leadership Practice</i>	30	2
<i>MGST 697 Integrative Decision Making</i>	17	1
<i>UNIV 201 Global Challenges</i>	10	1
<i>KNES 201 Activity, Essence and Experience (swim lab)</i>	25	9
<i>KNES 213 Introduction to Research Methods in Kinesiology</i>	150 / 30 (Fall / Spring)	10
<i>KNES 321 Foundations of Instruction</i>	30	1
<i>KNES 391 Leadership in Pedagogy and Coaching Practicum I</i>	15	2
<i>KNES 431 The Art of Coaching</i>	10	1
<i>KNES 491 Leadership in Pedagogy and Coaching Practicum II</i>	15	2
<i>KNES 697 Exercise and Sport Psychology</i>	15	1

A list of courses I have taught where USRIs are available is included as Appendix A in this dossier.

My roles as **Taylor Institute for Teaching and Learning Teaching Scholar** and **Co-Lead of the Faculty of Kinesiology's 2020 Undergraduate Curriculum Review** provide opportunities and responsibilities for positively influencing the teaching and learning culture, strategy, and progress in the Faculty of Kinesiology. I will describe these roles and my impact in the **Educational Leadership** section of this dossier.

Teaching Philosophy Statement

The academy is not paradise. But learning is a place where paradise can be created.

bell hooks

I am not convinced I have built paradise but align with hooks in knowing the sublime transformative potential of learning. The cornerstones of the learning places I create with students through embodying evidence-informed teaching and educational leadership are: student **sociality, belonging, agency, and curiosity** (Brookfield, 2006; Eyler, 2018; hooks, 1994; Lang, 2016).

When I finish class feeling satisfied, energized, and most like myself, these four cornerstones were designed into the experience. I feel elation and believe I brought **enthusiasm, care, and respect** to the students and content (Anderson et al., 2020). These are the signatures of my best teaching.

My best teaching includes helping students connect with each other and the content (Eyler, 2018). I support connection-building by designing introspection, peer reflection, small group discussions, and team learning activities into every class (Laidlaw & Din, 2020). Through intentionally supporting sociality, I enable a sense of community in the class where “our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence” (hooks, 1994, p. 8).

Thoughtfully designed discussion-based pedagogy is central to my teaching (Sibold et al., 2017). Discussion can increase student’s tolerance for ambiguity, their capacity to explore perspectives not their own, openness, intellectual agility, synthesis, critical thinking, and respectful active listening (Brookfield, 2006). I have found discussions to be the birthplace of connection in my classes and a space where confidence and care grow.

I believe learning alone is ineffective. The social dimension of learning elevates it and social constructivism informs my instructional design (Eyler, 2018; Vygotsky, 1980). I teach constructivism to my upper-year students to help them make sense of their own influence on people’s agency. Agency is synonymous with constructivism for me, and I have seen students’ self-determination bloom when they embody agency. Active learning, where students are building their own understandings, schema, practices, and behaviours, supports agency and my fundamental belief that “Learning is not something done *to* students, but rather something students themselves do.” (Ambrose et al., 2010, p. 3).

I describe agency to students as contributing their *voice* and exercising *choice* in learning. Agency is positively impacted by supportive peer and instructor-student relationships (Klemenčič, 2017). I learn every student’s name in my classes of 100 students and smaller (Laidlaw & Din, 2020). Seeing students and valuing what they bring into the room is essential in my teaching.

Students are developing questions in my classes, and they are pursuing answers to questions they care about in their best work. To learn something, we must first wonder about it (Eyler, 2018). When student experiences are central, a potent mix of agency, curiosity, and profound project-based learning becomes possible. Project-based learning is known to enrich student engagement and authenticity (Eyler, 2018). When students work in groups, I use structured check-ins, peer feedback, team contracts, and appreciation to support group processes.

Students are actively creating connections between ideas and practices that are relevant in their lives and professions (Lang, 2016) in my classroom. I design and facilitate learning activities where students are noticing, predicting, and critiquing content based on their prior knowledge as we approach new ideas (Ambrose et al., 2010). Students are surfacing and representing what they know, think, wonder, and believe in creative and personally relevant ways in my courses.

Being a skillful teacher demands critical reflection on my influence on what students are experiencing, and what helps their learning (Brookfield, 2006). Critical reflection strengthens my teaching practice, renewal, and improvement. I use structured debriefs of learning activities, exit tickets at the end of specific classes, formative student feedback, and informal discussions with students to critically reflect on what is going well and how I can improve student experiences and learning in my classroom.

My teaching improves through peer mentoring and collegial critical friends (Barrette-Ng et al. 2019). My own Scholarship of Teaching and Learning (SoTL) and educational leadership as a Teaching Scholar stewarding teaching and learning reform in laboratories features me thinking deeply about what enables rich learning and how to help TAs develop their evidence-informed teaching practice. My mentoring emerges from my SoTL and educational leadership. As a mentor I strive to help instructors discover the vitality of effective, responsive, caring yet demanding teaching.

The sound, texture, and enthusiasm of the learning spaces I co-create with students may not be paradise but they feature great care. I care for students, teaching itself, and my areas of expertise. These three sites of caring signal strong teaching in higher education (e.g., Anderson et al, 2020) and are truly the criteria I would like my teaching to be measured against.

Teaching Practices

In this section of my dossier, I am highlighting the practices which contribute to the four cornerstones of my teaching: student sociality, belonging, agency, and curiosity. I will also feature the signatures of my best teaching: care, enthusiasm, and respect.

Co-Creating Agreements for our learning space is a strategy I use with all students to emphasize respect, student agency and belonging. Students work in small groups and generate lists of what they are hoping for in the course, what they are fearing or feeling apprehensive about, and what they need in the class to support their learning. This strategy allows students to meet new peers and table what they are thinking and feeling as we begin the term. I am in awe of how much students bring to a new classroom; they know what supports their learning and what gets in the way of it. I collect and compile these lists and create a synthesis poster for the class and show it to them at the following lecture. Student-generated agreements help me understand and show respect for what learners seek. This creates the potential for belonging, mutual respect, and rich learning.

Four or five weeks into the term, I show this poster again and ask students to spend a few minutes reflecting on how well we are doing in relation to what they said they needed in the class. Valuing their voices and



Fall 2019 Agreements KNES 201 (150 students)

experience through co-creating agreements elevates student agency, reflection, and accountability.

Discussion-Based Pedagogy is a strategy I use in every course I teach. Giving students time to think, listen to each other, and co-create knowledge builds peer connection and community. I invite discussion and celebrate student engagement: with their lived experiences; with each other; and, with the best disciplinary research available in the field of study.

“Each class includes small group discussions as well as full class ones and Cari excels at asking engaging questions that have the power to turn shy students into students willing to share.”
Former student describing class of 150 students

“I was privileged to have many excellent instructors throughout my undergraduate studies, but I would definitely place Cari above them all in terms of her ability to engage us in class discussion, build rapport with students, and to facilitate active learning in and out of the classroom”

Former student, current PhD Candidate.

“By reflecting with others, it humbled me. Not everyone has the same point of view and experiences which make us all extremely different but all special in our own ways...sharing our perspectives and examples of the topics that we were discussing at the time. It made me better understand the topics, grasp the concepts rather than just writing down lecture notes and trying to memorize information.”

Former student (2 classes), current Master of Public Health student.

The sociality, belonging, and community described by these students highlights the learning spaces I strive to create.

Project-Based Learning facilitates student curiosity and engagement. When students are independently leading their learning through project work, I witness deep learning. Project-based learning (PBL) is most potent when student work focuses on real-world problems and contexts (Kokotsaki et al., 2016).

I am committed to developing project-based learning experiences that challenge students to use higher order thinking and critical reflection. An example of this type of work is described in [this teaching and learning blog](#) featuring community impact project work in my Leadership Foundations (KNES 311) class.

The following quotes are from students who participated in the project featured in the story linked to above.

“The community impact project enabled me to realize that I am not only a bridge between theoretical understanding and practical implementation, but a vessel through which real social justice can be initiated and realized. Indeed, I am capable of enacting change.”

Former student, recent M.Sc. graduate.

““ The community impact project is an excellent example of how your class enabled my learning and growing in leadership skills and behaviours. Not only were we able to apply the leadership concepts with each other as we learned them, but we were given opportunities to reflect on our own abilities and receive peer feedback about our behaviours.”

Former student (3 classes), current Master of Public Health student.

These comments emphasize the sociality, curiosity, and agency designed into this project. Project-based learning (PBL) improves students' capacity to self-reflect, begin forming a professional identity, and a sense of self beyond university student (Laidlaw & Din, 2020; Vande Wiele et al., 2017).

In KNES 201, the large first-year class I have taught, I created a project aimed at facilitating sociality, agency, and advocacy in a large first-year class.

The Start Where You Are project is one I presented at both the **International Physical Literacy Conference** as well as the **University of Calgary Teaching Days** in 2019. The project description is included as Appendix B in this dossier.

[This is one KNES 201 group's Start Where You Are project.](#)

To showcase the memorable learning many students experience during *Start Where You Are*, I quote three students describing this high-impact PBL:

““ *I always hated public speaking but because I was so passionate, I was actually excited to share [our project] and actually advocating for our plan when I spoke.*” This comment supports my drive to embolden students to take risks in their learning, such as speaking publicly, to enable meaningful growth.

““ *[This project] was so much fun working on and showcasing each person in their different physical space that they love most...and getting to play to our strengths...video is my strong suit so we used it.*” I invite students to highlight their strengths and passions in their project-work to engender strong buy-in and agency.

““ *The project showed me that you can make a difference in your community – you don't have to wait until you are done all of your courses.*” This student's comment surfaces the agency this PBL aims to enable.

Projects which develop research skills: Course-based Undergraduate Research Experience (CURE)

During the pandemic, I learned to develop a CURE through a 25-hour mentorship with Dr. Kyla Flanagan and Kara Loy from the College of Discovery, Creativity, and Innovation housed in the Taylor Institute for Teaching and Learning (TITL).

I piloted my first CURE in Fall 2021, on-line, in KNES 331, Foundations of Coaching. It included identifying a coaching problem team members would like to solve, developing a research question, searching the peer-reviewed literature, discovering solutions to the big problem, integrating their own stories with the research, and communicating their work in a podcast format.

At the end of KNES 331, Kara Loy collected anonymous survey responses assessing the impact of my first CURE.

Students' average response to this question:

*I think that participating in a Course-based research experience (CURE) develops student's academic skills **4.97/5***

The next six comments are survey responses to this prompt:

This research experience helped to develop:

- “ My confidence in knowledge translation
- “ My ability to synthesize research into lay terms. It helped me develop knowledge translation skills.
- “ My team building skills and my appreciation for research. As well, my self-confidence. I think one of the major reasons I did not have a prior drive to participate in research was because I did not believe I could. I did not think I had the skills or proficiency to be a valuable team member in a research setting. After this experience, however, I have more confidence in my abilities as a student and researcher.
- “ My critical thinking skills, as I applied the knowledge I learned to what I knew about my topic in practice. It also developed my ability to transform literature into accessible knowledge.
- “ Being an active participant in a field of research and the Kinesiology Faculty. It was a project I was proud of and wanted to share with those around me. It made me feel like my learning was useful and applicable and gave me purpose and meaning throughout my online course.

“

I learned and was stretched through a challenging yet very fulfilling project, of which I am very proud. I am also very excited that our final pieces of work will be shared with other coaches and have an impact outside of this course; knowing this drove our efforts to not only get a good grade, but to provide quality information and sound advice to help other coaches.

Complete survey responses are included as Appendix C in this dossier.

[Here is an example podcast created by students as the penultimate learning output of their CURE in KNES 331](#)



Team-Based Learning is an extension of project-based experiences students have in my courses. It amplifies belonging, community, care between students, practicing respect, collaboration, conflict management, critical thinking, and retention in higher education (Sweet & Michaelsen, 2012).

“ I wanted to send you a note to let you know how much I genuinely loved your coaching class this year. It was a breath of fresh air to interact with classmates and get to know my three learning buddies and project team throughout the semester. I really appreciate the hard work you did over the summer reformatting the class for a COVID-19 online setting.”

Former KNES 331 on-line student, current B.Sc. student.

In our research, my honours student found students in leadership project teams wanted to learn and excel because of commitments they felt toward team members (Laidlaw & Din, 2020). The following student comments support this finding:

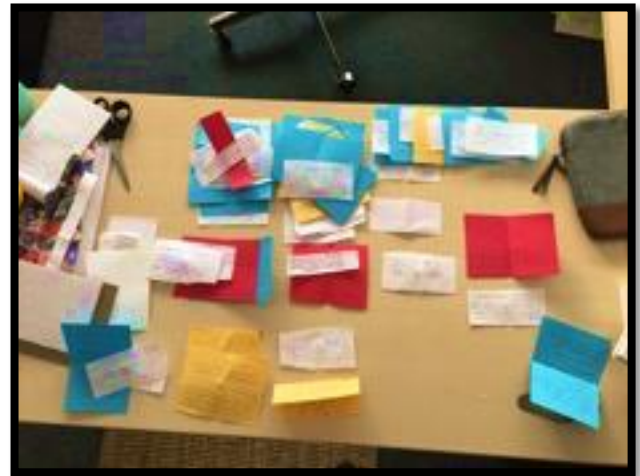
“ Feedback received from teammates during our project helped me understand what areas I needed to improve on as a leader, while also allowing me to utilize my leadership strengths in giving my own feedback to my peers...your courses teach leadership by giving students the opportunity, via group work, to test the waters of leadership with peers. This gives students a sense of comfort, knowing that their peers are in the same boat, allowing for ample growth and

learning. This, combined with the encouragement, knowledge, and inspiration of you has resulted in incredible growth and I believe I have learned what leadership truly is.”

Former student (3 classes), current Master of Public Health student.

I work to proactively support positive team dynamics through student contract development, structured check-ins during projects, and teaching students how to give and use effective peer feedback. These supports are highlighted in the Group Leadership Challenge Handbook, which is included in this dossier as Appendix D.

Formative feedback students share profoundly influences what I know about student learning and what we do next in class. Formative feedback helps me understand and improve student learning (Jeffs & Piera, 2016). The image below is a group of thematically sorted piles of anonymous answers to questions I posed at the end of class. We know when instructors understand where students are in their learning, time is better allocated to effective learning activities (Andersson & Palm, 2017). I rely on targeted questions and check-ins (here in the form of exit tickets) across my courses to tailor and tune my teaching throughout term.



Creating community and continuously improving through peer formative feedback happened when the students featured in the screen shot here studied KNES 411 with me in Winter 2021, they were exceptionally generous with me and each other in doing leadership learning online, a great example of their skill in giving useful feedback (what we call feedforward because it is constructive, future-focused, and helpful) is included [here](#).

Students in this class let me know at the end of term the module where they shared this useful feedforward impacted their learning most. The sense of respect, safety, and belonging enabled rich peer learning on-line.

Stephen Brookfield's (2006) The Classroom Critical Incident Questionnaire (CIQ)

is a short, in-class, anonymous, formative feedback tool which improves my teaching through affirming what I do well and illuminating what I need to improve. For me, explaining this tool and its purpose demonstrates great respect for the experience students are having with me and each other in class. The blue text box that follows is an example of the CIQ and representative student responses.

Please take about five minutes to respond to the questions below about your experiences in this class. Do not put your name on the form - your responses are anonymous.

At what moment in class did you feel most engaged with what was happening?

"When we got to summarize what content means for us going forward"

*"Dance floor"**

*"Carousels"****

At what moment in class were you most distanced from what was happening?

"During slides"

"Traditional lecture"

"I am always engaged"

What action that anyone (teacher or student) took did you find most affirming or helpful?

"When Cari listens intently, answers questions, gives good feedback"

*"Getting out of my comfort zone and feeling safe to do so (being in the PIT)"****

"Learning personal strengths and weaknesses in leadership"

What action that anyone took did you find most puzzling or confusing?

"How to do different activities in class that we had never done before"

"The first description of the portfolio, I have never done something like this in a class before"

What about the class has surprised you the most? (This could be about your own reactions to what went on, something that someone did, or anything else that occurs).

"The way you engage students and influence us to think for ourselves and connect this to our lives"

"The community and getting to actually know our classmates"

*Dance floor is the term we use in this class to describe a huge space in the centre of the room that all students face and stand on to discuss questions posed during class. Dance floor is a modification of the think-pair-share

active learning intervention that allows students to meet peers they do not sit next to or know well during the pair-share phase of this learning strategy.

**Carousel is a learning facilitation technique that allows learners to work in small groups on an issue or topic and then move from station to station in an organized way that repeatedly mixes groups.

***The Learning Pit is a metaphor I borrow from the work of James Nottingham (2017) that likens the feelings of challenge, confusion and trying to solve problems to learning.

Structured check-ins are another form of formative feedback which enable me to assess progress and support student learning (Lindstrom, Taylor & Weselchuk, 2017). I am providing real-time assistance to individual learners through this form of low-stakes assessment.

An example of the feedback I provided one student and this student's comments back to me illustrate the aim and impact of this teaching strategy. This specific project check-in was hosted in D2L Dropbox. My comments regarding this student's integration of class content with a classic model of critical reflection (Rolfe et al., 2001) are in the text box that follows.

My Comment: Great WHAT (description) and analysis layer in the SO WHAT section here S.G. "The blinders of needing to get stuff done," is an evocative image. Authentic take on mindfulness as a tool, nicely articulated. You are ready for a challenge. Here it is:

To enhance the reflective layer of NOW, ask yourself questions about what you still do not know. Pose questions about what you could be misunderstanding. Think out loud about what is surprising or unexpected. Sometimes having untidy takeaways is part of this process. I invite you to play with stems like "I wonder if..." in your project.

Student's Reply: Thank you for the detailed response to my Check-In 1 submission! I feel that I have a clearer understanding of how to formulate my ongoing reflections. I get what you mean by not having a neat and tidy way to conclude but rather using expansive stems to take the reflection to the next level. I never thought about this. Really good feedback so I appreciate that! I think I will be okay to not meet up, these check-ins are very helpful.



Reflection and metacognition

The check-in featured above highlights how reflection facilitates student agency through enabling them to connect their experience with knowledge and extend their learning. Reflection gives them space to reprocess experiences, connect emotion with thinking, and do some cognitive housekeeping (Moon, 2004). It supports motivation to learn (Ambrose et al., 2010) and is the mechanism I activate most often for empowering students to notice and realize what they have done well, what they need to practice, consider, and do next. Reflection also invites students to set learning goals. I find reflective thinking and writing helps students discover what they are curious about, and their curiosity holds the potential to connect them to transformative learning.

Every participant in my honours student's study of my KNES 311 class described the vital role self-reflection played in their leadership learning process. (Laidlaw & Din, 2020).

“ I have taken my learning from KNES 311 and applied it to many different aspects of my life. I have adopted a daily practice of journaling and self-reflection, which keeps me accountable and helps me live with integrity.”

Former student, current medical student.

During the first term I was teaching KNES 331, Foundations of Coaching, I struggled to get some students to connect with evidence-based content to their experience. I created a metacognitive opening learning activity called *Mirror Questions* for each new topic and invited students to reflect on their experience with the topic and share their perspectives in small groups (the class enrolment is 85).

“ *Mirror Questions* allowed us to think critically and personally reflect about a topic prior to attending class. When we broke off into small groups to discuss, it helped people feel more confident in sharing their answer versus sharing in front of the whole class. Preparing an answer beforehand pushed us to interact and listen to our peers more intently. We were less focused on how we were going to respond and more focused on hearing what our peers had to say.

However, unprepared students still had the opportunity to reflect within their small groups by hearing out their peers before providing an answer. Their peers helped pull them along through discussion and no one was left out or left behind. The most beneficial part about *Mirror Questions* is that you could also never be in the same group twice. We always had to find new people to connect with to hear more experiences and points of view.

The questions also gave students a feeling of autonomy in their own learning by relating their lived experiences to the topics being taught. Many other classes do not always give students the same opportunity. I enjoyed the active learning environment because it allowed me to open myself up to answering in a way that I may not have if the questions were given to me on the spot. Relating the questions/class topics to our own experiences encouraged a comfortable learning environment by keeping us engaged for every class and ultimately optimizing our learning potential.”

Former student (2 classes), current personal trainer and sport coach.

This student's experiences supported her agency, sociality, and deep learning.



I used the anonymous medium of Jamboards on-line to support student reflection and curiosity during the pandemic. In the boards I link to [here](#) I ask students to solidify new learning and then invite them to ask me questions about content they want to better understand. I posted answers in audio form to the questions you will see on board two in our D2L shell after class.

Advanced Leadership (KNES 411) students demonstrate the metacognitive process of and connecting their learning in our Mentorship Module to how they will mentor in the future is shown here:

[Student generated list of ways they can do mentorship after our advanced leadership course ends](#)

Care for my disciplinary expertise, teaching, and students

In their study of 55 diverse students from health sciences to humanities, Anderson et al. (2020) discovered consensus on and a clear description of what students perceive good teaching to be: Care. The best teachers care deeply about teaching and learning, their discipline, and their students. The positive influence of knowing students' names in post-secondary classrooms has been supported in other SoTL inquiry (e.g., Carroll & O'Donnell, 2010; Nichols, 2016). Further, Weimer (2013) describes the combination of instructor caring with high expectations in higher education classrooms as a potent influence on student learning. Supportive peer and instructor-student relationships facilitate undergraduate student agency and increase student sense of belonging and community (Klemenčič, 2017; Pym & Kapp, 2013). This evidence supports the care I devote to my discipline, teaching, and students.

“The biggest thing that stuck with me from KNES 311 was how obvious it was that you cared about me as a student and a person. Your teaching went beyond sharing educational knowledge, inspiring me and my peers to live a better life. Your teaching style made this the most applicable class I have ever taken. The encouragement for application to students [sic] own lives made the content relatable, and hearing how fellow peers could apply knowledge to their own lives broadened my understanding of the topics.”

Former student, current Master of Physiotherapy student

“ I love that you truly know every one of your students, and somehow in a class of 30+ students, make us feel as though the course is planned with each of us in mind. Not to mention your method of instruction was among the clearest and most impactful I have ever experienced...Being taught by you was quite unique when compared with other courses, because in your classroom I felt like an individual person instead of a number. I felt heard and seen, which is not something that I can say for many of my other classes! I just want to make sure you know how appreciated and cared for your students feel in your classes, and to thank you for the extraordinary experience you provided me with in KNES 311, 411, and 331!”

Former student (3 classes), current Kinesiologist

Anonymous comments and summaries of multiple student comments from the Students' Union Teaching Excellence Awards (SU TEA) Committee's feedback describing my care are quoted next:

- ☞ She is the only prof I have ever had to authentically cares about me. I appreciate her willingness to support me whenever I face a challenge
- ☞ She takes the time to learn everyone's name on the first day of class
- ☞ Cares about students and it shows
- ☞ Always available by email and highly encourages using her office hours
- ☞ Very friendly and remembers everything each student tells her
- ☞ Inspires students in the ways they need to be inspired
- ☞ I have never felt that any other teacher cares so much about my learning as Cari, she inspires me to do well in class and in my life
- ☞ Connects with every student
- ☞ Her lectures are filled with passion and love

Enthusiasm is a metric in the USRI I consistently score above a 6.5/7 and at times, a 7/7 across students. A table of USRI scores is included in the **Teaching Effectiveness** section of this dossier. Anonymous comments collected by the SU TEA Committee support enthusiasm as one of my key teaching strategies:

- ☞ She is the most excited professor I have ever had
- ☞ She comes to class with a smile and excited to teach
- ☞ She is passionate about her subject matter and connecting with students
- ☞ She is very invested in the student learning
- ☞ Her enthusiasm is contagious
- ☞ The most enthusiastic professor I have ever had
- ☞ Enthusiasm should be Cari's middle name

My honours research student found enthusiasm facilitates engagement and a willingness to try leadership behaviours students are learning in my class outside of it (Laidlaw & Din, 2020).

Respect for students is a metric I consistently score above 6.5/7 on in my USRIs. In the open-ended SU TEA surveys, students also describe my classes as **psychologically safe**. The

anonymous comments I include next are from SU TEA surveys and summaries of those surveys (4 complete comment sets are included in this dossier as Appendix E).

- 🌀 Cari's classes are the safest place to be when expressing yourself and being vulnerable. I have flourished thanks to Cari's teaching and enthusiasm
- 🌀 This is one of the most accepting and inclusive classes I have ever taken
- 🌀 Cari is special. She makes me feel safe and excited to attend class.
- 🌀 She established a welcoming space for a diverse group of students
- 🌀 She makes a space that is safe and respectful making each student comfortable in the discussions.
- 🌀 She creates a positive and welcoming environment for every student
- 🌀 She goes above and beyond to meet everyone needs
- 🌀 She is the definition of safety
- 🌀 Always gives us the opportunity to explain ourselves and encourages others to do the same
- 🌀 Incredibly respectful to all students
- 🌀 This class is a safe space were everyone is welcome and encouraged to speak
- 🌀 I always feel safe and without judgement
- 🌀 Everyone is respected and treated equally
- 🌀 Every student feels safe and supported in Cari's space
- 🌀 I feel comfortable speaking and expressing my opinion
- 🌀 Cari is the definition of a welcoming safe environment
- 🌀 Established a safe environment from day 1
- 🌀 Psychological safety is utmost importance and everyone's opinion is valued and heard.

I am humbled to read these anonymous comments and encouraged to continue improving the safety and inclusive quality of my courses and classrooms. A respectful safe place to learn approximates paradise, to me.

The video I link to next is a wonderful way to close this section on respectful, inclusive learning spaces:

[Kin Games Team 2021 MVP \(most valuable prof\) reflections on creating psychologically safe classrooms](#)

Bringing my teaching philosophy to life online began with reading Darby and Lang's evidence-informed book: *Small Teaching Online: Applying Learning Science in Online Classes*, in the spring of 2020, to figure out what I could do to enable student agency, curiosity, community, and learning online. I will reflect on what I feel my one big mistake was online and feature my growth and successes in this section. The strategies I used to be effective at-a-distance are highlighted next:

1. **Road Maps** during online learning supported student learning, according to the formative feedback I collected anonymously in every class. Students told me in Zoom near the end of winter term that they think I should keep these weekly maps of where

we are going, content videos, what they need to consider, reflect on, and create during the week. An example *Road Map* is included as Appendix F.

2. **Comprehensive Assignment Descriptions and Rubrics** are living documents which align course learning outcomes (stated in clear verbs so students may comprehend what they need to do) with assignment criteria and rubrics. I update these documents based on student comments, questions, and feedback. Co-editing assignment criteria gives students a sense of agency and my respect – when they offer a question that improves these standards and procedures I integrate it with the materials!

“She does an excellent job of providing rubrics and basing her feedback on the criteria”

SU TEA anonymous comment, Winter 2021.

3. **Audio Feedback** allows me to show care, respect, and humanity when assessing student work. In the winter of 2021, I spoke to the criteria in single point rubrics rather than typing out my comments. Here is what two students from two different classes emailed me about audio-feedback:

“I really love getting your feedback for assignments as audio recordings. It makes it feel so personal and also gets across what you are trying to say better because I can understand the intonation of your voice.”

Email from a student, Winter 2021

“I just wanted to thank you for your amazing feedback for the core values assignment, it brought tears to my eyes hearing such love, positivity, and encouragement. I love how you took the time and effort to give this verbal feedback, and you made sure to make it unique to every single person. There's just something about hearing it that touches your heart a whole new way. I am definitely going to consume your suggestions on how to improve and try my best to incorporate this feedback in not only the next work, but life in general. Thank you so so sooooo much!”

Student in a class of 75, Winter 2021

These final comments summarize student appreciation for my on-line teaching strategies in Winter 2021:

“ *She has put a lot of work into adapting her teaching style for online learning and it definitely shows. I feel I am learning just as much online as I did in her classes pre-pandemic.”*

“ *Cari really has been the most adapting, amazing professor while transitioning to online learning.”*

Teaching Effectiveness

Comments woven throughout the **Teaching Strategies** section above speak to my effectiveness.

In this section, I will highlight my available USRI feedback, colleague observations of my teaching, and my TA's comments, and a former student's reflections on my influence. I close this section with a serendipitous example of student community and agency which represents the teaching impact I am striving to make.

Summative feedback: University of Calgary's Universal Student Rating Inventory (USRI)

The USRI uses a Likert scale from 0-7. Items assessed in the USRI instrument include:

1. Overall instruction
2. Enough detail in Course Outline
3. Course consistent with Outline
4. Content well organized
5. Student questions responded to
6. Communicated with enthusiasm
7. Opportunities for assistance
8. Students treated respectfully
9. Evaluation methods fair
10. Work graded in reasonable time
11. I learned a lot in this course
12. Support materials helpful

Courses in the Faculty of Kinesiology I have taught and assessed using the USRI in the table are:

KNES 201: ACTIVITY, ESSENCE AND EXPERIENCE

KNES 331: FOUNDATIONS OF COACHING

KNES 311: LEADERSHIP FOUNDATIONS

KNES 431: THE ART OF COACHING

KNES 697: EXERCISE AND SPORT PSYCHOLOGY

Please note, USRIs are unavailable for Winter 2020, Fall 2021, Winter 2021 because responses were absent or exceptionally low.

TERM & COURSE	ENROLLED	RESPONSES	OVERALL SCORE	HIGHEST SPECIFIC ITEM SCORE	LOWEST SPECIFIC ITEM SCORE
F 19 KNES 311 L01	73	64	6.78	6.98 <i>Communicated with enthusiasm</i>	6.3 <i>Content well organized</i>
F 19 KNES 331 L01	77	72	6.68	6.92 <i>Communicated with enthusiasm</i>	6.29 <i>Content well organized</i>
F 19 KNES 201 L01	150	95	6.22	6.78 <i>Communicated with enthusiasm</i>	5.81 <i>I learned a lot in this course</i>
W 19 KNES 311 L01	35	28	7.0	7.0 <i>Students treated respectfully; Communicated with enthusiasm; Opportunities for assistance; Work graded in reasonable time</i>	6.93 <i>Course consistent with outline; Content well organized; Evaluation methods fair; I learned a lot in this course; Support materials helpful</i>
W 19 KNES 201 L01 & 02	158	31	6.77	6.97 <i>Communicated with enthusiasm; Students treated respectfully</i>	6.53 <i>Support materials helpful</i>
F 18 KNES 331 L01	74	56	6.71	7.00 <i>Communicated with enthusiasm</i>	6.57 <i>Evaluation methods fair</i>
F 18 KNES 311 L01	36	33	6.74	6.97 <i>Students treated respectfully</i>	6.18 <i>Enough detail in course outline</i>
F 18 KNES 201 L01	148	107	6.42	6.9 <i>Communicated with enthusiasm</i>	5.84 <i>I learned a lot in this course</i>
W18 KNES 201 L01	146	107	6.38	6.84 <i>Communicated with enthusiasm</i>	5.91 <i>I learned a lot in this course</i>
W18 KNES 311 L01	35	28	6.86	7.00 <i>Student questions responded to</i>	6.46 <i>Enough detail in the Course Outline</i>
F17 KNES 431 L01	10	10	7.00	7.00 <i>All twelve items</i>	7.00 <i>All twelve items</i>
F16 KNES 311 L01	35	30	6.93	6.97 <i>Communicated with enthusiasm</i>	6.75 <i>Work graded in reasonable time</i>
F15 KNES 311 L01	36	29	6.86	6.96 <i>Student questions responded to</i>	6.48 <i>Evaluation methods fair</i>
F14 KNES 697 L01	10	10	6.70	7.00 <i>Students treated respectfully</i>	6.40 <i>I learned a lot in this course</i>

Observations and comments on my Teaching Effectiveness

from multiple positions in the academy are featured next.

Dr. Meghan McDonough, Professor, and Dr. Sarah Kenny, Assistant Professor, Faculty of Kinesiology, after observing me teach KNES 311 write:



Dr. Din's teaching is remarkable in her commitment to building respect and a sense of community in the classroom, motivating students to become self-determined learners, intentionally designing and delivering an active learning space, and ongoing devotion to professional development.

Dr. Din showed utmost respect for her students. For example, when she posed specific questions for students to respond to, she deliberately gave time for students to contemplate and offer their personal responses and experiences on pointed topics relating to 'Leadership Mistakes'. Many students raised their hands to contribute, evidence of the mutual respect and sense of community she had built in the preceding weeks. Following each response, Dr. Din wove each example provided into the lecture material. This conversational style clearly demonstrated her interest in the students' thoughts and opinions and reinforced the relevancy and application of each student's contributions. Following a group discussion, she encouraged all to applaud, acknowledging the efforts required to be active participants in her class, especially at 8:00am! There was a blizzard the night before we observed, and several students arrived late to this early morning class. She welcomed them by name, saying to each one, "I'm glad you are here." It was clear that students were comfortable, knowing they could join and would be respected when they arrived.

Dr. Jerrod Smith, Faculty of Science, Instructor, after observing KNES 331 writes:



You ensured that students were able to have their thoughts heard by the entire group. I found that this activity was effective in promoting a dynamic discussion and an engaging way to begin the class; moreover, I believe that having students move throughout the physical space was a very effective technique for quickly engaging your students. The discussion was lively and on-topic. A group of students nearby where I was sitting had not done the reading; however, their discussion was focused and highly valuable. I think that this is an important observation, your students were engaged with the activities that you selected, willing to participate, and eager to learn from their classmates.

During the last ten minutes of class, you asked your students to reflect on their personal experiences as athletes and coaches in relation to the topics discussed. Educational research has shown that students achieve higher learning outcomes when they feel that course content is relevant to their lives. You asked several students to share their experiences and their thoughts

on how they made sense of the experience within the ideas discussed in the class. When students were sharing their stories, you were very supportive and ensured that the other students were listening. In particular, you took the opportunity to emphasize the importance of “listening to your athletes” during this exercise.

You know all 75 of your students’ names – an impressive feat – which demonstrates your positive rapport with your students.

Jayne Beselt, my Graduate Teaching Assistant for KNES 201, writes:



Cari is very gifted at keeping students actively involved in class. She has a great sense for when it feels like students are not getting ‘it’ or losing focus and poses timely questions/activities to the class to help them re-engage. It is clear that her expectation is that students do more than listen and regurgitate information and she challenges students to think deeper and personally about how the concepts she teaches apply to themselves and those around them...She is extremely encouraging and intentional with positive reinforcement, both with me and her students. When a student would ask a question, she was purposeful with thanking them for sharing their perspective.

Cari is also really aware that students thrive in different environments and acts on this by incorporating the use of different forms of assessments (e.g., presentations, activist projects, and conceptual exams) into her course. She goes with the flow of the students in the class and adapts to the different cohorts from semester to semester – acknowledging that the parts of how the course is delivered can be dependent on the unique needs of the students. She makes herself available and will stick around after class to make time for students. Students appear to be really comfortable approaching her with questions or to share stories about how they are applying what they learn in class to their own lives – she is again, extremely relatable. As a TA, Cari genuinely cared about how I was doing and about my thoughts and opinions. She mentored me along the way, sharing ways her personal experiences with teaching impact her and allowed me to learn from her knowledge of teaching as well.

Mathieu Chin, student in both KNES 311 and 411, former SU representative for Kinesiology, and current medical student, writes:



Dr. Cari Din is a person that I hope to emulate in my life, career, and as a life-long learner...Dr. Din is by far the most dedicated and most impactful professor that I have learned from throughout my undergraduate degree. She creates a community where everyone belongs, empowers students by giving everyone agency, and sparks one's innate curiosity for learning.

Dr. Din takes a stepwise approach to teaching, adding on top of the students' current foundation of knowledge. In essence, she pushes students to expand their comfort zone into the "Stretch Zone."

Dr. Kyla Flanagan, Academic Lead for the College of Discovery, Creativity and Innovation within the Office of Experiential Learning, writes:



I have worked with (and been inspired by) Cari over the last two years in my role...I was so struck by Cari's highly reflective nature. She was constantly considering what worked well, what didn't work and what she would try next time. I believe her excitement and passion for learning new teaching practices and methods, willingness to be innovative in the classroom, and a highly reflective approach are key traits making Cari so successful in her teaching practice...I can't speak highly enough of Cari and her dedication to teaching and learning at UCalgary."

The unique perspectives highlighted in this section contribute generous evidence of my effectiveness and depict my teaching philosophy in action. All five letters excerpted above are included as Appendices G, H, I, J, and K in this dossier.



The photo above came with the email quoted next from a student after a class I could not attend at the last minute. It depicts the belonging, sense of community, and student agency I strive to create through teaching effectively:

“ I just wanted to let you know that class today was absolutely amazing! Typically, university students don't show up to classes when the prof is going to be absent. Some of us students won't show up to class even when the prof is lecturing! We tend to prioritize the things we think are important to our learning. I myself have prioritized studying or other work over

attending a lecture. So, I was completely stunned when I walked into a full class at 9am this morning. I thought it was a very powerful representation of your leadership and the degree of importance we have placed on our learning in 411. It was incredible! We spent the full class time collaborating and vetting our workshop ideas with one another.”

Professional Development and Pedagogical Learning

In this section, I share highlights of my recent professional learning and how it is influencing my teaching and educational leadership.

*Toward Reconciliation: Introduction to the History and Diversity of Indigenous Peoples in Canada with Dr. Michael Hart ½ day
Spring 2021*

I was inspired to think more critically about the [Truth and Reconciliation Commission of Canada: Calls to Action](#) which relate directly to my teaching in sport and physical activity. More specifically, after this learning opportunity and my reflection on it, I added these calls to action to the syllabus for KNES 431, Art of Coaching. Students and I will read, reflect on, discuss, and develop concrete ways we can mobilize these calls to act where we are.

*Course-Based Undergraduate Research Experience (CURE) Pilot Cohort,
The College of Discovery, Creativity, and Innovation 25 hours
Spring 2020-Fall 2020*

This was a fantastic immersion in what CUREs can be. I realized through the course and reading Nancy Hensel's edited text: *Course-Based Undergraduate Research: Educational Equity and High Impact Practice*, the overlap between project-based learning and CUREs. I am grateful for the inclusion of a Graduate Research Coach during the pilot of my first CURE in KNES 331 (Fall 2020). My misconceptions about CUREs were corrected in this immersion alongside Dr. Kyla Flanagan, Academic Lead, Experiential Learning Team, TITL, whose comments on my contributions to teaching and learning at UCalgary are included in a letter of support (Appendix K).

*Taylor Institute for Teaching and Learning Workshop: Designing a Quality Rubric 90 minutes
Summer 2020*

This workshop affirmed my knowledge of effective instructional design, aligning learning outcomes with assessment criteria, and teaching backwards design to TAs in my graduate teaching assistant micro-course, *Teaching to Enable Learning in Exercise Physiology*. It clarified the importance of carefully crafted learning outcomes featuring strong verbs students can readily grasp. It galvanized my beliefs about single point rubrics and developed my confidence – I used them for every assessment in the 2020-21 year. Examples of the rubrics I use are included in Appendices B and D.

*Instructional Skills Workshop (ISW) 25 hours
Summer 2018*

When I am teaching effectively, I am implementing practices from this immersive course. This week-long blended learning experience added many evidence-based teaching and learning best practices to my repertoire. The top four things I learned during the ISW are:

1. The power of clear learning outcomes for a learning activity, a class, a course!
2. Lesson planning and integrating the BOPPPS framework (Bridge; Outcome; Pre-assessment-Participatory-Post-assessment; Summary).
3. Why reflective practice is essential to continuous pedagogical improvement.
4. The value of peer mentoring in developing our teaching practices.

My lesson planning and course objectives have measurably improved since the ISW, my commitment to using strong clear verbs to describe to students what they will be able to do and comprehend by the end of a class and a course developed in this course. I do not think I am the most organized person and committing to sharing the outcomes (the O in BOPPPS) of each class, lab, and assignment has strengthened my teaching effectiveness.

Teaching and Learning Research

SoTL is the Scholarship of Teaching and Learning. SoTL re-conceptualizes teaching as an ongoing and scholarly process with an emphasis on continuously improving student learning (Huber & Morreale, 2002). SoTL supports the growth and transformation of academic communities and cultures.

After studying leadership with me, Liam Laidlaw began asking questions about how, when, and why leadership learning happens. His questions led to discussions and the design of my first student-as-partner research project. We invested in building a reciprocal and respectful partnership focused on discovering ways to deepen learning during the research process and in the course we studied (Cook-Sather et al., 2014). Our publication reflects my commitment to partnering with students to do ethical SoTL inquiry (Fedoruk, 2017):

Laidlaw, L., & Din, C. (2020). Exploring Leadership Learning in an Undergraduate Kinesiology Course. *The Canadian Journal for the Scholarship of Teaching and Learning*, 11(2).
<https://doi.org/10.5206/cjsotl-rcacea.2020.2.10734>

Liam did the recruitment, focus groups, transcription, and early analysis, without me. Our partnership enabled the ethical investigation of my teaching and anonymous students' experiences in KNES 311, Leadership Foundations.

The card I received from Liam after he completed his honours work and graduated from our faculty features a visual which depicts the student-as-partner approach.



The student-as-partner approach!

The text inside says:

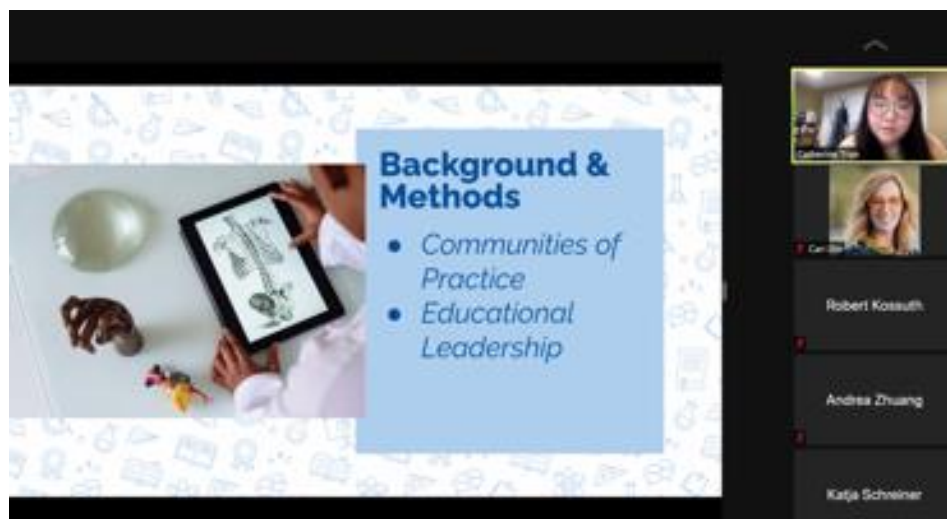
“ I am glad our study has given so much voice to the powerful and meaningful learning environment you create. I hope that the voices of the students, unconstrained, pure, and honest live with you. Thank you for changing my life. The work we did together shifted the way that I see and interact with the world around me. It is through this learning I have improved my relationships, become a far better listener, and developed a deep gratitude for those around me. Keep changing lives. What you do is so special and needed.”

Liam and I presented our research process and partnership here:

Din, C. & Laidlaw, L. (2021, May). *Undergraduate researcher as partner: Exploring the mentee-mentor experience.* Conference on Postsecondary Learning and Teaching. Calgary, Oral presentation.

Next is a photo of the undergraduate honours researcher I mentored this year, Catherine Tran (top right corner), presenting her research in Winter 2021 at [Research Revealed](#).

Catherine also presented her original empirical work at [World Class Day 2021](#) highlighting undergraduate research projects internationally.



I worked with Catherine as a partner in my SoTL research and we submitted a manuscript this summer:

Tran, C. & Din, C. (submitted). The role of educational leadership in reforming teaching and learning in laboratories. *Teaching and Learning Inquiry*.

Educational Leadership

Academics who influence teaching and learning cultures in higher education have recently been conceptualized as educational leaders (Fields et al., 2019). Educational leaders create and strengthen teaching and learning cultures through excellent teaching, mentorship, and scholarship of teaching and learning (Fields et al., 2019).

My educational leadership purpose is: *To strengthen, elevate, and continuously improve the teaching and learning cultures I influence.*

In this section of my dossier, I am highlighting four different examples of my educational leadership purpose in action:

- The Teaching Scholars Program and Grant
- Curriculum Review and Development
- The Kinesiology Mentorship for Support (KMs) program
- Teaching Squares

1. Educational Leadership: Teaching Scholars Grant and Project

As a Teaching Scholar, I am working to enrich experiential learning in exercise physiology through reforming labs in the Faculty of Kinesiology with my Co-Investigator, Dr. Martin MacInnis. A brief description of our lab reform project is featured in this [UToday story](#).

This SoTL blog clearly describes what we have done in the first two years of our lab reform project: [Reworking the recipe: Adding experimentation and reflection to exercise physiology laboratories](#).

Our Teaching Scholars Community of Practice was one of the featured presentations at this SoTL conference:

Din, C., Alharbi, H., MacInnis, M., Mardjetko, A., Archer-Kuhn, B., Jamniczky, H. & Jacobsen, M. (2021, May). *Leadership, SoTL and mentorship in a teaching scholars community of practice*. Conference on Postsecondary Learning and Teaching. Calgary, AB. Oral presentation.

The Teaching Scholars Project *Enriching lab learning through a community of practice and systematic reflection*, creates an abundance of educational leadership opportunities for me to nurture teaching effectiveness in others.

As part of our work to enrich lab learning in exercise physiology, I created a micro-course called, *Teaching to Enable Learning in Exercise Physiology*, in the Summer of 2020. This asynchronous course includes 9 modules and a workbook for the instructional team (TAs, lab technicians, the instructor, me, and my graduate student). We meet and debrief our learning live before the term begins. These are the micro-course modules:

- | | |
|--|--|
| 1. <i>Teaching Philosophy and Project Introduction</i> | 5. <i>Psychological Safety</i> |
| 2. <i>A Bit of Learning Theory</i> | 6. <i>What Makes Learning Experiential?</i> |
| 3. <i>Backwards Design Leads to Forward Motion</i> | 7. <i>Asynchronous And Online Best Practices</i> |
| 4. <i>Active Learning</i> | 8. <i>Feedback Which Enhances Learning</i> |
| | 9. <i>Creating Rubrics</i> |

Here is an example module from the micro-course workbook:

Module Two

A Bit of Learning Theory: *Constructivist versus Behaviorist.*

Before you begin listening, draw what you imagine each of the terms above are.

Yes, draw or create an image of them. Go with your gut response, not Google!



[Now listen to this podcast and jot down a few notes on what you knew and what is new to you in it](#)

My graduate student, Joy Camarao, is studying our Teaching Scholars lab reform project and shares three anonymous quotes collected during interviews she conducted with TAs describing the influence of the teaching-centred CoP I facilitated for them alongside Dr. Martin MacInnis. These TAs did the micro-course and then met each week to reflect on their teaching with us.

“ I didn't really have any experience with teaching and especially the course at the beginning, the mini course had so many new ideas about teaching that I had never thought about before. I thought that was interesting and it gave me a lot to process...kind of just how there's different approaches to teaching, and the teaching philosophy like I hadn't really thought about that before.”

“ The best part of having Cari around was she forced us to actively reflect...Whatever concept Cari was talking about that day of course you're going to draw parallels to your own and [think about] how to apply it. [It was] 30 minutes out of your week to think about how to be a better teacher.”

“ I could just read that [what to teach] on my own, whereas I can't that interaction with Cari...the back-and-forth discussion...make those longer. I honestly feel like if we gave Cari an extra 15 minutes, she could do so much more.”


2. Educational Leadership: Curriculum Development

I was Co-Lead of the undergraduate curriculum review with Dr. William Bridel in 2019-20 for the Faculty of Kinesiology. Our team (featured below in a tweet) earned the 2021 University of Calgary Award for Curriculum Development.



Our team brought a deep interest in empowering students to be agentic in their learning to our review. We integrated multiple backgrounds, beliefs, and values about teaching and learning by inviting students and staff to contribute their unique perspectives and experiences to an ongoing reflexive review process. We developed mutual respect, reciprocity, and responsibility between students and staff throughout our review (Bovill et al., 2011; Cook-Sather et al., 2014). Our review was driven by evidence that students and staff can develop a sense of renewal and engagement when they meaningfully contribute to curriculum review (Bovill et al., 2011).

Dr. Kimberley Grant, Educational Development Consultant, TITL, in supporting our team's curriculum review work writes:

 *The Kinesiology team was so focused on connecting with students that they even created a podcast to help undergraduates understand the curriculum review process and what changes would be coming based on their input. The podcast, [We Listened, Here is What We are Going to do!](#), is a phenomenal example of how curriculum revitalization can be communicated to students. They openly shared themes that emerged from the various forms of data and described how student input is leading to short-, medium-, and long-term action items...Moving forward, the team has committed to connecting with the Office of Indigenous Engagement and*

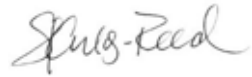
the Office of Equity, Diversity and Inclusion in order to collaborate on bringing more voices and perspectives into their curriculum.”



Dr. S. Nicole Culos-Reed, Professor Faculty of Kinesiology, in supporting our curriculum review writes:



Dr. Din offered a workshop on collecting formative feedback from students to improve our own teaching during the curriculum review year. Such professional development opportunities are another example of the team translating the curriculum review process into a learning opportunity, and more importantly, having faculty move the learning into practice. This implementation focus has been a key immediate impact facilitated by the review team throughout the process...As a final indicator of truly going above-and-beyond to ensure relevancy and impact for our faculty, the review team continues to meet monthly to check-in on the progress of these specific action items and to steward the ongoing quality improvement for teaching and learning in our faculty. I can fully attest to the positive impact that our review team brought to not only the process, but the lasting implementation impact in our faculty that has resulted from their passion and commitment to the curriculum review. Personally, I have undoubtedly benefited from the ongoing support to enhance teaching and learning for our undergraduate students. And I know this is a sentiment shared across our faculty.”



Following the formative feedback workshop I hosted, which Nicole mentions above, one faculty member emailed this to me:



You'd be proud that today I took ~10 minutes of class time to give the students time to give me "Start, stop, continue" feedback. I had a quick look through them just now, and they're so helpful. In some ways they are just reaffirming, but they've also given me good suggestions for the rest of the term. Happy I did it!

Finally, as part of the review process, we identified the need for a *Teaching and Learning Committee* in the Faculty of Kinesiology. We reached out to Dr. Wendy Benoit, Associate Dean – Teaching, Learning, and Student Engagement, Faculty of Science, for insight and advice as we developed our strategy and Terms of Reference for this new committee. I am Co-Chair of this new committee.

3. Educational Leadership: Kinesiology Mentorship for Support (KMs)

Dr. S. Nicole Culos-Reed, in her role as Associate Dean Graduate, and I worked together to develop a low-paperwork-high-impact mentorship program for post docs and graduate students. Research indicates effective mentorship dyads are structured and supervised by an organization and competent organizational supervision fosters mentor's skills and sense of support, which enables mentee satisfaction, career success, and increased quality throughout the organization (Goodyear et al., 2017). I developed a skill development and practice workshop which KMs mentors and mentees attend each fall. I read through the reflective work applicants to the program submit and work with Alix Westgard, our Graduate Coordinator, to create strong pairings. We create the conditions for mentors and mentees to engage in a learning dialogue with someone outside their lab group. In two years we have supported 44 pairings through KMs. KMs is very successful based on participant feedback!



Photo credit: Julia Daun

We shared our work in this peer-reviewed conference presentation:

Wurz, A., Din, C., Daun, J., Culos-Reed, N. (2021, May). *Creating a mentorship culture with postdoctoral scholars and graduate students*. Conference on Postsecondary Teaching and Learning, Calgary, AB. Oral presentation.

4. Educational Leadership: Teaching Squares

Teaching squares are a structured form of non-evaluative peer mentoring (Berenson, 2017). They involve observing trusted peers teach and reflecting on our own practice through thinking deeply about what we notice in our colleagues' work.

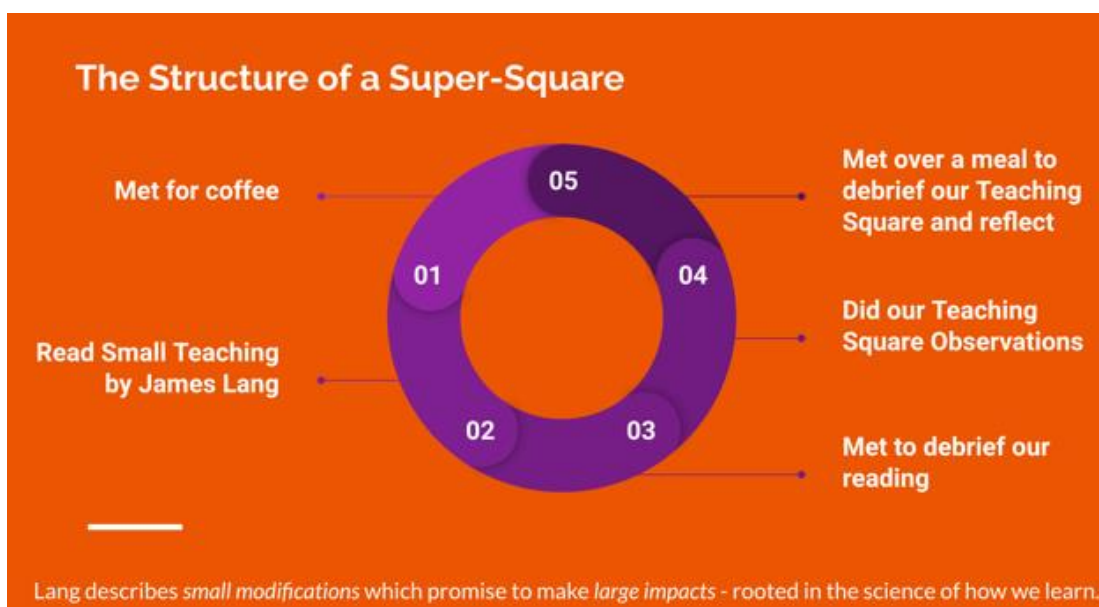
The first teaching square I organized was with instructors in my home faculty. It is outlined in this blog post: [Circling the square: A semi-structured teaching dialogue that develops collegial connection](#)

The second teaching square I organized with one Faculty of Science, and one Haskayne School of Business Instructor is reflected in this blog post: [Micro-case study: High and low tech solutions for active learning](#)

The most recent Teaching Square I led was supported by the *Student's Union Quality Money Initiative* and made possible through my membership in the *University of Calgary Teaching Academy*. One of the products of this formal learning initiative is this peer-reviewed presentation:

Din, C., Bridel, W., MacInnis, M., & Smith, J. (2021, May). *Enriching teaching and learning across disciplines through peer mentoring*. Conference on Postsecondary Learning and Teaching.

We fondly call this Teaching Square a *Super-Square*. During our presentation we highlighted how this teaching-focused collective enriches and challenges each member's teaching practices across four unique disciplines and encouraged conference participants to start their own Super-Square:



Secondment to Haskayne School of Business and the Canadian Centre for Advanced Leadership (CCAL) Fellowship

Here is a story announcing my secondment and fellowship, which began July 1, 2020:

[Dr. Cari Din joins CCAL as Leadership Fellow](#)

The [Embedded Certificate in Leadership Studies](#) will launch in Fall 2021. During the first year of my secondment, I developed the two flagship courses for this embedded certificate which is open to all University of Calgary undergraduate students.

☞ Leadership Studies (LEAD) 401 - Foundations in Ethical Leadership: An evidence-based approach to leadership with an emphasis on self-awareness and personal development.

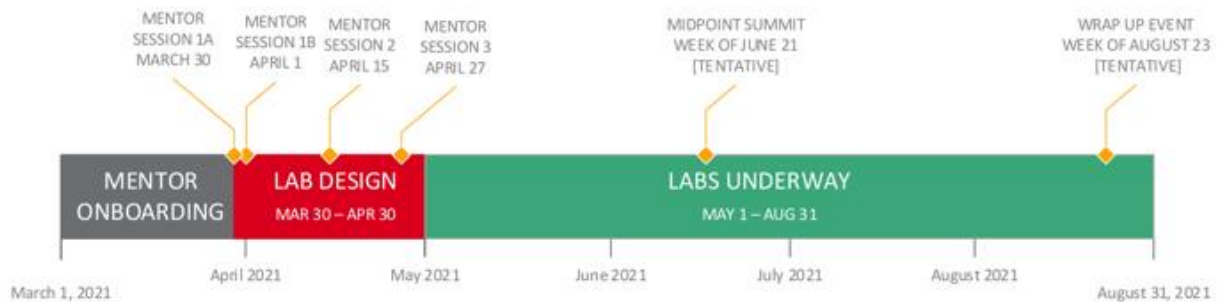
☞ Leadership Studies (LEAD) 501 - Leadership Capstone: Where students advance their practical understanding of effective leadership behaviours and build capacity to facilitate leadership skills in others.

I am teaching the first cohort of LEAD 401 in Fall 2021 and LEAD 501 in Winter 2022.

The [BMO Mentorship Program](#) is a ten-month program which saw 317 volunteer mentors from the business community paired with Haskayne School of Business students. I created the *leadership development curriculum and content* for this program. We know healthy mentorship relationships are a promising site for leadership learning and development (Grocutt et al., 2020). The leadership learning component of this program included a one-hour interactive keynote on Full Range Leadership (Bass & Riggio, 2006) and six micro-podcasts focusing on one specific leadership behaviour and encouraging reflection, discussion, and goal setting relative to this behaviour, an example micro-cast: [Leadership micro-cast: Individualized consideration](#)

The CCAL *Leadership Learning Lab* is a new program I co-created with the Director of CCAL, Glenda Reynolds, during the first 8 months of my fellowship. The lab brings together industry mentors, student-mentees, and CCAL leadership researchers to develop an impactful summer program that accelerates experiential leadership learning. Student-mentees bring their volunteer or work experiences to the labs and make sense of their unique lived experience through a leadership lens.

PROGRAM TIMELINE



The timeline of our inaugural CCAL Leadership Learning Lab

Finally, in the first year of my secondment I created and taught an original capstone course:

MGST 674 Integrated Decision Making: Translating your passion to purposeful business, for the [Master of Management](#) program, housed in Haskayne.

This block week course was intense and rewarding. We hosted it as a hybrid with students and co-instructors attending on-line or in-person at a physical distance. A comment from one of the students, emailed to CCAL and me after the course follows:

“By the time my final week in the Master of Management program approached, I was feeling a severe sense of burnout. Dr. Din’s approach to this capstone course, however, pulled me out of my slump and reminded me why I love learning. As I leave this program after completing this final course, I am left with a clear sense of purpose. I am left with a clear sense of who I am as a professional individual, as well as who I am in my personal life. I owe this new-found clarity to Cari and all those involved in this capstone course. I am so lucky to have been part of something so special and will never forget how wonderful this week was. Cari, your course was by far my favourite all year as I learnt the most about myself in it and really discovered my true passion. I will forever be changed by this course, thank you again for all you do!”

We are not what we know, but what we are willing to learn.

Mary Catherine Bateson

I imagine my dossier has come across as a love letter to teaching and learning. My intention was to show you the highlights of my teaching and educational leadership – and like learning itself, neither is perfect. **The goals I have for improving my teaching and leading** in the coming year include:

1. Strengthening the clarity of my course outlines and the connections they make to what students do, comprehend, and leave the course with when they immerse themselves in each learning activity and assessment.
2. Planning and using time for a summary at the end of class to help students review what we completed and orient themselves to what is next and what gaps in understanding they may need to seek support in filling.
3. Consistently clarifying *why* students are active, doing things, taking responsibility for their learning in every course I teach.
4. Highlighting each student's role as the resourceful, curious, reflective agent at the centre of their learning.
5. Partnering with students to discover ways to strengthen student's appreciation of their central active role in being active agents of their own learning early on.
6. Showing students how their meaningful contributions bolster an inclusive and healthy learning atmosphere more frequently.
7. Teach and give students time to practice collaboration and teamwork skills and integrate feedback on them. I do this in my leadership courses but need to integrate this time and practice and feedback into my non-leadership offerings and in our Teaching Scholars project work for reformed laboratories!
8. Draw on and draw out the curiosity which precedes learning (Eyler, 2018) and connect skeptics to this fundamental impulse which perhaps has been dampened in some formal learning contexts more consistently.
9. Increasing the number of mentors signing up for KMs, we have more mentees than mentors.
10. Developing practical workshops to support colleagues outside of Kinesiology interested in our learning and takeaways from doing lab reform in Exercise Physiology.

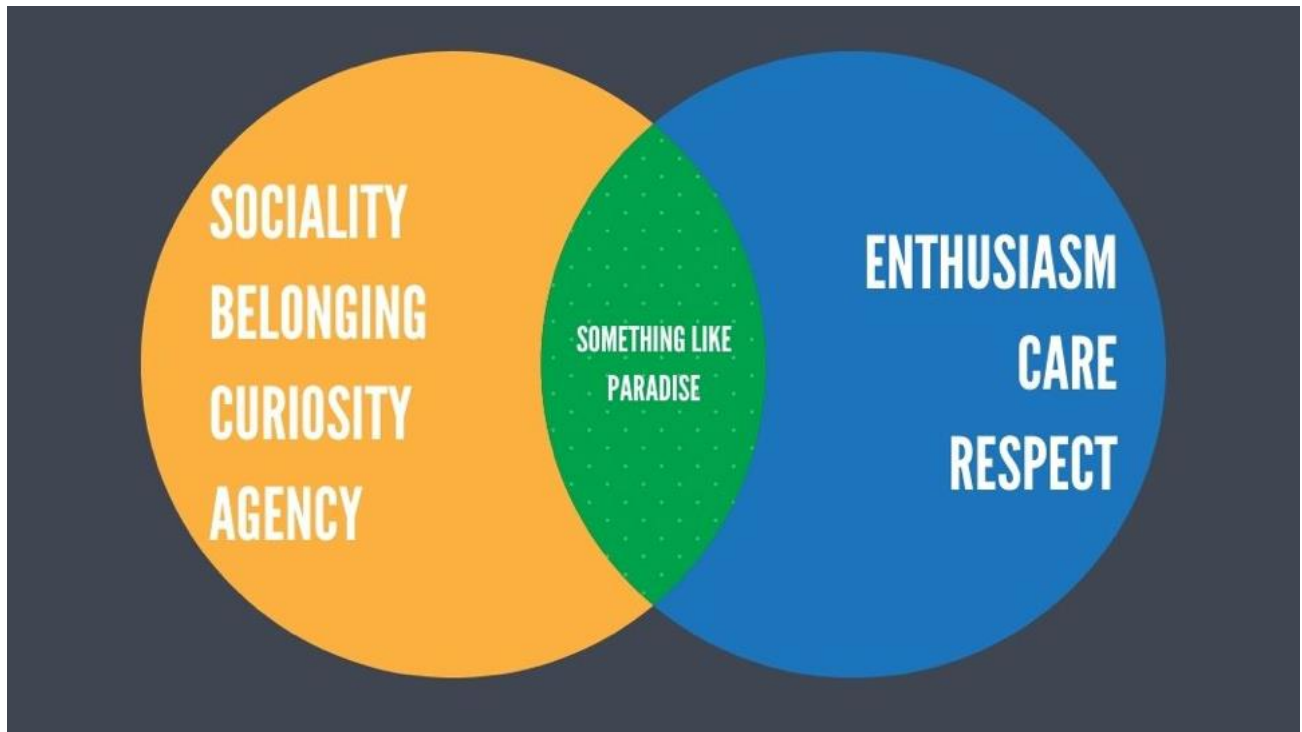
Closing Comments

My purpose in this dossier was to highlight the cornerstones of my teaching: Student **sociality**, **belonging**, **agency**, and **curiosity** (Brookfield, 2006; Eyer, 2018; hooks, 1994; Lang, 2016) which are created and sustained by the **enthusiasm**, **care**, and **respect** I bring to my teaching. I also shared aspects of my educational leadership to demonstrate the impact I am making beyond my own classrooms strengthening and elevating teaching and learning.

I revisit the bell hooks' quote at the opening of **Teaching Philosophy**:

The academy is not paradise. But learning is a place where paradise can be created.

And I close with a Venn diagram sketching the signatures of the teaching and learning spaces I co-create with students – spaces which sometimes approximate paradise!



Thank you sincerely for reading my dossier and imagining my work,

Ami Di

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Appendices

Appendix A: A list of courses I have taught where USRIs are available.

Courses my USRI surveys are available for:

Term	Course Name	Course Title	Class Desc	Survey Release Ind	Multi Instr uctor
<i>Fall 2019</i>	KNES201	Activity: Essence & Experience	Activity: Essence & Experience	Releasable	N
<i>Fall 2019</i>	KNES311	Leadership Foundations	Leadership Foundations	Releasable	N
<i>Fall 2019</i>	KNES331	Foundations Of Coaching	Foundations Of Coaching	Releasable	N
<i>Winter 2019</i>	KNES311	Leadership Foundations	Leadership Foundations	Releasable	N
<i>Fall 2018</i>	KNES201	Activity: Essence & Experience	Activity: Essence & Experience	Releasable	N
<i>Fall 2018</i>	KNES311	Leadership Foundations	Leadership Foundations	Releasable	N
<i>Fall 2018</i>	KNES331	Foundations Of Coaching	Foundations Of Coaching	Releasable	N
<i>Winter 2018</i>	KNES201	Activity: Essence & Experience	Activity: Essence & Experience	Releasable	N
<i>Winter 2018</i>	KNES311	Leadership Foundations	Leadership Foundations	Releasable	N
<i>Fall 2017</i>	KNES311	Leadership Foundations	Leadership Foundations	Releasable	N
<i>Fall 2017</i>	KNES321	Foundations of Instruction	Foundations of Instruction	Releasable	Y
<i>Fall 2017</i>	KNES431	The Art of Coaching	The Art of Coaching	Releasable	Y
<i>Fall 2016</i>	KNES311	Leadership Foundations	Leadership Foundations	Releasable	N
<i>Winter 2016</i>	KNES201	Activity: Essence & Experience	(Lab02-Swimming) Activity: Essence & Experience	Releasable	Y
<i>Fall 2015</i>	KNES201	Activity: Essence & Experience	(Lab02-Swimming) Activity: Essence & Experience	Releasable	Y
<i>Fall 2015</i>	KNES311	Leadership Foundations	Leadership Foundations	Releasable	N
<i>Spring 2015</i>	KNES213	Intro To Research In Kinesiology	Intro To Research In Kinesiology	Releasable	N
<i>Winter 2015</i>	KNES201	Activity: Essence & Experience	(Lab02, Component 02) Activity: Essence & Experience	Releasable	Y

<i>Fall 2014</i>	KNES201	Activity: Essence & Experience	(Lab02,Component02 Swimming) Activity: Essence & Experience	Releasable	Y
<i>Fall 2014</i>	KNES311	Leadership Foundations	Leadership Foundations	Releasable	N
<i>Fall 2014</i>	KNES697	Health & Exercise Psychology for Clinical Populations	Health & Exercise Psychology for Clinical Populations	Releasable	Y
<i>Spring 2014</i>	KNES213	Intro To Research In Kinesiology	Intro To Research In Kinesiology	Releasable	N
<i>Winter 2014</i>	KNES201	Activity: Essence & Experience	(Lab02,Component01) Activity: Essence & Experience	Releasable	N
<i>Spring 2013</i>	KNES213	Intro To Research In Kinesiology	Intro To Research In Kinesiology	Releasable	N
<i>Winter 2013</i>	KNES201	Activity: Essence & Experience	(Lab02,Component02) Activity: Essence & Experience	Releasable	Y
<i>Fall 2012</i>	KNES213	Intro To Research In Kinesiology	Intro To Research In Kinesiology	Releasable	N
<i>Spring 2012</i>	KNES213	Intro To Research In Kinesiology	Intro To Research In Kinesiology	Releasable	N
<i>Winter 2012</i>	KNES201	Activity: Essence & Experience	(Lab02,Component02) Activity: Essence&Experience	Releasable	Y
<i>Fall 2011</i>	KNES213	Intro To Research In Kinesiology	Intro To Research In Kinesiology	Releasable	N
<i>Spring 2011</i>	KNES213	Intro To Research In Kinesiology	Historical Survey	Releasable	N
<i>Winter 2011</i>	KNES201	Activity: Essence & Experience	Historical Survey	Releasable	Y
<i>Fall 2010</i>	KNES213	Intro To Research In Kinesiology	Historical Survey	Releasable	N
<i>Spring 2010</i>	KNES213	Intro To Research In Kinesiology	Historical Survey	Releasable	N
<i>Winter 2010</i>	KNES201	Activity: Essence & Experience	Historical Survey	Releasable	Y
<i>Fall 2009</i>	KNES213	Intro To Research In Kinesiology	Historical Survey	Releasable	Y

Appendix B The Start Where You Are Project Description for KNES 201.

“Learning involves the exploration of the world from where one is and a clear understanding of how things relate to each other and ourselves in the world...we ‘come to’ understand something (if successful) from our own point of view as a result of experiencing it.”
(Stolz, 2015)

The KNES 201 is rooted in this view of learning. This project is intended to be a next step beyond the understanding you have achieved so far in lecture and lab.

This project is about process and product. Please read each word of the Handbook carefully and discuss it with your group.

PRO TIP: Groups who do not carefully collaborate on each step and keep notes of their process miss the point and take nothing from Start Where You Are – which is a shame, because it is an incredible experiential learning opportunity.

Students that authentically engage in this project will be:

[Thinking critically, reflecting critically](#) and [collaborating](#) in a small group to develop a collective notion of potential opportunities for enhancing folks’ engagement in physical activity.

Synthesizing lecture content and learning activities, lab experiences, scholarly evidence and practitioner content into a plan for being a physical activity advocate* right where you are.

PROCESS: This project is about integrating what you have experienced, learned, and what you *care about* as a physical activity advocate right now.

As a group, you must use your [library skills and the rooms you may book and create in at the library](#) to develop a plan for positively influencing folks’ physical activity levels. Rather than coming up with a big audacious idea for changing sedentary behavior across Canada, this project asks you to start where you are.

Take careful notes for your group’s process – each step is intentional and required. Do not rush to an idea.

Step One: Come up with an expansive list of everything you have experienced in your labs, that links with class learning and influences whether you are active (or not) right now. You may integrate things

you have learned in other classes, activity settings, your lived experiences. Cast a wide net in this step of the process. Ensure each group member has an equal time reflecting and speaking. Equal air time is important. Keep great notes.

Step Two: Start looking for content that supports the list you co-generated. For example, if most of you were inspired by social interaction (a feature of meaningful PA experiences), deepen your understanding of social connection in activity settings. A good place to start is our Course Outline>Recommended Readings, the links are live.

Keep careful records of the peer-reviewed articles, practitioner web-content, videos, etc. that support your emerging and growing idea – you need to submit a reference list later in the project.

Step Three: Make some decisions, narrow your focus, finish your content collection so that you may start drafting an advocacy plan**.

Step Four: Think as a group about who you are connected to right now, who do you interact with, who do you influence, who do you care about?

Step Five: Start small and begin imagining how you will positively influence physical activity levels from where you are today.

Step Six: Draft, edit, refine, and make your physical activity advocacy plan.

Step Seven: Design and polish the way you will share your plan with me and your peers on in the Gold Gym November 5. The audience you must influence is your peers (and Cari), make them care, help them see themselves in your plan, persuade them to support your idea. One index card with key words on it will be permitted this day. On day two no notes – unplugged advocacy.

Step Eight: Integrate the feedback, questions, new ideas, advice and everything you learned through the vetting process. Modify what you will present and be ready for day two.

Step Nine: Present your updated plan to a new group (set by Cari) November 7. No notes this day.

Step Ten: Meet with your group and co-complete the process and make one upload in D2L Dropbox with all group member names clearly included (zero if this step is missed) *before 11.30PM November 10.*

*advocate: A supporter of a particular cause, for our purposes, physical activity. The origin of the word advocate is 'advocare' – meaning to summon, call to one's aid – absolutely.

***an example* of a PA advocacy plan and program that has enormous impact and legacy on our campus (credit, Connor Butler: <https://sites.google.com/view/ucalgaryraa/home>)

PRIDE: Earning points for your Start Where You Are project process and plan:

Follow Steps One through Ten and document them. *N E X T* co-create a specific and do-able advocacy plan that enables physical activity now. Engage in the Nov 5 and 7 presentation and question-posing days. Write up, edit carefully and:

Upload a **PDF document** (no exceptions) which is incredibly concise yet specific and evocative (see *Writing Well* in D2L>Content>Assignments if you do not know what I mean and would like to practice your writing):

- 1) Your group's process notes detailing (in bullet form) **Steps One through Five** inclusive. /1 point
 - 2) A three-sentence summary of your specific advocacy plan after it has been vetted and strengthened. /1
 - 3) Your three most important references in APA format please. /1
 - 4) Your group's specific collective learning derived from time spent assessing and reflecting thoughtfully on whether your plan is realistic, compelling, creative and turn-key (2 evocative and concise sentences) /1
 - 5) What did your group learn about being persuasive and engaging during the two days? (1-2 sentences). /1
 - 6) What will you specifically take from this process and project into your work as a kinesiologist? (1-2 sentences). /1
-

Appendix C Anonymous survey responses assessing the impact of my KNES 331 CURE.

KNES 331

FALL 2020 - Remote learning during pandemic

Likert Scale Agreement -average of all response as numerical accord between 1 and 5 5 = strongly agree 4 = somewhat agree/agree 3 = neither agree nor disagree 2 = somewhat disagree 1 = strongly disagree	
I contributed to crafting a question for the RESEARCH EXPERIENCE (e.g., I articulated, created, or identified a research question).	4.73
The RESEARCH EXPERIENCE contributed to my interest/engagement in the topic.	4.8
I collected/contributed data in the RESEARCH EXPERIENCE.	4.93
I analyzed/interpreted data in the RESEARCH EXPERIENCE.	4.93
I communicated my RESEARCH EXPERIENCE (e.g., I talked about the research experience within my social network to one or more person: such as a classmate, peer, family member, significant other, roommate, mentor, etc...)	5
The RESEARCH EXPERIENCE was directly related to the course topic.	5
The purpose/procedures of the RESEARCH EXPERIENCE were introduced in the syllabus and/or during class activities.	4.93
The RESEARCH EXPERIENCE was adequately supported by the instruction.	4.73
The RESEARCH EXPERIENCE was an interesting way to learn about the course material.	4.57
My interest in my chosen program of study or degree.	4.47
My understanding of research: what it is and how it works.	4.4
I think that participating in a Course-based RESEARCH EXPERIENCE (CURE) is a valuable learning experience.	4.93

I think that participating in a Course-based RESEARCH EXPERIENCE (CURE) develops student’s academic skills (e.g., one or more of these or related skills: reading and understanding peer reviewed articles, collecting data, critical thinking, problem solving, analysis, collaborating, communicating data and/or findings, working with others, handling problems).	4.97
I think that participating in a Course-based RESEARCH EXPERIENCE (CURE) helps a student to do well in subsequent classes.	4.6
I think that participating in a Course-based RESEARCH EXPERIENCE (CURE) contributes to a student’s engagement in the course/program.	4.4
I think that participating in a Course-based RESEARCH EXPERIENCE (CURE) clarifies a students’ study/career interests.	4.33
Short answer questions with a sentence prompt.	
As a result of this research experience, I...	
Got to build on skills learned in my honours research class, and how this can apply to qualitative research.	
Was able to choose a topic I was interested in and explore it.	
I did not think that research is something that I was interested in throughout my undergrad but after this experience that has changed. This experience has allowed me to synthesize and understand different research perspectives and shape my own opinion on what research fields I am interested in. It has also given me a new appreciation for scholarly articles and research papers.	
Learned how to synthesize information and results from various studies. To break into understandable information for the general public.	
feel more knowledgeable and confident in my ability to put research into words the general population understands.	
Will continue to communicate my knowledge and passion for coaching and leadership with others	
was able to co-create pieces of work that feel meaningful, impactful, and applicable.	
Since I was working in a group, I was able to not only understand the literature regarding our research question, but I was able to understand how to apply it in different circumstances. Being able to talk and share stories with my group about our own experiences in relation to our question/literature really helped me to understand the topic so much better. So it was not only the research of our topic, but it was the discussion and collaboration that happened afterward that made the research experience valuable.	
Learned how to compile research and understand what it meant when considering all of the information in one place/	

Feel accomplished having finished such a big project with group members of all different research experience levels. As an undergraduate quantitative researcher, I have developed my qualitative research skills which I think will benefit me in my academic future.
As a quantitative researcher, this research experience has been great for my understanding and skill to interpret qualitative research. This will be valuable for my academic future.
As a quantitative researcher, this research experience has been great for my understanding and skill to interpret qualitative research. This will be valuable for my academic future.
learned a ton of information on one topic. I feel like an expert in that topic, but I feel like I don't know a lot of other things that don't relate to our research question.
This research experience helped to develop....
Working as a team and dividing roles and work. I also learned how to read articles and extract relevant information efficiently.
Collaboration with group members; dividing work, creating roles, and communication. I also became better at reading and extracting relevant information efficiently when reading articles.
My communication skills in an academic setting. I am an undergraduate researcher, and so I do research on my own for the most part so it was a good experience to do so in a group setting.
My confidence in knowledge translation
My ability to synthesize research into lay terms. It helped me develop knowledge translation skills.
Research study dissection skills
My team building skills and my appreciation for research. As well, my self confidence. I think one of the major reasons I did not have a prior drive to participate in research was because I did not believe I could. I did not think I had the skills or proficiency to be a valuable team member in a research setting. After this experience, however, I have more confidence in my abilities as a student and researcher.
My communication skills in an academic setting. I am an undergraduate researcher, and so I do research on my own for the most part so it was a good experience to do so in a group setting.
A confidence in podcast speaking, online leadership abilities and confidence
My communication and teamwork skills. I am an undergraduate researcher and so I understood the process of researching, although not all of my group members were in the same position of me. So I learned how to even better communicate my ideas and thoughts in ways that everybody could relate to.
My ability to think through a more critical lens
It developed my critical thinking skills, as I applied the knowledge I learned to what I knew about my topic in practice. It also developed my ability to transform literature into accessible knowledge.
my engagement in the class as a whole, my interest in the topic chosen, and my abilities to collaborate with others and understand and synthesize previous research.

my literature review skills (search

Participating in a research experience meant....
I was fully immersed in an independently lead study into an area that was of interest to me!
A lot of reading and collaborating with my peers
Being an active participant in a field of research and the Kinesiology Faculty. It was a project I was proud of and wanted to share with those around me. It made me feel like my learning was useful and applicable and gave me purpose and meaning throughout my online course.
I was able to have one project to focus on the whole semester and focus on this content while learning the rest of course content
I got a valuable experience I otherwise would not have got in my undergrad.
I have specific evidence-based knowledge to increase my credibility
I had some social connection and structure in my otherwise isolated and random semester. I looked forward to our meeting and I had an empty feeling in my chest when we had our last meeting and said goodbye for the last time. This is a refreshing way of learning without having to listen to extensive pre-recorded lectures.
I learned and was stretched through a challenging yet very fulfilling project, of which I am very proud. I am also very excited that our final pieces of work will be shared with other coaches and have an impact outside of this course; knowing this drove our efforts to not only get a good grade, but to provide quality information and sound advice to help other coaches.
It meant that I was given the opportunity to deeply explore a subject in ways that I would not have normally been able to (if there was a normal course structure), and it allowed me to see that I am capable of learning, critiquing, and passing along knowledge without the help of a professor.
I am now better prepared to be a part of research, and how to pick out the important pieces.
I could further my research skills and engage with classmates in our current virtual reality. I made some real connections with my group members, which I truly valued during these times.
Unique to this year, it allowed for me develop meaningful connections with some of my group members that were important in our virtual environment.
Unique to this year, it allowed for me develop meaningful connections with some of my group members that were important in our virtual environment.
that I was able to be social and have structure in my otherwise isolated, lonely, and random semester. I looked forward to our meetings; this was emphasized by the empty feeling in my chest when we said goodbye for our last time after we completed our final project.

GROUP LEADERSHIP CHALLENGE COMMUNITY IMPACT PROJECT HANDBOOK

Community - a
group of

Impact - have
a forceful

The purpose of Leadership Foundations is distilled to these 43 words:

To comprehend, recognize, practice, reflect on and improve your own leadership behaviours – in light of what good research tells us. To harness personal curiosity and peer collaboration to move through the landscape of high-quality leadership and enrich your capacity for effective leadership behaviour.

You can achieve the purpose and aims of the course through buying-in to experiential learning, which includes:

1. Discussing, analyzing, explaining, practicing and applying evidence-informed leadership behaviours and supporting skills.
2. Making connections between personal experiences and course content using critical reflection.
3. Building collaboration strengths through small-group learning activities.
4. Creating evidence of learning.
5. Supporting peers in their leadership development.
6. Positively impacting a real-world community of focus through applying leadership behaviours and supporting skills.

GLC PRO TIPS FROM PAST STUDENTS

“At the start, it was slightly uncomfortable - personally, my group had a bit of time where we felt lost. So, maybe just a note in the handbook saying <Hey you need to do something in the community to live Above-the-Line> may be helpful for future students.”

“Spend significant time discussing the Above-the-Line* leadership behaviours each individual intends to IMPROVE through this term-long project. The GLC is a development opportunity – take it.”

“You have to plan how you will set yourselves up to *experience challenges* that allow you to *do everything* you learn in class outside of it.”

“Keep track of everything”

“The GLC team project helped me discover my leadership strengths. My group members highlighted leadership skills I had that I didn’t even know existed, giving me some newfound confidence when approaching different situations outside of class. This assignment is the best hands-on way to learn and apply what is discussed in class.”

Why do we need to do a Group Leadership Challenge to actually learn leadership?

“I think in the absence of some type of self-guided group work I would not have applied the theories we covered in class. It is through the real-life application of the theories that meaningful and lasting learning happens and I found the GLC provided a framework for this type of learning. Each individual will learn leadership through the GLC if they engage in the project and embrace the uncomfortable parts of learning.”

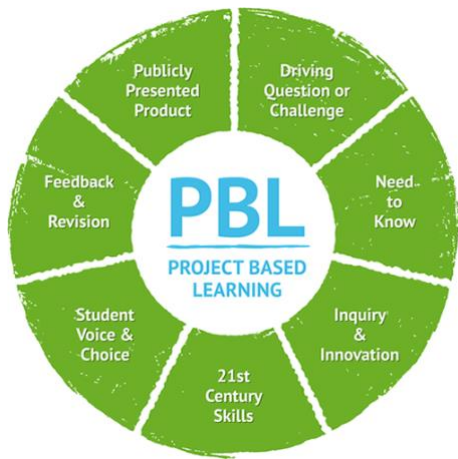
How do we succeed in the GLC?

“In my experience personal commitment to applying the leadership theories both in the GLC and in life is how you succeed in the GLC. Some specific suggestions include:

1. meet with your group weekly to discuss your ideas, progress, visions and learning,
2. ask Cari for help if you are confused she’s always happy to help clarify instructions and guide groups,
3. Really try to get to know your group members, teamwork is more enjoyable and effective when you know each other a bit beyond your classroom setting.”

“It is very important to meet because group meetings are where you connect and build trust with your teammates. Having open communication and asking your teammates questions is the best way to avoid confusion. The midway peer 360 was *so helpful* to our group, it was the moment we really understood the assignment and what we each needed to do to succeed.”

PROJECT-BASED LEARNING is about students integrating class content with their work from start to finish and **creating something they are proud of.**



Need to Know Full Range Leadership, Core Values – what else?

21st Century Skills:

Problem solving. Creativity.
Analytic thinking. Collaboration.
Communication.
Critical thinking
Ethics, action, and accountability.

Retrieved from:
<https://globaldigitalcitizen.org/21st-century-skills-every-student-needs>

Diagram retrieved from: <http://zulama.com/wpcontent/uploads/2013/06/pbl-diagram.jpg>

FIRST MEETING

- Describe your individual reflections and experiences from the early days of 311.
- Brainstorm how you could keep yourselves accountable to DOING Above-the-Line leadership.
- Discuss ideas for giving each other specific praise.
- Figure out a schedule for meetings – be creative and clear.
- *Be generous with your time but do not waste anyone's time.*

PROCESS IS VITAL by the time you read this, you should have a good Google Doc or the like rolling to keep notes on the journey as it unfolds over 12 weeks.

Document what you are discussing, deciding, and practicing each time you turn your attention to the GLC. When you present your GLC, you will describe your group's leadership learning – not just the impact you make on a community.

This makes it **a unique project**. Without valuing and tracking your group's process, you are missing the point of this leadership development project.

Meetings are where you practice Above-the-Line leadership with one another, this makes the project unique. If you are just dividing up tasks, you are doing GLC wrong. Start tracking examples of a team member doing Intellectual Stimulation. Note who took a stab at Contingent Reward. Surface the skills we are learning in class during your meetings.

During Winter 2021, you will need to set up your technology right away. Who is your Zoom meeting maker and tech lead?

Firm Deadlines

Every assignment will be uploaded by 11.30 PM on the date listed and in D2L Dropbox.

Assignment	Due date	Weighting
What I Bring Reflection: Core Values and Leadership Identity (on own)	January 25	15%
Take Home Exam (on own)	February 8	20%
GLC 360 Process, Reflection, Commitment (in team)	March 1	10%
Take Home Exam (on own)	March 15	20%
GLC Presentations Live in Class Time or Recorded and Blog Article (in team)	March 29 and 31 (and if necessary April 7)	20%
What I Take Reflection: Leadership Learning, Efficacy, Through lines (on own)	April 12	15%

Co-create a team contract. Reach consensus on each feature you will hold yourselves and each other accountable to doing and being.

Brainstorm answers to these questions in your contract:
How will you develop psychological safety for all?

“ *Psychological safety is a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes.*”



Amy Edmondson
Harvard Business School Professor



What is your schedule for learning and working together and apart on this project?
What specific role will each team member take on? Write a two-sentence description of each role and include why this role matters, based on your experiences prior to this course.

For example, I recommend having one person in each of these positions and responsible for keeping you on track in their area of focus: Agenda Activist; Community Keeper; Voice Noticer; Process Tracker; Content Infuser.

1. Agenda Activist: Makes sure you have an agenda for each meeting, action items which are clear at the end of each one.
2. Community Keeper: Makes sure you are becoming a community of colleagues, not just co-workers, that your shared experience is tracked, valued, at the surface.
3. Voice Noticer: Keeps the airtime in meeting democratic notices who is not heard, who is heard more than others and helps even this space out to be inclusive.
4. Process Tracker: Knows what is on the horizon, what immediate deadlines are, has a great sense of the big picture of this project and PROCESS.
5. Content Infuser: Makes sure you are integrating the leadership behaviours and skills you are learning in the course into your GLC project and processes.

The clearer and more specific you are in this Team Contract, the more helpful it will be in the coming weeks. It is a required element in your 360 assignments too.

See below for additional ideas for your team agreements.

Team Contract Template

Co-Create a Team Name:

These are the terms of group conduct and cooperation that we agree on as a team.

Participation: We agree to....

Communication: We agree to...

Schedule and Meetings: We agree to....

Code of Conduct: We agree to...

Conflict: We agree to...

Deadlines: We agree to...

We learn leadership through combining adversity with feedback and reflection.

One of the skills you need to practice from the first week of being a GLC team is giving, receiving, and using **feedback**. Leadership develops through doing it, reflecting on it, and hearing what others are experiencing relative to our behaviors and skills. Offering specific positive feedback generates a sense of forward movement in a group.

Feeling progress is a more powerful motivator than extrinsic rewards. High performers offer more **positive feedback to peers**; in fact, high-performing teams share nearly six times more positive feedback than average teams. Low-performing teams share nearly twice as much negative feedback as average teams.

Being able to give and receive feedback is described in this video. Watch and debrief in your GLC team:

<https://www.youtube.com/watch?v=wtl5UrrgU8c>

Useful feedback is:

**Specific (use examples),
actionable (helps the person take steps);
future-focused (about where we are going);
encouraging and brave**

<https://www.youtube.com/watch?v=QUQsgBqxoR4&list=PL5uo1C3eldXkiJWojHRneLmhVzIZxuxCJ>

Make a list and start *recognizing team members for their strengths* when you notice them in action — describe people succeeding. The more specific you are, the better. The more you notice what is meaningful to a person (what overlaps with their values, identity, and purpose), the greater your impact will be.

Discuss what is going to most helpful to each team member? If it's not helpful, they won't be able to use it.

Think carefully about and then schedule time to: Tell each individual what you want them to start, stop, and continue doing during the project. You may ask one group member to start speaking up and sharing their ideas in a meeting, and stop being critical if they do not voice their concerns during the production process. You might compliment them on their creative design ideas and their efforts mentoring others.

Keep your group *facing forward* at all times: You know if you have taken coaching with me, FeedForward is more useful than feedback.

Above section adapted from HBR's Giving Feedback topic thread

PRO tips for **Appreciation** (the positive part of feedback):

- a. It needs to be specific (good job, good work don't cut it!)
- b. It needs to be something the receiver *values and hears* clearly
- c. It has to be authentic (don't just hand it out for nothing!)

Receiving feedback effectively:

1. **Assume positive intent.** It is easy to be defensive and interpret suggestions for growth or improvement as personal criticism. To minimize this defensiveness, assume that the person offering the feedback has a positive intent and is offering you the feedback to help you grow and gain more skills in teamwork.
2. **Be open.** This means being receptive to new ideas and different opinions. Often, there is more than one way of doing something and others may have a completely different viewpoint on a given topic. You may learn something worthwhile.
3. **Reflect and decide what to do.** Assess the value of the feedback, the consequences of using it or ignoring it, and then decide what to do because of it. Your response is your choice. If you disagree with the feedback, consider asking for a second opinion from someone else.
4. **Follow up.** There are many ways to follow up on feedback. Sometimes, your follow-up will simply involve implementing the suggestions given to you. In other situations, you might want to discuss the feedback with your peers.

Above section adapted from [Thanks for the Feedback: The Science and Art of Receiving Feedback Well](#).

Once you have read and made strides in *applying* everything above in your GLC team, you must develop a 360° Peer Feedback Tool. This portion of the GLC has been dubbed the most impactful part by many past students. You will need to carefully read the instructions herein for the detailed process and I will suggest you DRAW the process out as you read it.

GLC 360° Process, Reflection, Commitment

Steps and Specific Requirements

In the Appendix A of this book, you will find *questions that assess the specific Above-the-Line leadership behaviours* you are doing in this project – start to finish.

Work together to come up with a format for your 360° which you can **learn** from. You must include a qualitative component (i.e. numbers alone *do not give enough specific* information for enabling learning).

The minimum requirements for the 360° tool you create are:

Your questions clearly and carefully assess the 4Is of TFL and Contingent Reward (i.e. Above-the-Line leadership).

There is a strong, action-oriented and qualitative component to assessment.

The tool enables specific, actionable, future-focused, leadership skill growth.

For examples from strong 360° tools, please see **Appendix B**

Once you have developed your 360° tool:

- 1. Complete a self-assessment using it.**
- 2. Complete a peer assessment for each of your GLC teammates**
- 3. Meet live to share and discuss the feedback**
4. After completing the steps outlined above, each team member needs to complete a brief Reflection based on the process, there is a template for this pasted in below:

REFLECTION:

Name: In our face-to-face full group debrief conversation which occurred after giving, processing peer feedback on (date and time here), I realized _____; I was surprised by _____; I am excited (or nervous) about _____; and I am still specifically wondering _____.

5. Next, you need to make some commitments. This final step demands **revisiting your Team Contract**, is it working well for you? Does it need revision? What is it supporting? What is it missing?

What can you **add to your contract based on the 360° Process** you just completed? What can you **delete**?

Include a **commitment** like this from each member:

COMMITMENT: I will concretely and specifically commit to strengthening _____ and getting regular feedback on _____. I will document my progress through _____.

6. Revise your Team Contract, **distill it to a one-page document**. Have each team member **sign this one**, after including specific commitments which emerged from your GLC experiences to date and this feedback giving, receiving, and integrating process.

After completing this whole process, ONE TEAM MEMBER, SUBMIT ONE PDF document – **only ONE DOC PLEASE** – which includes:

- a. A blank version of your original 360° tool.
- b. Every team member’s reflection and commitment (see templates above).
- c. Your *Revised* Team Contract, signed by team members.

Rubric for the full 360° Process and Products

Kudos	Criteria	Concerns
	<p>360° questions clearly and carefully assess the 4Is of TFL and Contingent Reward (i.e. Above-the-Line leadership). /1 point</p> <p>There is a strong, action-oriented and qualitative component to assessment. /1 point</p> <p>The tool enables specific, actionable, future-focused, leadership skill growth. /1 point</p>	
	<p>All individual reflections are thoughtfully completed and point clearly toward action-oriented plans for growth of Above-the-Line behaviours /2 points</p>	
	<p>All individual commitments are specific, concrete, actionable, authentic, individualized /2 points</p>	

	Revised team contract includes specific commitments which emerged from your GLC experiences to date and this feedback giving, receiving, and integrating process /3 points	
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DUE by 11.30 PM in Dropbox March 1.

GLC Presentations and Blog Post	March 29 and 31 (and if needed, April 7)	20%
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Evidence of Community Impact and Leadership Learning

This learning product is your opportunity to demonstrate your growth in speaking and sharing the story of your impact and team leadership learning journey in compelling ways.

Presentation Rubric

Evidence of impact on your specific community of focus is persuasively, clearly and concretely communicated.

/4 points

Group members' Above-the-Line leadership skill learning is masterfully illuminated.

/3

Selected audio and visual accompaniments clearly and emphatically support your message

Any visuals apply learning from the course – without exception.

/3

All group members are seamlessly integrated into the presentation and perform cohesively

/1

Speaking style is engaging and free of umm/like/ya know/etc.

No sense of reading notes, a script, etc. at all.

Enthusiasm pervades your speaking (each member earns own score)

/3

Evocative and concrete finish at the 8-minute mark

/1

GLC Presentations may be recorded in Zoom and submitted as an unlisted YouTube, Zoom video recording, or YuJa video for Cari. Or your presentation be completed live, in our scheduled class time on March 29 or 31 or (if needed) April 7.

You must share your choice (live or recorded) with Cari before 11.30 PM Monday March 22. Live rosters will be made and posted once all teams have declared their choice.

Blog Rubric

An up to 500 word blog post (article) describing the highlights of the Group Leadership Challenge with a focus on team member's specific *311 course learning* is deposited in Dropbox at 11.30PM April 6

This blog is *insight-dense, critical, entertaining, readable*, helps a non-expert *understand* your experience in the course and the GLC. *Images and pull-quotes* excellent.

Structure bold and clear /1

Syntax and grammar flawless /1

Visuals strengthen text /1

Headings and pull-quotes are compelling /1

Content augments (and does not just repeat) your GLC presentation /1

A few examples of blogs:

<https://trainugly.com/blog/>

<https://www.goodbodyfeel.com/blog>

<https://brenebrown.com/blog/>

Appendix E Four complete comment sets from the Students' Union Teaching Excellence Awards Committee (note in Winter 2021, the SU TEA Committee changed to a summary-of-student-comments style).

Prof: Cari Din

Class: KNES 311 Leadership Foundations Winter 2019

- Clearly outlined expectations at the beginning of the semester.
 - Course outline provided early
 - Initial expectations set the tone for the course and were a perfect starting point
 - Received course outline months before the first day of class
 - Made sure that each class component was explained clearly
 - Did not waver from expectations
 - Students want to perform above and beyond course expectations for her
 - Created a safe space in the classroom from day 1
 - Asked for student feedback on the course outline to assure their needs and expectations of the course were being met
- Is able to communicate the subject matter in multiple ways.
 - Uses different forms of learning
 - Very dynamic teaching
 - Very diverse way in her teaching
 - Constantly keeps the conversation fresh by utilizing ted talks, lectures, videos, etc.
 - Every lecture is always different and if we don't understand something she approaches it from a different angle
 - She stresses the importance of engaging in discussion with students
 - Helps us to explain subject matter by challenging us to apply our own experiences
 - One of the few profs who made learning enjoyable for me
- Shows enthusiasm for the subject and/or teaching in general.
 - Embodies what she teaches
 - Connects with every student
 - So passionate about leadership
 - Her lectures are filled with passion and love
 - 110%
 - If it was possible I would give Cari more than 5 for this
 - She makes 8:00am classes a pleasure to attend – her classes are better than coffee
 - Her enthusiasm is contagious
 - The most enthusiastic professor I have ever had
 - Enthusiasm should be Cari's middle name
- Has the ability to cultivate thought or initiate discussion.
 - Ensures students can voice their opinions
 - Initiates thinking outside of class
 - Encourages class discussion and ensures we understand content
 - promotes creative thinking by giving the freedom to students and creating a non-judgemental culture
 - inspires us to share our thoughts and appreciate our differences
 - better than any other prof I have ever had for cultivating thought and discussion
 - Encourages participation with her enthusiasm

- I constantly feel encouraged and focused in all of her lectures
- She believes in an active learning environment
- Challenges students to look deeper into questions and themselves
- Delivers interesting, accurate and organized lectures.
 - Puts a lot of effort into her lectures, highly organized and intentional
 - Makes 8am lectures enjoyable
 - Lectures are always interesting and memorable
 - Cari always starts on time and her lectures are clearly planned out
 - Lectures have lots of variety
 - Always has neat notes which she shares with the class
 - Always brings something new to the table in lecture! So creative!
 - Always relates slides to real life examples
 - 13/10
- Is approachable and available outside the classroom.
 - Very open, allows vulnerability, has many office hours
 - She is always so welcoming
 - Encourages groups to meet with her outside of class
 - Emphasizes an open-door policy
 - She could not be any better. Shows she cares about everyone as people and as students
 - 150% !!!!!
 - Her office is so inviting and homey and I have no problem talking to her outside of class
 - Very easy to talk to and down to earth
 - Really appreciates student visits during office hours
 - Her office is a very safe and welcoming place
 - Cari has a light about her
 - The most approachable prof I have ever had
- Actively provides resources to students (beyond the assigned text).
 - Provides many additional articles and books
 - Constantly creating online discussions and videos, even of herself explaining concepts
 - Provides multiple modes of resources to enhance our learning
 - D2L is always blowing up
- Is fair and consistent in evaluation.
 - Tries to be unbiased even though she really gets to know her students
 - Very fair grading scale
 - Always encouraged to her approach her if we have questions about the evaluating process, very open to our perspectives and opinions
 - Very reasonable and provides you with all the tools you need for success
 - Makes her standards clear and follows them!
 - Assignment outlines are extremely clear
 - Always leaves explanations as to why we lost marks
 - Makes sure we are well prepared for midterms/assignments
 - She wants all of her students to succeed
 - Critical but fair and helps you improve
- Motivates and inspires students.
 - Inspires students in the ways they need to be inspired
 - So motivated and pushes me to be a better leader
 - Personalizes concepts with open environment
 - Is a role model for all students

- Challenges us to do things we never would have done at the beginning of the semester
- She is like no other, most inspiring prof I have ever had
- Inspires us to be better versions of ourselves
- I have never felt that any other teacher cares so much about my learning as Cari, she inspires me to do well in class and in my life
- Creates a safe, welcoming environment for our diverse student community.
 - She is the definition of safety
 - Cares for every student individually
 - Always gives us the opportunity to explain ourselves and encourages others to do the same
 - Incredibly respectful to all students
 - This class is a safe space where everyone is welcome and encouraged to speak
 - I always feel safe and without judgement
 - Everyone is respected and treated equally
 - Every student feels safe and supported in Cari's space
 - I feel comfortable speaking and expressing my opinion
 - Cari is the definition of a welcoming safe environment
 - Established a safe environment from day 1
 - She welcomes you when you walk in, even if you are late
 - Creates a relationship with every student
- Additional Comments
 - She lives the example of what she teaches
 - Honestly the most amazing and inspiring prof I have ever had
 - This class is not required but everyone in the course is here because we want to be and because we love Cari
 - Her character shines through in the way she teaches
 - This is one of the most accepting and inclusive classes I have ever taken
 - It has been wonderful having Cari as a prof – she redefines what it means to be a good professor
 - I strongly recommend her for this teaching award
 - An amazing and inspiring professor – she is like no other
 - She is the best professor I have ever had. She challenges and redefines learning norms in a way that makes me always want to attend her class – even at 8am
 - She is honestly the best professor and person all around – I feel honoured to have taken her class
 - She is the only prof I have ever had who authentically cares about me. I appreciate her willingness to support me whenever I face a challenge
 - We love Cari
 - She takes the time to learn everyone's name on the first day of class
 - She has become a great role model for me
 - Cari is special. Her classes are motivational, reflective and inspiring. She makes me feel safe and excited to attend class.

Instructor Name: Cari Din

Class: KNES 331 Foundations of Coaching Fall 2019

- 1. Clearly outlined expectations at the beginning of the semester.**
 - Works with students to create a set of expectations in first class
 - Very upfront, honest, and reasonable
- 2. Is able to communicate the subject matter in multiple ways.**
 - Always switches up methods of teaching to make it more fun
 - Uses a variety of modalities
- 3. Shows enthusiasm for the subject and/or teaching in general.**
 - Cares about what students take away from class
 - A lot of enthusiasm
 - Very passionate
- 4. Has the ability to cultivate thought or initiate discussion.**
 - Classes has small little group discussions
 - Always poses thought provoking questions
- 5. Delivers interesting, accurate and organized lectures.**
 - Lecture structure revolves around class discussions
 - Loves what she teaches
- 6. Is approachable and available outside the classroom.**
 - Cares about students and it shows
 - Always available by email and highly encourages using her office hours
 - Very friendly and remembers everything each student tells her
- 7. Actively provides resources to students (beyond the assigned text).**
 - Has good videos to help with topics
 - Has many suggested readings available to further knowledge and engagement with course content
- 8. Is fair and consistent in evaluation.**
 - Tests are based on application not just memorization
- 9. Motivates and inspires students.**
 - Motivates through her enthusiasm
 - Passionate about what she teaches which encourages students
- 10. Creates a safe, welcoming environment for our diverse student community.**
 - Creates an environment where people aren't afraid to talk
 - Makes the classroom a very welcoming space to share experiences and allow vulnerability

11. Additional Comments

- “Taking class with Cari helped me realise what path I want to pursue after my degree”

Instructor Name: Cari Din

Class: KNES 503.30 Advanced Leadership Winter 2020

- 1. Clearly outlined expectations at the beginning of the semester.**
 - She clearly communicates her standards at the beginning of the semester
 - She is clear about the expectations and intentions she has of the class
 - She asked the student for their expectations regarding the course as well to build a safe space
 - She made students create a portfolio so they can all put their input about expectations
- 2. Is able to communicate the subject matter in multiple ways.**
 - She facilitates the learning process so student can be active participants.
 - She presents information in an informative and creative way
 - She brings guest speakers to help communicate the course easily for students
 - She takes into consideration how different people learn
- 3. Shows enthusiasm for the subject and/or teaching in general.**
 - She exhibits full buy in and love to everything that she does in the classroom
 - She delivers contents in a lively way that demonstrate her enthusiasm.
 - She always walks in class with a big smile and excitement.
- 4. Has the ability to cultivate thought or initiate discussion.**
 - She engages students with thought provoking questions and topics
 - She has the ability to push and ensure that the student dig deeper and have rich conversations
 - Creates a safe place for students to be vulnerable and teachable
- 5. Delivers interesting, accurate and organized lectures.**
 - She uses group discussion so the students can learn through their own experiences.
 - She posts all the resources and students can follow up with her about any questions
 - Every lecture is different which facilitate active listening and discussions
 - Her lecture is incredibly accurate to the subject, but lectures can be disorganised
- 6. Is approachable and available outside the classroom.**
 - She always responds to emails and finds time to open her door to students.
 - She will always follow up with the students when they bring a problem to her attention
 - She replies to emails right away and is thoughtful in every response
 - She has established many different ways to contact her amid the rise of the COVID-19 virus
- 7. Actively provides resources to students (beyond the assigned text).**
 - She is open to send additional resources for students if they need more in-depth understanding
 - She gives as much resources as the student needs when they ask
 - The students D2L is full of external resources
- 8. Is fair and consistent in evaluation.**
 - Students are fairly evaluated
 - She is ethically fair and stays true to her morals

- Her grading is the same for everyone and there is no rounding to allow an ethical baseline to be established.
- 9. Motivates and inspires students.**
- She is like a lighthouse and inspired students
 - A student defined her as her role model
 - She inspired a student to actively pursue leadership changes in his life and not just in the class.
 - She inspires students to grow as better individuals.
- 10. Creates a safe, welcoming environment for our diverse student community.**
- Psychological safety is utmost importance and everyone's opinion is valued and heard.
- 11. Additional Comments**
- "Cari is my hero. I am staying another year in University and 411 is the reason for that"
 - A student plans to take as many classes with her as possible.
 - "No matter what the class size is she always makes sure that every student feels valued and she cares enough to learn the story of every student."
 - "I wish my whole degree was taught by her"

Instructor Name: Din Cari

Class: KNES 411 Winter 2021

- 1. Clearly outlined expectations at the beginning of the semester**
- She has a document with all her expectancy for the course
 - She gives daily expectations every lectures
 - Her expectations where stated in the course outline
 - She clearly outlines her expectations
 - She regularly checks in with students to endure that they understand the expectations
 - She gave examples on how intensive and immersive the course was going to be ahead of time
- 2. Is able to communicate the subject matter in multiple ways.**
- She provides individual learning time as well as group collaboration
 - She used YouTube videos, mini lectures, research articles and some activities
 - Her zoom sections are always interactive
 - She has presentations, immersive experiences, reflections and one on one discussions.
- 3. Shows enthusiasm for the subject and/or teaching in general.**
- She comes to class with a smile and excited to teach
 - She passionate about her subject matter and connecting with students
 - A student said : "She is the most excited professor I have ever met"
 - She is very invested in the student learning
- 4. Has the ability to cultivate thought or initiate discussion.**
- She creates a positive and welcoming environment for discussion
 - She made the students craft thick and thin questions
 - She creates a safe space to facilitate thoughtful and insightful discussions.
- 5. Delivers interesting, accurate and organized lectures.**
- Her content is consistently engaging for students
 - She has a weekly road map with mini lectures and weekly content
 - She clearly outlines the material to be covered during the week beforehand

6. Is approachable and available outside the classroom.

- She always reiterates that she is available to her students outside of class hours
- She is always open to meeting with students
- She goes out of her way to make time for her student
- She makes time to meet with her students outside of office hours if needed
- She replies to emails very quickly

7. Actively provides resources to students (beyond the assigned text).

- She provides guiding questions and videos
- She provides informational resources for assignments and projects

8. Is fair and consistent in evaluation.

- She does an excellent job of providing rubrics and basing her feedback
- Her evaluations are done in a timely manner.
- She is willing to offer clarification if the student do not understand the wordings
- She gives constructive criticism on things that can be improved

9. Motivates and inspires students.

- She inspires students to become the best versions of themselves
- She impacted a student growth in academia
- She inspires students to be leaders

10. Creates a safe, welcoming environment for our diverse student community.

- She established a welcoming space for a diverse group of students
- She makes a space that is safe and respectful making each of student comfortable in the discussions.
- She creates a positive and welcoming environment for every student
- She goes above and beyond to meet everyone needs

11. Additional Comments

- “She has put a lot of work into adapting her teaching style for online learning and it definitely shows. I feel I am learning just as much online as I did in her classes pre-pandemic.”
- “The things that I have learned in her course are things that I will integrate into my everyday life. She has truly made a difference in my life.”
- “She is so motivating and encouraging and passionate about the content she teaches. It makes learning and class so much more fun and exciting.”
- “Cari's classes are the safest place to be when expressing yourself and being vulnerable. I have flourished thanks to Cari's teaching and enthusiasm”
- “Cari really has been the most adapting, amazing professor while transitioning to online learning.”

Appendix F An example Road Map from KNES 411.

Embodied persuasion is advanced speaking.
KNES 411 Week 6 Road Map.



Read, listen, then watch (in the order you find things here).

Any time we speak, all four features of embodied persuasion are available – it is up to us to access and make them our own.

LOGOS

Your claims, the content you want listeners to hear.

Your appeals to the listener's sense of reason, a logical argument, data, statistics or other concrete evidence supporting your rational claims.

A logical structure frames your speaking. The arc of your story.

You cannot hold most listeners' attention, and certainly not persuade them, without logos.

ETHOS

Your perceived credibility, your character, your identity – in the heads and hearts of your listener.

Ethos plays a fundamental and often unconscious role in determining who we actually listen to.

Aristotle declares: Character may almost be called the most effective means of persuasion.

What do you make of this statement?

PATHOS

Shared feeling, shared humanity.

You connect to the listener's empathy, inner life, emotional landscape.

Helping a listener imagine how your claims will help or harm.

Taking them by the hand (figuratively) and walking them through the way this feels.

Could this one be difficult to get right? For certain.

Could it be the soul of speaking? Same answer.

KAIROS

Immanent awareness – your responsiveness to context, culture, and *the people sharing their attention with you in real time*.

This is similar to knowing your audience – which is kind of a tired term I find audacious (to *KNOW* is a strong claim).

When we use kairos, we read our listeners and move with them toward thinking and action.

If we get kairos right, we invite listeners as agentic, whole, creative, capable humans to act.

Isocrates writes the creative and responsive style needed to persuade and lead with success is not learned through study. In *Antidosis*, he says synthesizing everything one has learned through reflecting on experience prepares the orator to be “adapted to the right moments (kairoi)” (184). Isocrates advocates tirelessly for **experiential learning**: Learning through critically and systematically reflecting on our experience.

[My 13 minutes on this topic and instructions for your learning activity](#)

Instructions are in my podcast above; you only need to analyze ONE of the speeches below:

Speech One:

[A beginner’s guide to quantum computing](#)

Speech Two:

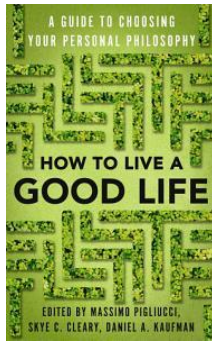
[Get comfortable with being uncomfortable](#)

Speech Three:

[Why we need gender neutral bathrooms](#)

Speech Four:

[A Saudi woman who dared to drive](#)



Essays we are reading before Friday, Feb. 26 are **Christianity and Progressive Islam**.

Because you will not have a peer DQ session Friday February 26, (Workshop B is being hosted live by you at this time) Our next DQ day is Friday, March 5 (please keep on top of your readings as you can).

On the horizon:



Workshop Series (25%):

Workshop B in Cohort 1 happens live in YOUR ZOOM ROOM on Friday February 26, during our class time (and 253 time too).

PLEASE be over-prepared and challenge your own leadership development learning, while you practice (live in the workshop) and in your debrief really challenge yourself to discover new learning.



Discussion Question (2%):

March 5, we will return to the style we used for DQs 1 and 2 and you will have a choice of these essays to create your thick question: **Stoicism through to the end of Ethical Culture** (inclusive)

Embodied Persuasion Artifact (20%)
due 11.30PM March 8 in Dropbox

Appendix G Letter of support from Drs. Meghan McDonough and Sarah Kenny.



FACULTY OF KINESIOLOGY

KNB 136, 2500 University Drive NW
Calgary, AB, Canada T2N 1N4
ucalgary.ca/knes

July 19, 2021.

To whom it may concern:

We are writing to share our experiences with and support of Dr. Cari Din as a teacher and mentor. We are faculty members in the Faculty of Kinesiology who have had the pleasure of working closely with Dr. Din. We have participated in a Teaching Square professional development experience with Dr. Din where we have observed her classroom teaching, observed her mentoring of graduate students, and engaged in numerous professional development discussions together. We offer our reflections on these experiences and on her contributions to our own development as teachers and mentors.

Dr. Din's teaching is remarkable in her commitment to building respect and a sense of community in the classroom, motivating students to become self-determined learners, intentionally designing and delivering an active learning space, and ongoing devotion to professional development. In our observations of her teaching (which occurred in an in-person setting, prior to COVID-19), she clearly fostered a safe learning space, sense of community, and mutual respect. During lectures and the small breakout sessions of her Leadership Foundations class, Dr. Din showed utmost respect for her students. For example, when she posed specific questions for students to respond to, she deliberately gave time for students to contemplate and offer their personal responses and experiences on pointed topics relating to 'Leadership Mistakes'. Many students raised their hands to contribute, evidence of the mutual respect and sense of community she had built in the preceding weeks. Following each response, Dr. Din wove each example provided into the lecture material. This conversational style clearly demonstrated her interest in the students' thoughts and opinions and reinforced the relevancy and application of each student's contributions. Following a group discussion, she encouraged all to applaud, acknowledging the efforts required to be active participants in her class, especially at 8:00am! There was a blizzard the night before we observed, and several students arrived late to this early morning class. She welcomed them by name, saying to each one, "I'm glad you are here." It was clear that students were comfortable, knowing they could join and would be respected when they arrived.

The intentional design and delivery of the active learning space was crystal clear from our observations. In just 50 minutes, Dr. Din structured a balanced, interactive, discursive, and engaging class that enabled students to listen and take notes, ponder and reflect, speak and discuss, and to be physically active by walking around the classroom for different tasks set up around the periphery. A key foundation in Dr. Din's classroom community is that she sets clear

expectations about the *process* of how the class will run, while inviting creativity in students' *responses*. Throughout the class, there were multiple tasks that students had to complete, both as individuals and in small groups. These tasks had very specific, achievable criteria, and she frequently provided clear but unobtrusive cues about expectations (e.g., form a group of 3 with people you do not know, stand while you discuss, be prepared to share with the class 3 specific responses to the problem provided). Students were comfortable with the clarity, and as a result were highly engaged. The numerous opportunities that Dr. Din created through these exercises further contributed to the sense of community by fostering student interaction. In one activity, she asked students to travel to several stations, forming a small group at each to address a topic posted on the wall. Discussions were lively, and students wrote key ideas on the wall. Students moved from station to station, mixing the groups, and adding and responding to notes from previous groups. This activity allowed students to collaborate with the whole class, but in small groups, reducing the intimidation of speaking up in a large group, and providing ample opportunities for everyone to speak and be heard. She effectively created an active, engaged, collaborative, and respectful classroom community.

Dr. Din is strongly committed to motivating students to become self-determined learners by inviting their thoughts and creating ample opportunities to critique the literature and applied practice. For example, in this class, which was designed to address problematic and undermining practices commonly used by coaches and leaders, she asked students to complete a measure of leader behaviour used in the field. This activity invited students to think critically about the leadership practices that they have been exposed to and/or engage in, which made the material meaningful and relevant to them. The topic addressed can be emotional and controversial because students may have had negative experiences with coaches using problematic behaviours, and they may recognize that they have adopted them themselves because they are often "the way things are done". Dr. Din effectively used this opportunity to engage students by encouraging them to challenge these uncomfortable experiences, and come up with alternative, effective leader behaviours based on principles they had learned earlier in the course, inspiring them to be "agents of change" in her words. Students found this activity meaningful and engaging, as they were able to work with personal examples that they were passionate about, and it was clear that they were empowered to use what they had learned to come up with productive solutions. Dr. Din concluded the class with an explicit call to action in their own leadership, encouraging and empowering students.

We have also had the opportunity to engage with Dr. Din in her graduate and undergraduate research student (e.g., honors) mentoring. We have sat on supervisory committees together, and observed her interactions with students in seminars, research team meetings, informal conversations, and in how she responds to student requests for conversations related to her expertise. First and foremost, she is authentically supportive of students. Her discussions with students come from a position of genuine curiosity. She begins by listening to and learning from students, which fosters respect and engagement. She is enthusiastic and thoughtful about posing critical questions that expand students' thinking while acknowledging their effort and the strengths of their work. She is generous with her time as a mentor. She meets regularly with her students, is a consistent and active participant in our psychosocial theme group

seminar and is always quick to respond to students who seek her expertise. Notably, she has been quick to step up to assist with mentoring students in support of faculty who have had to go on leave, or to provide a student with a sounding board outside of their immediate supervisory group. Beyond her direct student mentoring contributions, Dr. Din also co-created a mentoring program for graduate students, postdoctoral scholars, and faculty in Kinesiology. This mentoring program has had a positive impact on students and faculty by providing a clear structure for mentoring within the faculty, providing training and support for both mentors and mentees on how to cultivate effective mentoring relationships, and ensuring everyone has access to high quality mentoring experiences in the faculty.

Dr. Din is intensely devoted to her ongoing professional development as a teacher. She initiated our working together through the Teaching Squares program. At the end of the program, she authored a blog entry for the Taylor Institute for Teaching and Learning titled: *Circling the square: A semi-structured teaching dialogue that develops collegial connection*. Written as a reflection of our collaborative experiences participating in the Teaching Squares program, she explained the value of “having three supportive colleagues see our teaching with fresh eyes [and that it] brings needed perspective to the work.” From her actions and contemplations, it is clear how aware Dr. Din is of the importance and need to devote time and energy to professional development. A specific example that we were particularly struck by was the honesty Dr. Din held with her students by telling them at the end of class how vulnerable she felt with the activities she’d chosen for the day because it was the first time she’d brought them to a lecture setting. This example of humility and vulnerability demonstrates Dr. Din’s keen sense of awareness in developing herself as a teacher, by inviting comment and feedback from her students.

Dr. Din has also taken a leadership role to improve teaching and curriculum in the faculty. She co-led our faculty curriculum review, and effectively engaged us in thinking creatively about improving the curriculum. She initiated and delivered several professional development opportunities related to teaching, ranging from using formative evaluations to introducing techniques for teaching online in response to the COVID-19 pandemic. In addition to these formal roles, she has also had a positive impact on our teaching through numerous conversations around our teaching that has inspired new ideas, helped us through challenges, and provided new perspectives.

We are continually impressed with and appreciative of **Dr. Din’s ability to conceptualize, design, and implement innovative and engaging lessons; mentor students and faculty; and lead our faculty in efforts to improve our teaching practices and curriculum**. She possesses a deep commitment to building community and respect in the classroom and with colleagues that is supportive and inspires positive change. Moreover, she is dedicated to professional development of her own teaching, and generously sharing this knowledge in useful and welcome ways with her colleagues. **Dr. Din is an asset to the Faculty of Kinesiology, and a passionate, devoted, and committed teacher and mentor.**

Sincerely,



Sarah Kenny, Ph.D., Assistant Professor



Meghan McDonough, Ph.D., Professor

Faculty of Kinesiology
2500 University Dr. NW
Calgary, AB T2N 1N4

Appendix H Letter of support from Dr. Jerrod Smith.



FACULTY OF SCIENCE

Department of Mathematics and Statistics
Jerrod M. Smith, Instructor
MS 442
Telephone: 403.220.6766
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Email: jerrod.smith@ucalgary.ca

December 12, 2018

Dr. Cari Din, Instructor
Faculty of Kinesiology
University of Calgary

Dear Dr. Din,

I observed your class KNES 331 – Foundations of Coaching on October 26, 2018 as part of our teaching triangle exercise with Lesley Tims. There are 75 students enrolled in this course and approximately all were in attendance. The topic of the lecture was how the behavior of coaches during competition can influence athlete performance. You arrived early to lecture and had your power point presentation set up before the class began. You started the lecture with an active learning exercise in which students were asked to move to one side of the room, or the other, to indicate their position on a topic that was discussed during the previous lecture. A selection of students from each side were then asked to elaborate on their position. The majority of students gathered on the left side of the room; however, you ensured that students on the right side were able to have their thoughts heard by the entire group. I found that this activity was effective in promoting a dynamic discussion and an engaging way to begin the class; moreover, I believe that having students move throughout the physical space was a very effective technique for quickly engaging your students.

After your students returned to their seats, you played a video from a professional basketball game in which the coach was throwing a tantrum (to put it lightly). The media presentation quickly and effectively communicated to your students the topic of discussion as well as the impact a coach can have during a competition. You then asked students to discuss the video in relation to an assigned reading. The discussion was lively and on-topic. A group of students nearby where I was sitting had not done the reading; however, their discussion was focused and highly valuable. I think that this is an important observation, your students were engaged with the activities that you selected, willing to participate, and eager to learn from their classmates.

When lecturing, you spoke for seven to ten-minute intervals. Each interval was followed by an active learning exercise; most often the exercise consisted of small group discussions on a focused topic. One exercise concluded with each group writing and submitting their thoughts to you on an index card. I think it was very helpful when you explained to students how you intended to use their submissions to understand their progress towards understanding the course content and to provide formative feedback on their thinking. I feel that the transparency in your approach in classroom has helped you to build the high level of trust that I perceived between you and your students.

During the last ten minutes of class, you asked your students to reflect on their personal experiences as athletes and coaches in relation to the topics discussed. Educational research has shown that students achieve higher learning outcomes when they feel that course content is relevant to their lives. You asked several students to share their experiences and their thoughts on how they made-sense of the experience within the ideas discussed in the class. When students were sharing their stories, you were very supportive and ensured that the other students were listening. In particular, you took the opportunity to emphasize the importance of “listening to your athletes” during this exercise.

I do not have any particular points of criticism to share. It may be worth noting that the minor technical difficulties with your laptop remote that you experienced seemed only to be a distraction to you and did not influence your content delivery. You identified the problem quickly and addressed it effectively by controlling the presentation directly from the podium. The only potential effect that I observed was that when you moved around the classroom to engage with students during group discussions you tended to stay on the same side of the classroom as the podium. I expect that this was an exception. You know all 75 of your students’ names – an impressive feat – which demonstrates your positive rapport with your students.

Overall, your presentation style is dynamic and engaging. Your students were attentive throughout the lecture and they invested in the active learning exercises that you selected. I found the sharing of students’ anecdotes and your ability to frame their stories within the lecture topic was a powerful way to deliver content and reinforce student learning by connecting the ideas to their lived experience.

Please let me know if you would like further comments on anything I’ve written here. Thank you again for the opportunity to observe your teaching. Please feel free to include this letter in your teaching dossier.

Sincerely,

A handwritten signature in blue ink that reads "Jerrod Smith". The signature is written in a cursive, flowing style.

Jerrod M. Smith, PhD
Instructor

Appendix I Letter of support from Jayne Beselt, former TA.

Instructor letter
For: Dr. Cari Din
KNES 201, Winter 2019
May 2019

This last semester has been invaluable for giving me experience with so many different aspects of teaching and Cari is the reason it was such an impactful and productive experience for me. Cari is passionate about the work she does and the position she is in and it shows – she wants to inspire a generation of young people who care about others and about making the world a more inclusive and thoughtful place.

Cari is very gifted at keeping students actively involved in class. She has a great sense for when it feels like students are not getting ‘it’, or losing focus and poses timely questions/activities to the class to help them re-engage. It is clear that her expectation is that students do more than listen and regurgitate information and she challenges students to think deeper and personally about how the concepts she teaches apply to themselves and those around them. She also demonstrates how she does this in her own life by sharing her own personal experiences and stories as a way to convey concepts in a memorable and relatable.

She is extremely encouraging and intentional with positive reinforcement, both with me and her students. When a student would ask a question, she was purposeful with thanking them for sharing their perspective. As someone that sometimes struggles to speak up, her effort to validate sharing thoughts, thinking critically, and reflecting personally was extremely meaningful to me now and I know would have meant a lot to me as an undergraduate student as well.

Cari is also really aware that students thrive in different environments and acts on this by incorporating the use of different forms of assessments (e.g. presentations, activist projects, and conceptual exams) into her course. She goes with the flow of the students in the class and adapts to the different cohorts from semester to semester – acknowledging that the parts of how the course is delivered can be dependent on the unique needs of the students. She makes herself available and will stick around after class to make time for students. Students appear to be really comfortable approaching her with questions or to share stories about how they are applying what they learn in class to their own lives – she is again, extremely relatable.

As a TA, Cari genuinely cared about how I was doing and about my thoughts and opinions. She mentored me along the way, sharing ways her personal experiences with teaching impact her and allowed me to learn from her knowledge of teaching as well (e.g. not internalizing failure as a teacher when a student fails an exam/assignment). She was encouraging in pushing me beyond my ‘comfort zone’ but not pushing me to the point where I was uncomfortable (e.g. allowing me to guest lecture with the freedom of only using half a class instead of an entire one). She went beyond to include me in things she did not have to in order to add to my experience and exposure to teaching. For example, giving me the opportunity to review the exam questions before the test was finalized and guiding me through grading. Cari made it known that she is open to feedback which made it easier to have a back and forth relationships. She was always looking for ways to better serve her students and the community that will be impacted by the work she does.

It is so clear that Cari cares for her students and for me and showed incredible empathy and heart as the semester went along. I have learned a lot in the last few months and Cari had almost everything to do with it. As a person, a professor, and a mentor, the department is stronger because she works in it and the future of kinesiology is brighter because students are exposed to a semester with Dr. Din in the formative years of their Kin degree.

Sincerely,
Jayne Beselt



MSc Candidate

Appendix J Letter of support from Mathieu Chin, former student.

To whom it may concern,

Dr. Cari Din is a person that I hope to emulate in my life, career, and as a life-long learner. Having graduated from the Faculty of Kinesiology in 2020, I had the honour to have been in two of her leadership classes (KNES 311 and KNES 411), as well as work alongside her when she was the interim Markin USRP Coordinator during my first summer as an undergraduate research in 2017. Most recently, I also had the privilege to work with her in the recent curriculum review, which her team received the UCalgary 2021 Award for Curriculum Development. Now into my second year of medical school at the Cumming School of Medicine, the lessons that I have taken from Dr. Din continues to impact my day-to-day learning in the classroom and in the clinic with patients.

For the past few years, the University of Calgary's Faculty of Kinesiology was ranked the number one Sports Science school in North America by the Shanghai Rankings, which speaks to the talent of the wonderful professors in the faculty. Despite this group of fantastic educators, I can say with ease and confidence that Dr. Din is by far the most dedicated and most impactful professor that I have learned from throughout my undergraduate degree. She creates a community where everyone belongs, empowers students by giving everyone agency, and sparks one's innate curiosity for learning.

I have always envisioned knowledge and learning as overlapping rings surrounding a core circle, the "Comfort Zone". Anything within the "Comfort Zone" represents what the learner currently knows about a given topic; anything outside of that zone represents what the learner does not yet know. With the goal of expanding, one's knowledge, it is common for many professors to jump straight to the end goal (the "Red Zone"). Dr. Din takes a stepwise approach to teaching, adding on top of the students' current foundation of knowledge. In essence, she pushes students to expand their comfort zone into the "Stretch Zone". For me, this was evident in many of the public speaking assignments that we were assigned in her KNES 311 and KNES 411 classes. Without question, teaching public speaking prevents educators from taking a 'one size fits all' approach, as students come from all backgrounds and experiences. Despite this challenge, she would make a conscious effort in ensuring that she understands the goals and "Stretch Zone" of each student and helping them be successful. Having had a background in public speaking through various research and leadership positions that I previously held, she found ways to challenge me, building on techniques that work well and giving me a safe space to try new methods.

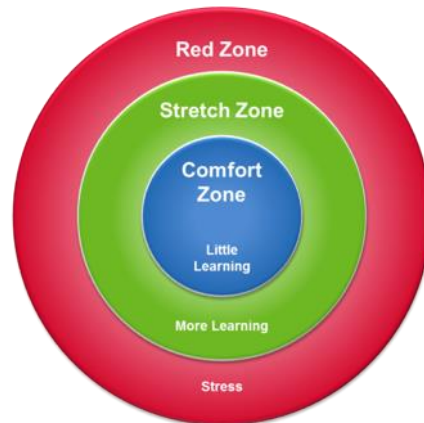


Image obtained from <https://trainingindustry.com/articles/performance-management/comfort-stretch-and-dont-panic/> (July, 2021).

What makes Dr. Din's teaching style so effective and unique is that from the beginning, she fosters a collaborative learning environment where students know each other on a first name basis. Through this strong sense of community, collaboration is in turn used as a tool to learn from one another and allows ourselves to drive the learning, instead of the typical didactic lectures. In essence, she hands the controls of learning to the students. One of the first things that you notice when you walk into her classroom is that it is like no other. She embraces a space which fosters collaboration using whiteboards and open collaboration spaces. My favourite learning moment in her classes has been her ability to make group projects, which are often dreaded by undergraduate students, an experience that was not also enjoyable, but impactful to our community. I recall my 'KIN-munity' project in KNES 311 where I worked with my colleagues to create a mural where students from the faculty would write what their favourite thing was about the faculty. During times of stress, this was a reminder for students on the importance of supporting one another. Likewise, in KNES 411, we planned to work with the Students' Union in creating a teambuilding workshop to promote leadership skills. Ultimately, these projects are a reflection on her belief that her students are more than just learners, but also leaders out in our communities.

As I continue through my life-long journey of learning and teaching, I hope to inspire the next generation the same way that Dr. Din has inspired myself and my peers. Thank you for your time in reading my learning journey with Dr. Din. If you have any questions, please feel free to reach me at mathieu.chin@ucalgary.ca or 403-973-2218.

Warm Regards,

Mathieu Chin, BSc. '20 (Honours)

2nd Year Medical Student, Cumming School of Medicine

President, Calgary Medical Students' Association

Appendix K Letter of support from Dr. Kyla Flanagan, Academic Lead, CDCI.



Aug 16, 2021.

Dear Tenure and Promotion Committee,

I want to express my deepest support for the promotion and tenure of Dr. Cari Din to the rank of Senior Instructor. I have worked with (and been inspired by) Cari over the last two years in my role as Academic Lead for the College of Discovery, Creativity and Innovation within the Office of Experiential Learning. Cari has been actively engaged in all three undergraduate research initiatives, showing incredible dedication and passion for undergraduate research and education.

In Winter 2020, Cari was one of two instructors teaching UNIV 201 – *Global Challenges*. In this unique course, students used an inquiry-based approach to explore solutions to a wicked problem – the global water crisis. Cari taught this skill-development course with incredible expertise. She was curious about new teaching approaches and asked me many questions about my teaching beliefs and practices -- showing a huge willingness and openness to learning. Additionally, I was so struck by Cari's highly reflective nature. She was constantly considering what worked well, what didn't work and what she would try next time. I believe her excitement and passion for learning new teaching practices and methods, willingness to be innovative in the classroom, and a highly reflective approach are key traits making Cari so successful in her teaching practice. In this course, Cari also expertly navigated to online learning. She showed incredible compassion, understanding, and flexibility during the tumultuous semester.

During the spring and summer of 2020, Cari participated in our Course-based Undergraduate Research Experience (CURE) program. In the pilot of this program, Cari worked with Kara Loy (Educational Development Consultant) and myself to re-design a course to have a significant research experience. Cari re-designed the *Foundations of Coaching*, course to have research embedded in the curriculum. In this course, our group aimed to ensure students experienced four key aspects for undergraduate research – creativity, discovery, dissemination, and reflection. Cari found brilliant ways for her students to engage with each of these components. Students created podcasts to share with other coaches for the final dissemination of their research. Not only did Cari re-design this course to have meaningful undergraduate research, but she was also re-designing this course to be taught online for the first time. Lastly, Cari has been involved with the Program for Undergraduate Research Experience (PURE), mentoring three students over three summers. PURE is a studentship program where students work with a faculty mentor to conduct paid research between May-August. Cari's exceptional mentorship of the students involved in her research was highlighted during the PURE Celebration of Achievement event.

I can't speak highly enough of Cari and her dedication to teaching and learning at UCalgary.
Sincerely,



Kyla Flanagan, PhD

Academic Lead, College of Discovery, Creativity, Innovation (CDCI)