



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Science

Advancing the Science Behind Education

SKYLIGHT: The Science Centre for Learning and Teaching



From left to right:

Front row: Rachel Petrynko, Gülnur Birol, Alice Campbell, Caitlin Donnelly, Melissa Lee, Sarah Bean Sherman, Sara Harris, Electra Eleftheriadou

Back row: Warren Code, Erica Jeffery, Erika Borys, Christine Goedhart, Kathleen (Katie) Foote, Matthew (Matt) Coles, Eric Jandciu, Jeanette Leeuwner

Absent from team photo: Manuel Dias, Nouredine Elouazizi, Ashley Welsh



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We would like to begin by acknowledging that the land on which we gather is the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) People.



WE ARE UBC SCIENCE'S EDUCATION RESEARCH AND INNOVATION HUB

We have worked with the UBC Science community and our campus partners since 2001, expanding the body of theoretical and practical knowledge about teaching science and math while helping tens of thousands of UBC undergraduates expand the depth and breadth of their learning and classroom experience.

We are passionate about improving post-secondary science and math education. We use **evidence-based approaches** and **reflective practices**, we strengthen internal and external collaborations, and we build capacity and community, with **a focus on partnering with faculty**. We strive to stay well-versed in the literature, take pride in what we do, build on our strengths, and achieve excellence in service.

We work closely with departments, senior administrators, faculty, and staff in the Faculty of Science. We are partners with the Centre for Teaching, Learning and Technology (CTLT) and we regularly consult with our Skylight Faculty Advisory Council to stay grounded and to achieve our mission. We also work with other North American post-secondary institutions to further collaborative research and knowledge transfer on teaching and learning, particularly in science-related areas.

Our Vision

Empower UBC's teaching and learning community to create transformative learning experiences in math and science for all students.

Our Purpose

Advance undergraduate math and science education through collaboration, research, and application of evidence-informed practices at UBC and beyond.

Our Values

Diversity, equity, inclusion, and respect

We believe in diversity, equity, inclusion, and respect as major parts of our individual and collective identity.

Collaboration and teamwork

We believe in the power of community. We are committed to meaningful collaborations with faculty, departments, students, and partners on campus and beyond.

Scholarly approach

We combine expertise, curiosity, and passion. We learn from and share with others.

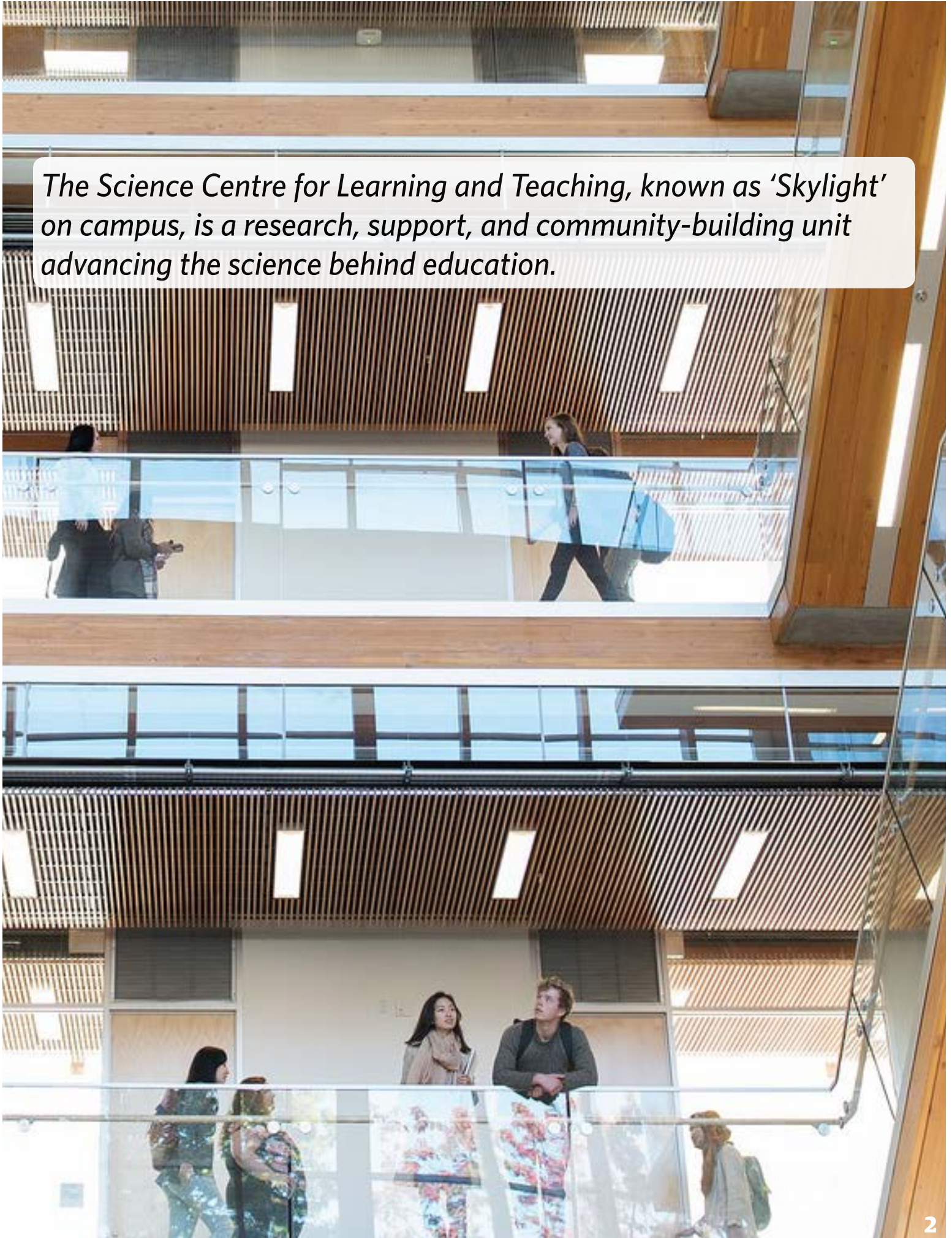
Adaptability

We are flexible in our work: proactive when possible and responsive when needed.

Integrity and professionalism

We are transparent in our efforts and take responsibility for what we do.

The Science Centre for Learning and Teaching, known as 'Skylight' on campus, is a research, support, and community-building unit advancing the science behind education.



WE CONNECT FACULTY OF SCIENCE DEPARTMENTS AND UBC CENTRAL UNITS

Skylight, empowered by a deep understanding of the Faculty of Science’s culture, has a shared responsibility with its stakeholders for the math and science teaching and learning enterprise, discipline-specific knowledge, strategies and support for pedagogical and curriculum transformations, and professional development for faculty and staff. The knowledge of this local culture enables the development of sustained relationships with all of our stakeholders.

Stakeholders

- Science faculty members
- Science students
- Science Dean
- Science Associate Dean, Students
- Teaching and learning staff in departments
- Learning technology staff in departments
- Science administration: heads and directors
- UBC administration: Provost and Vice-Provosts

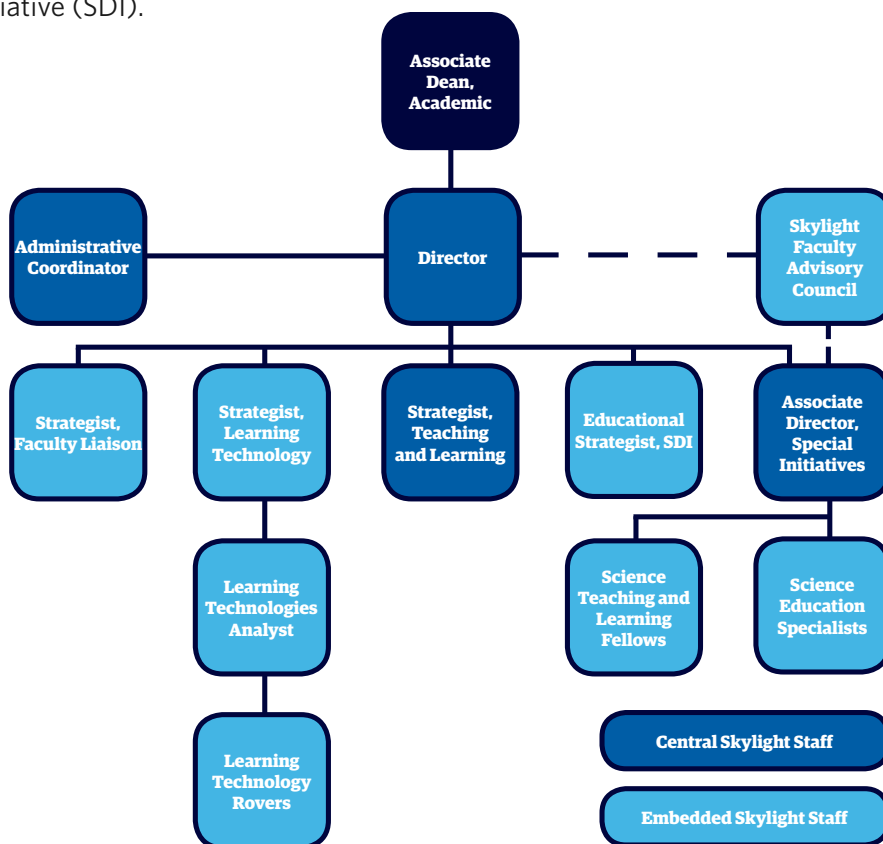
Faculty of Science Partners

- Departments
- Student Advising Office
- Communications Team
- Development Office
- Human Resources
- Finance

TEAM COMPOSITION AND REPORTING STRUCTURE

Our central Skylight team is located in the Science Dean’s Office in the Earth Sciences Building, and it consists of a Director, an Associate Director, a Teaching and Learning Strategist, and an Administrative Coordinator. Also in the Dean’s Office is the Associate Dean, Academic, who oversees Skylight.

Our Faculty Liaison, Learning Technology Strategist, Learning Technologies Analyst, and Learning Technology Rovers are based in CTLT’s office in the Irving K. Barber Learning Centre, and our seven Science Education Specialists (SEs) are located in their home departments. We are in the process of hiring for the position of Educational Strategist, Student Diversity Initiative (SDI).



OUR TEAM



Gülnur Birol
Director

Gülnur is responsible for providing strategic leadership and vision for teaching and learning initiatives, and for managing the ongoing operations of Skylight.



Warren Code
Associate Director, Special Initiatives

Warren leads, advises, and assists in planning, research/evaluation, and management for teaching and learning projects in Science.



Eric Jandciu
Strategist, Teaching and Learning & Faculty Liaison

Eric leads and supports teaching and learning projects within the Faculty of Science.



Erika Borys
Administrative Coordinator

Erika provides Skylight and its team with administrative, event, editorial, and design support.



Nouredine Elouazizi
Strategist, Learning Technology

Nouredine is responsible for providing the strategic leadership to manage the learning technologies ecosystem in Science.



Rachel Petrynko
Learning Technologies Analyst

Rachel provides support and guidance to faculty members and staff in their use of Canvas, WeBWorK, and other learning technologies.



Manuel Dias
Faculty Liaison, Skylight & Educational Consultant, CTLT

Manuel consults with faculty and graduate students on teaching and learning enhancement projects.



Ashley Welsh (on leave)
Strategist, Faculty Liaison

Ashley advises and supports faculty and graduate students with the development and evaluation of teaching and learning enhancement projects.



Christine Goedhart
SES, Botany (BOTA)

Christine works with instructors to help them navigate the process of pedagogical change and develop personalized teaching philosophies and practices.



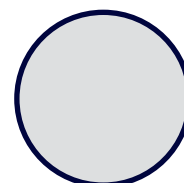
Jeanette Leeuwner
SES, Chemistry (CHEM)

Jeanette supports faculty in improving their teaching and learning approaches.



Alice Campbell
SES, Computer Science (CS)

Alice provides pedagogical support to faculty to enhance their teaching and learning practices in face-to-face, blended, and online learning environments.



Sarah Bean Sherman
SES, Earth, Ocean and Atmospheric Sciences (EOAS)

Sarah collaborates with faculty to incorporate evidence-based educational strategies in their courses.



Matthew (Matt) Coles
SES, Mathematics (MATH)

Matt provides support for graduate students, postdocs, and faculty who wish to improve their teaching philosophy and practice.



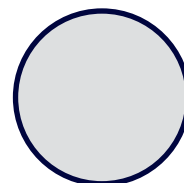
Kathleen (Katie) Foote
SES, Physics and Astronomy (PHAS)

Katie works with faculty in the Physics and Astronomy Department to encourage a more active approach to teaching.



Erica Jeffery
SES, Zoology (ZOO)

Erica aims to empower graduate students, postdocs, and faculty to use evidence-based methods to achieve their teaching and learning goals.



TBN
Educational Strategist, SDI

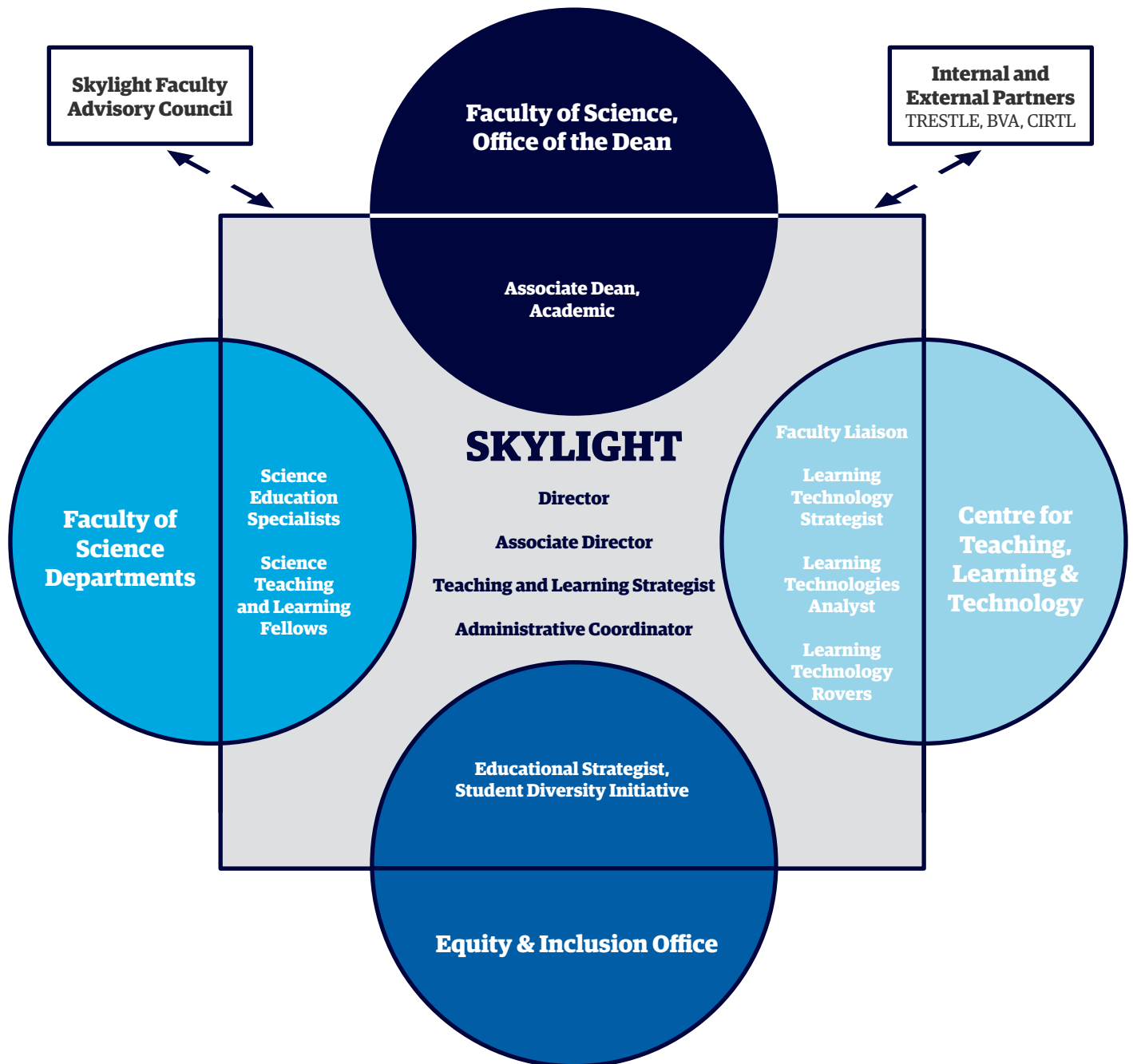
The Educational Strategist is responsible for supporting the development of strategies to embed inclusive teaching and learning approaches into the Faculty of Science.

For a list of our current and past Learning Technology Rovers, please visit <https://skylight.science.ubc.ca/contact>.

For a list of current and past STLs, please visit the department pages listed on the CWSEI page <http://cwsei.ubc.ca/departments/index.html>.

EMBEDDED EXPERT MODEL

Skylight has used an embedded expert model since its early days, when Research Associate positions were created in Biology, Chemistry, and Physics and Astronomy to support local teaching and learning activities. In 2011, a joint Skylight-CTLT role was created to address faculty learning technology needs. Between 2007–2017, the Carl Wieman Science Education Initiative also used a somewhat similar model in which Science Teaching and Learning Fellows were embedded in departments. With the support of Dean Simon Peacock, these limited-term positions were converted to staff appointments under the new title Science Education Specialist. As of July 2018, **75% of our staff are embedded** in seven Science departments and in CTLT.



EXPERTISE

Skylight provides expertise in **educational research, pedagogy, learning technologies, and curriculum development**. Our goal is to create an environment that supports reflective teaching and learning practices while facilitating system-wide transformational improvements in science and math education. Our work informs decisions at the department, Faculty, and UBC level, impacting hundreds of faculty and thousands of students.

Our expertise includes:

- Discipline-based education research methodologies and scholarship of teaching and learning, qualitative and quantitative methods
- Evaluation for quality assurance, learning technology-mediated evaluation and learning analytics
- Course design, pedagogy, learning technology-mediated pedagogy, curriculum review, instructional design
- Learning technology: ecosystem management, operational support and sustainability, system analysis, and enhancement services
- Science communication
- Faculty and teaching assistant professional development
- Proposal and/or project development and management
- Needs analysis
- Change management

SKYLIGHT FACULTY ADVISORY COUNCIL

We established the Skylight Faculty Advisory Council in 2016 to provide us with informed guidance, to serve as an ally in our mission, and to ensure that we remain connected to the teaching and learning priorities of each Science department.

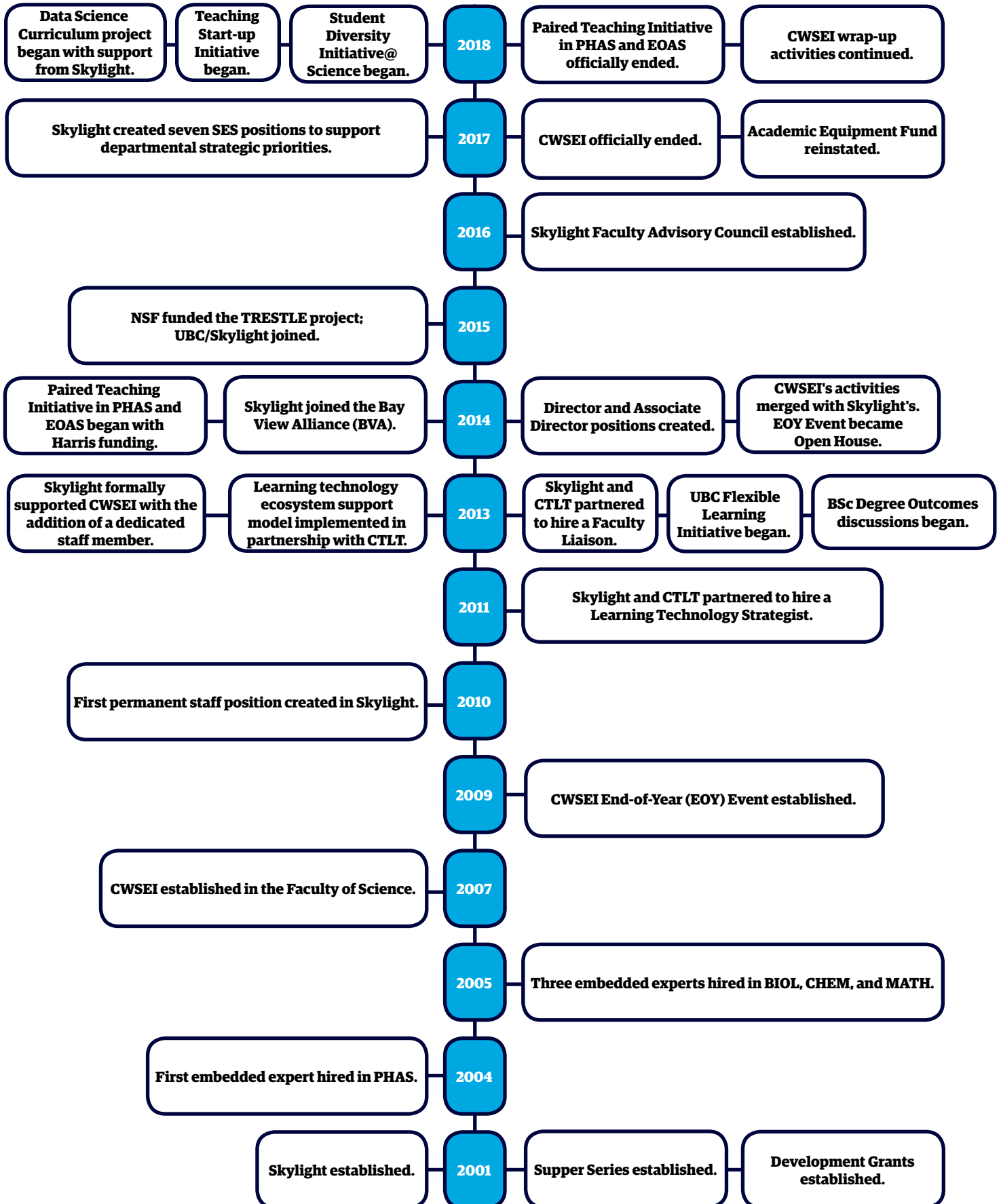
The Council is composed of **12-14 members with representation from all 9 departments**, and includes educational leaders in science education. Faculty are nominated by their department heads, their membership is considered a service to UBC and to the Faculty of Science, and they are expected to serve on the Council for a minimum of 2 years. The Council meets with Skylight's leadership up to 6 times per year, and it provides guidance on issues of strategic importance, fulfilling a specific mandate established collaboratively each year.

The Council's involvement is vital to the success of Skylight's programs, services, activities, and initiatives. Since its establishment, the Council has provided invaluable input and advice on Skylight's expansion and embedded expert model, the development of the BSc Degree Outcomes Framework, and support for Science faculty during the campus-wide transition to Canvas.

"Partnering with Skylight is the first step to a successful teaching experience. Skylight's embedded experts can take your project from average to exceptional, and it feels like you have your own personal team of educational consultants. For large projects such as BioFlex, Skylight helped develop a realistic project plan while identifying essential goals and assessment. In smaller collaborations, such as Skylight Development Funds, the project team connected me with staff and resources on campus, further expanding an essential partnership. Whether it was educational technology training, instructional design development or curriculum planning, Skylight supported my vision and was instrumental in effecting change."

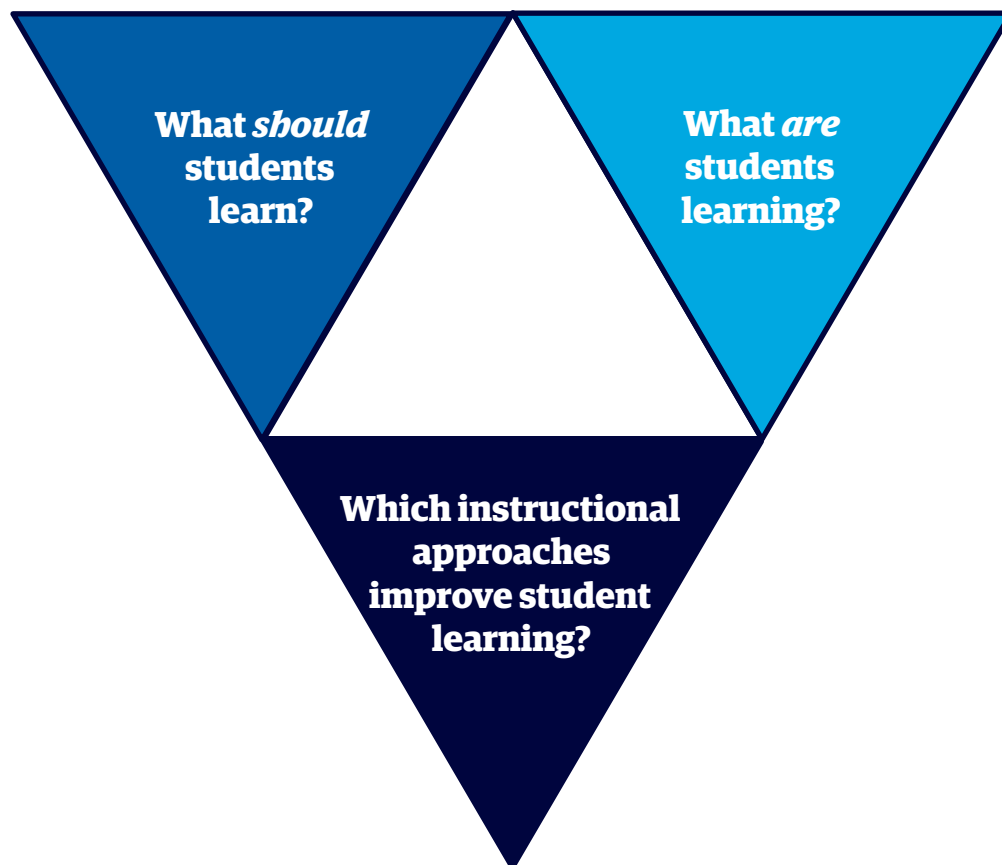
Karen Smith, Lecturer, Microbiology and Immunology

TIMELINE



CARL WIEMAN SCIENCE EDUCATION INITIATIVE (CWSEI)

The CWSEI at UBC (2007–2017) was a large-scale initiative that supported Science departments in their efforts to provide an unrivalled education for all undergraduate students. The program was designed on the assumption that the majority of Science faculty and courses needed to be involved in the initiative in order to produce a lasting shift towards evidence-based teaching practices. To advance this goal, **the CWSEI funded over 50 embedded Science Teaching and Learning Fellows (STLFs)** at the department level during the initiative. STLFs brought deep disciplinary expertise and training in science learning, and partnered with faculty members in creating and adapting evidence-based teaching methods, and measuring their effectiveness. The CWSEI achieved highly effective and system-wide, research-informed science education by applying the latest advances in pedagogical and organizational excellence. The initiative also **influenced the teaching of over 175 faculty, representing about 2/3 of credit hours taught by Science departments**, and it developed a significant knowledge base of practical resources and research. The model is being adopted at institutions across North America and in the UK.



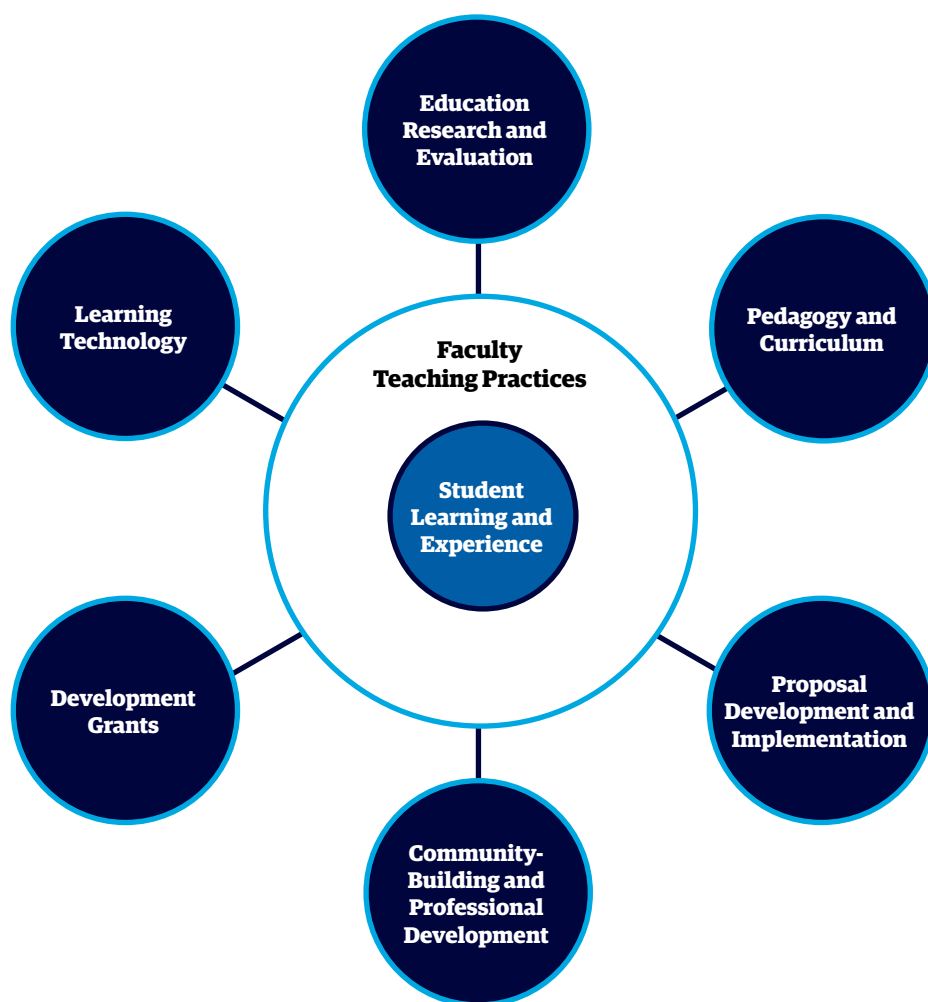
www.cwsei.ubc.ca

WE COVER A WIDE SPECTRUM OF SERVICES AND ACTIVITIES INFORMED BY EVIDENCE

Skylight identifies, plans, leads, and evaluates a wide range of science teaching and learning projects and initiatives with partners across and outside UBC. We, in partnership with CTLT and departments, also lead the strategic management and enhancement of the learning technology ecosystem in the Faculty of Science.

We offer support services, including consultation and collaboration, for:

- Math and science education research and evaluation
- Pedagogy and curriculum
- Learning technology
- Community-building and professional development
- Proposal development and project implementation for Teaching and Learning Enhancement Fund (TLEF)



"I worked with Skylight, through Warren, extensively in creating CPSC 100, computational thinking. This was invaluable in many ways. One was ensuring that the things that we were creating were applicable to students in other Science disciplines and connecting me to other faculty across Science who we needed to coordinate with. Another was in knowing resources across Science and the university that could be used for helping to create the course. Finally, it was extremely helpful to have someone involved who knew the pedagogical literature and research beyond my own discipline!"

Rachel Pottinger, Associate Professor, Computer Science

OUR WORK CONTRIBUTES TO SCIENCE AND MATH EDUCATION LITERATURE

We take pride in our collaborative and scholarly approach towards evaluation and research. Over the years, we have engaged with numerous faculty and staff in Science, with other units on campus, and with researchers at other institutions on several high-impact projects with strong evaluation and research components. Such efforts serve for quality assurance and research purposes, and focus on a wide range of activities from testing a pedagogical innovation in a course to evaluating a program. For specific examples, please visit <https://skylight.science.ubc.ca/publications-and-presentations>.

We regularly disseminate work by publishing in peer-reviewed journals and presenting at national and international conferences, often in partnership with faculty. We also serve on various university committees and belong to professional organizations.

Between 2001 and 2017, we published:

40

Peer-reviewed journal articles

80

Conference abstracts

20

Conference proceedings

8

Book chapters

"Collaboration with Skylight personnel served as a Launchpad for my foray into SoTL and eventually Biology education research. My very first course evaluation project in BIOL 201 in 2007 was a direct result of collaboration and support from Skylight - this support has continued to motivate me to try something new each year. Thank you!"

Sunita Chowrira, Professor of Teaching, Botany

WE COLLABORATE WITH PARTNERS AT UBC AND OTHER INSTITUTIONS

Partners across Campus

- Centre for Teaching, Learning and Technology
- Centre for Writing and Scholarly Communication
- Planning and Institutional Research
- Student Development and Services, Health Promotion and Education
- Equity and Inclusion Office
- UBC Library
- Broader teaching and learning community, collaborators at large

External Partners and Networks

Skylight works with other North American post-secondary institutions to advance collaborative research and knowledge transfer on teaching and learning, particularly in science-related areas.

Transforming Education, Supporting Teaching and Learning Excellence (TRESTLE)

TRESTLE is a seven-institution project that fosters improvements in undergraduate STEM education through supporting course design projects, broadening educational expertise in departments, and building communities within and across campuses in North America to enhance the impact of local experts. Skylight leads UBC's efforts in the project, which was funded by the National Science Foundation in 2016.

Bay View Alliance (BVA)

UBC is a founding partner in the BVA, a network of nine research universities working to address challenges in building departmental cultures that are more supportive of effective teaching and enhanced student learning. Skylight is an active member of the alliance, contributing to its annual meetings and research action clusters.

Centre for the Integration of Research, Teaching, and Learning at UBC

CIRTL@UBC is a National Science Foundation Center for Learning and Teaching in higher education. It uses graduate education as the leverage point to develop a national STEM faculty committed to implementing and advancing effective teaching practices for diverse student audiences as part of successful professional careers. Skylight supports the selection of Teaching as Research (TAR) projects and raises awareness for the program among Science faculty. (<http://cirtl.ubc.ca/>)

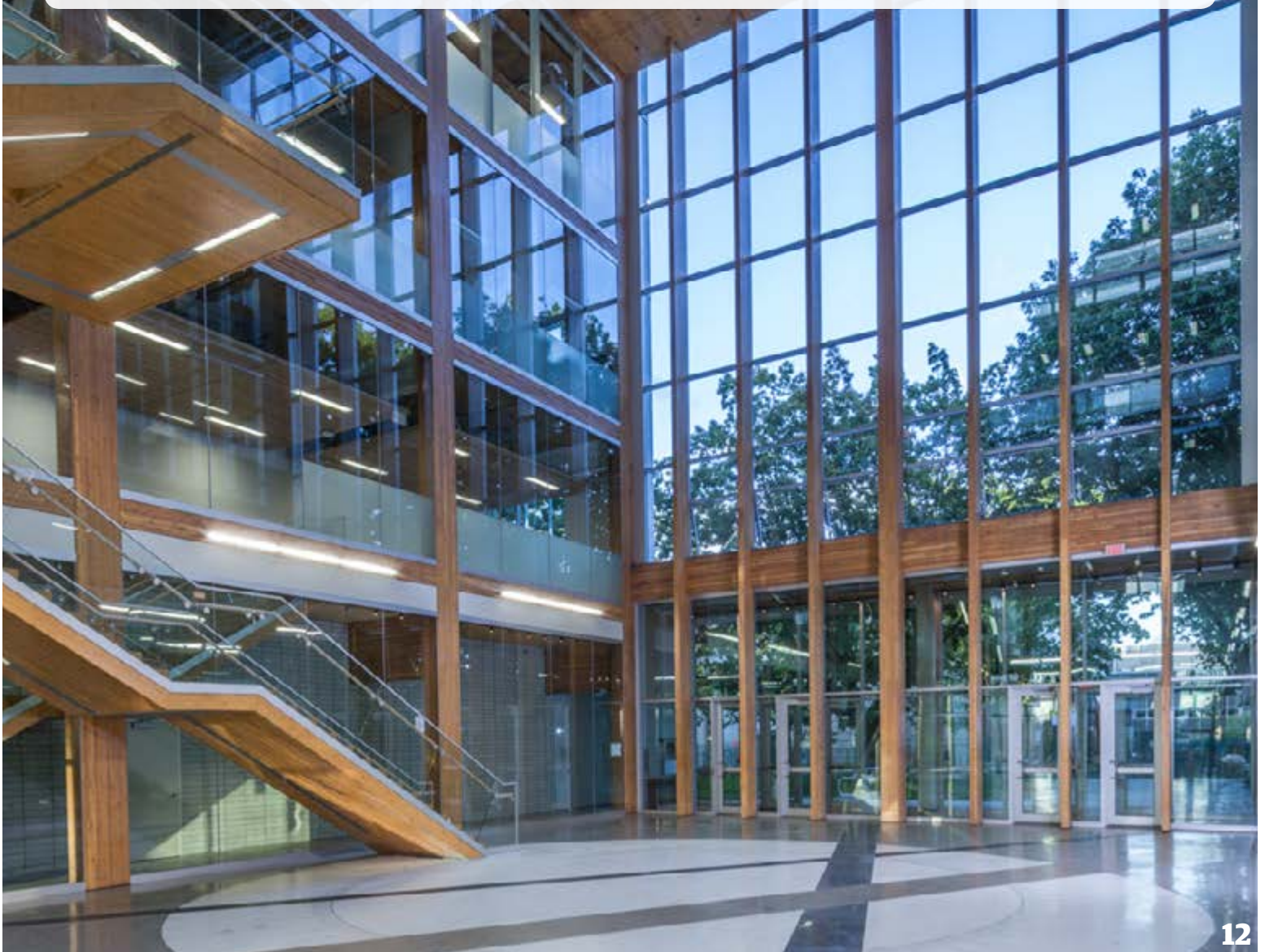
TRESTLE is a five-year project designed to enhance teaching of science, technology, engineering, and math courses for greater student success, and it uses an embedded expert model adopted from the Carl Wieman Science Education Initiative.

Part of the project involves understanding the change in faculty teaching practices, attitudes, and perceptions as a result of such initiatives. In 2014, we partnered with colleagues at CTLT to develop and administer a university-wide Teaching Practices Survey. In April 2018, we finished the second round of data collection and began the process of analysis. The results will be shared with faculties on both the UBC-Vancouver and UBC-Okanagan campuses and through peer-reviewed journal publications and conferences.

“CTLT and Skylight have developed a strong and strategic partnership to provide support to the Faculty of Science at the individual, departmental and Faculty level. This partnership includes embedded staff within a Faculty of Science cluster in CTLT who work together as a team to coordinate support to Faculty of Science projects relating to learning technology, analytics, curriculum and program mapping, TLEF consultation and project support, and Learning Technology Rover training. Additionally, we have collaborated on evaluation and research activities including the design and deployment of two iterations (2014, 2018) of a UBC-wide survey of teaching practices and attitudes.

To us, this partnership represents the model example of what an effective collaboration between central and local academic support units can achieve, complementing and amplifying the strengths in each to provide even greater support for teaching and learning across the Faculty of Science. It also provides a pathway through which pedagogical innovations and enhancements originating within the Faculty of Science can be deliberately disseminated more widely across the institution.”

Simon Bates, past Academic Director of CTLT and current VP, Teaching and Learning



“Skylight has been instrumental in supporting teaching and learning initiatives in the Faculty of Science over the years and has become even more significant in supporting faculty initiatives. For example, Skylight provides a stimulating venue for discussing teaching-related issues with colleagues at the Science Supper Series. Workshops on various aspects of scientific writing and the transition to new technologies are always targeted to our needs. Skylight provides personalized advice on course revision, grant proposals and funding applications, as well as facilitating investigations into teaching and learning.”

Kathy Nomme, Professor of Teaching, Botany and Zoology



WE SUPPORT SCIENCE TEACHING AND LEARNING ENHANCEMENT PROJECTS

While some consultations and collaborations involve one department, in many cases, Skylight's work involves multiple departments or the entire Faculty. Collaborations often branch out beyond the Faculty of Science and outside UBC.

Featured projects in Science:

- Carl Wieman Science Education Initiative (2007–2017)
- Questions for Biology (2010–2014)
- Introductory Statistics Flexible Learning Project (2013–2018)
- Writing Across the Curriculum (2015–present)
- Learning Technology Environment Renewal Project (2016–2018)
- Master of Data Science Evaluation (2016–present)

More information on recent projects can be found on our website: <https://skylight.science.ubc.ca/projects>.

Skylight works closely with departments on course development and transformation, such as the First-Year Seminar in Science, Communicating Science, and Computational Thinking courses. Cross-department projects include the BSc Degree Outcomes Framework, surveys of teaching practices, and the Canvas transition (in collaboration with CTLT).

The First-Year Seminar in Science (SCIE113) received the prestigious Alan Blizzard Award (<https://www.stlhe.ca/awards/alan-blizzard-award/previous-winners/>) in 2013 for the exemplary collaboration between faculty, administrators in the Faculty of Science, and educational support staff in Skylight at the University of British Columbia. Award recipients were Joanne Fox, Gülnur Birol, Andrea Han, Alice Cassidy, Ashley Welsh, Joanne Nakonechny, Jim Berger, Simon Peacock, and Lacey Samuels.

The Alan Blizzard Award was established to encourage, identify, and publicly recognize those whose exemplary collaboration in teaching enhances student learning.

UBC'S TEACHING AND LEARNING ENHANCEMENT FUND

The TLEF, financed by student tuition, was created in 1991 to enrich student learning by funding innovative and effective educational enhancements (<https://tlef.ubc.ca/>). Proposals across UBC are selected based on their merits and strategic significance through a competitive application process. Science faculty have been consistently successful in securing funding over the years, and interest in securing funding and the quality of proposals is increasing.

Skylight plays a key role in supporting Science faculty with TLEF proposals from project inception to implementation. We coordinate collaborations with experts to provide feedback on particular aspects of proposals, such as learning technology, open resources, program evaluation, content expertise, and digital technology. In addition to providing proposal development support, we also collaborate on the implementation of funded projects in a variety of roles, from being a project consultant to being the principal investigator on projects focused on teaching and learning innovation and enhancement.

In 2014, we created the Faculty Liaison role, a cross appointment between Skylight and CTLT, to be the main point of contact for TLEF applicants in Science. The Faculty Liaison provides the best possible service and support to faculty applying for Large TLEF funding, building strong relationships between applicants, Skylight, and CTLT.

WE SUPPORT AND MANAGE THE LEARNING TECHNOLOGIES ECOSYSTEM IN SCIENCE

The learning technology services offered through Skylight are pedagogy-driven, learner-centered, instructor-led, and evidence-based.

We consult and advise on the feasibility, analysis, design, integration, budgeting, implementation, evaluation, and sustainability of learning technology projects and initiatives at the Faculty of Science.

We work with faculty to evaluate the **pedagogical impact of learning technology** through specific research and evaluation methods. These efforts are aimed towards better understanding, informing and improving learning, and enabling pedagogical interventions at the course, curriculum, and program level.

We collaborate with faculty members to enable their efforts to **innovate and experiment with new learning technology pedagogies**, concepts, instruments, and methods to enhance students' learning experience and faculty's teaching practices.

We service and support the use of ~80 different learning technologies and tools used by Science faculty in over 475 Science courses. Over 70% of Science course sections use learning technology, potentially impacting more than 25,000 students (beyond Science students).

We draw on our partnerships with CTLT and department-based IT/LT groups to service the learning technology needs of our Science faculty and departments.

The Data-Enabled Pedagogies and Technology for Teaching and Learning Critical Thinking and Decision Making Skills project is a Large TLEF-funded project created with the goal of enhancing students' reasoning skills through the use of **Alchemy**, a software program.

Alchemy aims to help students foster their critical thinking and decision making skills across disciplines. With Alchemy, instructors construct networks (scenarios) of information and questions with integrated feedback. Students navigate these networks by processing information and making decisions or taking other actions (e.g. calculation), then receive feedback tailored to their decision at that point. This process offers students portable, flexible, adaptive, and self-regulated learning opportunities for practicing critical-thinking skills and receiving formative feedback.

Skylight is participating as a co-principal investigator in this project, and is helping design and develop learning analytics functionalities, as well as test drive and evaluate the pedagogical effectiveness of the software.

WE OFFER GRANTS TO ENHANCE SCIENCE AND MATH TEACHING AND LEARNING

SKYLIGHT DEVELOPMENT GRANTS

Skylight Development Grants, offered twice a year, provide **up to \$5,000 per project with departments contributing matching funds**. Up to **\$25,000 from Skylight is available in each competition** for projects that would significantly benefit undergraduate or graduate teaching and learning. These funds have been traditionally used by faculty for developing resources for students and instructors, for collecting data, and for seed money for proposals that successfully attracted TLEF funding.

Since 2002, **grants totalling over \$765,000 have been awarded** to over 200 projects.

"Thanks, Gülnur et al! I'm tremendously excited to work on this project, particularly given the enthusiasm our students and alums have shown.

(For our pilot course offering, we had 58 students apply for the 14 available seats! Looking forward to being able to scale this up so I can say mostly 'yes' to these students rather than mostly 'no!')

Steve Wolfman, Professor of Teaching, Computer Science

ACADEMIC EQUIPMENT FUND

Skylight also manages the Faculty of Science's Academic Equipment Fund, which provides **up to \$100,000 a year with matching funds from departments** for equipment that supports teaching and learning. Funding is allocated through an annual competition announced in the fall of each year, and approximately **\$200,000 was awarded in the 2017 and 2018 competitions**.

"The Academic Equipment Renewal Grant offered by the Faculty of Science has been absolutely critical in my ability to develop relevant and 'modern' laboratory curriculum at UBC. The money I have received from this award has allowed me to: (a) replace horribly outdated and malfunctioning equipment in the organic chemistry teaching laboratories, (b) improve the safety within the teaching laboratories, (c) dramatically reduce the waste generated by our teaching laboratories (lowering our environmental footprint), and most importantly, (d) develop new experiments which better serve our undergraduate student population. I cannot underscore this initiative enough, as a valuable and important source of funds for faculty that work in the undergraduate teaching laboratories, and I have been fortunate to have been awarded funds on several granting cycles."

Jay Wickenden, Senior Instructor, Chemistry

WE OFFER PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND BUILD COMMUNITY

Skylight supports community-building and professional development by organizing science education events and networking opportunities. These include events (**Skylight Supper Series and Open House**), **topical workshops**, **Science Community of Practice** sessions, **Reading Group** sessions, and **connections to other events** within UBC and other institutions.

There are many opportunities for faculty involvement:

- Faculty can attend and present their own projects at the **Skylight Supper Series and Open House**.
- **Workshops** are offered, often in partnership, on relevant topics and as needed, including Canvas, Writing Across the Curriculum+, and more.
- As a model for other institutions in teaching science, UBC Science hosts **campus visits from other institutions**, coordinated by Skylight and often in partnership with a Science department, as an opportunity for faculty to share their practices and results with a broader audience through classroom observations and small group meetings.
- Opportunities also exist for faculty to **share their work at other institutions** as part of grant-funded networks, like the National Science Foundation-funded TRESTLE network.
- Skylight also coordinates more **formal service contributions**, such as the Skylight Faculty Advisory Council and grant adjudication committees, such as the Skylight Development Grants Adjudication Committee.

Through these formal and informal opportunities, faculty at any stage of their teaching career can reflect on and share their own practices, as well as connect with colleagues beyond their home department.

SKYLIGHT SUPPER SERIES

Created in 2001, our Skylight Supper Series on science education is a showcase for local projects in teaching and learning, providing a place for faculty members and others involved in such projects to participate in interactive seminars presented by their colleagues. Sessions run 5:00-7:00pm with time allocated for connecting over dinner and for the presentation, and are typically attended by 30-40 people.

<https://skylight.science.ubc.ca/events/supperseries>

SKYLIGHT OPEN HOUSE

The annual Open House began in 2009 as a year-end event hosted by the CWSEI. This full-day event takes place at the end of the second winter term, and it is one of the most attended events that we offer, with 100-150 attendees each year. The Open House is a great opportunity for faculty and teaching and learning staff to network and showcase their work, and to celebrate our collective successes at the end of a busy academic year.

<https://skylight.science.ubc.ca/annual-science-education-open-house>



"There's so much knowledge and experience in the Faculty of Science about STEM education, and the Reading Group sessions really highlight that fact. Each meeting focuses in-depth on some recent research in the field, and the discussions are always lively and informative. The group provides a chance for people like me who want to learn more about education research to discuss topics at length with like-minded colleagues. I always learn something when I attend and hope, on some occasions at least, others learn something from me."

Bruce Dunham, Professor of Teaching, Statistics

General Enquiries

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