TLEF Project – Final Report

Report Completion Date: (2023/05/01)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Speaking in the Disciplines: A "Precedents" Archive for Teaching and Learning Oral Genres
Principal Investigator:	Moberley Luger
Report Submitted By:	Moberley Luger
Project Initiation Date: Feb 2021	**Project Completion Date:** April 2023
Project Type:	☐ Large Transformation ☒ Small Innovation ☐ UDL Fellows Program ☐ Hybrid and Multi-access Course Redesign Project ☐ Other: [please specify]

1.2. Project Focus Areas – *Please select all the areas that describe your project.*

☒ Resource development (e.g., learning materials, media)

☐ Infrastructure development (e.g., management tools, repositories, learning spaces)

☒ Pedagogies for student learning and/or engagement (e.g., active learning)

☐ Innovative assessments (e.g., two-stage exams, student peer-assessment)

☐ Teaching roles and training (e.g., teaching practice development, TA roles)

☐ Curriculum (e.g., program development/implementation, learning communities)

☐ Student experience outside the classroom (e.g., wellbeing, social inclusion)

☐ Experiential and work-integrated learning (e.g., co-op, community service learning)

☐ Indigenous-focused curricula and ways of knowing

☒ Diversity and inclusion in teaching and learning contexts

☐ Open educational resources

☐ Other: [please specify]

1.3. Final Project Summary – *What did you do/change with this project? Explain how the project contributed toward the enhancement of teaching and learning for UBC students.*

Most first-year writing courses in the Faculty of Arts take a "Writing in the Disciplines" approach to academic communication, inviting students to see the specific and diverse moves that scholars make in their disciplinary research. Yet while students can access many precedents for scholarly *writing*, they have few precedents for scholarly *speaking*. In the first instance, this project created a web resource, the Precedents Archive for Scholarly Speaking (PASS) to address this gap. The PASS is a web site that features: (1) a video archive of undergraduate student presentations from across disciplines; (2) guides with excerpted videos to familiarize students with specific features of scholarly speaking; (3) interviews with students in which they share their experiences giving oral presentations; (4) curricular supports for faculty. The PASS enhances learning outcomes by familiarizing students with academic speaking styles. Since familiarity with academic genres is uneven and students often harbour anxieties around oral communication, our archive of student presentations directly addresses classroom inequities.

In fact, the project has equity goals underpinning it in all areas: it responds to the mandate for "inclusive excellence" in UBC's Strategic Plan as well as, more specifically, to the mandate for linguistic justice noted in the UBC Anti-Racism Task Force report. Our approach to sharing precedents for the key moves for academic oral presentations aims to de-emphasize elements of public speaking that might be beyond the speaker's control: e.g. accent or tone of voice. Our goal has been to challenge the prejudicial privilege granted to certain kinds of speakers within existing public speaking pedagogy. To this end, our archive consists of student presentations enabling student users to see *people like them* giving successful scholarly presentations. We have been lucky to have a diverse group of talented presenters featured on the site. In the funding period, we not only built the PASS but shared it, and its premise around equitable pedagogies of speaking, widely through workshops for faculty and students, conference presentations, and a publication.

1.4. Team Members – *Please fill in the following table and include **students**, undergraduate and/or graduate, who participated in your project.*

Name	Title/Affiliation	Responsibilities/Roles
Moberley Luger	Assistant Professor of Teaching, Dept. of English Language and Literatures/ Chair, Coordinated Arts Program	PI -undertook research, oversaw design and execution of the PASS site, disseminated research
Craig Stensrud	PhD Candidate, Dept. of English Language and Literatures	GAA (full 2 years of funding) - worked closely with PI on all aspects of the project; worked

		with UAAs to oversee video editing and site maintenance
Lisa Basil	Undergraduate Student, Faculty of Arts	UAA (year 1) – video editing and web support
Viaan Wu	Undergraduate Student, Faculty of Arts	UAA (year 2) – video editing

1.5. Courses Reached – *Please fill in the following table with __past__ and __current__ courses (e.g., HIST 101, 2017/2018) that have been reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).*

Course	Academic Year
ENGL 110	2021S
ASTU 100	2021W
ASTU 100	2021W
WRDS 150A	2021W1
WRDS 150A	2021W1
WRDS 150A	2021W2
WRDS 150A	2021W2
ASTU 100	2022W
WRDS 150A	2022W1
WRDS 150A	2022W1
WRDS 150A	2022W1
CAPCON Presenters	2021W2 +2023W2
MURC presenters	2022W2
PHAR 280	2023W2

2. OUTPUTS AND/OR PRODUCTS

2.1. *Please __list__ project outputs and/or products (e.g., resources, infrastructure, new courses/programs). Indicate a URL, if applicable.*

Output(s)/Product(s):	URL (if applicable):
Precedents Archive for Scholarly Speaking (PASS)	speaking.arts.ubc.ca

2.2. Item(s) Not Met – *Please list intended project outputs and/or products that were not completed and the reason(s) for this.*

Item(s) Not Met:	Reason:
One element of the PASS that was proposed in the original TLEF proposal was an active database/calendar for live presentations happening on campus.	Because this project was started during the pandemic, the idea to help students attend live talks seemed unfeasible. There were also challenges technologically and in terms of maintaining and sustaining such a calendar. Instead we created a new feature for the site which was the "student experience videos"

3. PROJECT IMPACT

3.1. Project Impact Areas – *Please select all the areas where your project made an impact.*

☒ Student learning and knowledge

☐ Student engagement and attitudes

☐ Instructional team-satisfaction

X Teaching practices

☒ Student wellbeing, social inclusion

☐ Awareness and capacity around strategic areas (Indigenous, equity and diversity)

☐ Unit operations and processes

☐ Other: [please specify]

3.2. Please provide details on each of the impact areas you selected in 3.1. – *For example, explain in which ways your teaching practices changed; how student wellbeing was impacted; how students wellbeing benefited from your project, etc.*

Student Learning and Knowledge: Students have been using the PASS in class settings, independently, and in conference-prep workshops. These interactions with the PASS help them understand the conventions of scholarly presentation, teach them about how to prepare and execute a presentation, and aim to shift their thinking away from "performance"-based concerns (ie how they look or sound on normative terms) around public speaking.

Teaching Practices: Instructors have encountered the PASS in our workshops and or through email invitation and they have included the site in their teaching. This helps them to centre equitable practices for scholarly speaking in their courses and it supports their curriculum by providing resources for teaching scholarly speaking.

Student wellbeing: The aim of the PASS is to demystify academic practices around scholarly speaking and to shift toward a communication-based value on speaking (away from performance-based). In other words, the site gives students the opportunity to see what scholarly speaking looks like when done by other students, and it encourages them to focus on disciplinary expectations (eg in research sharing) instead of on normative assumptions around "presentation skills" (eg "speaking clearly," "dressing professionally"). It is our hope that such a shift will reduce student anxiety around giving presentations and thus enhance student wellbeing.

3.3. How do you know that the impacts listed in 3.1/3.2 occurred? – *Describe how you evaluated changes/impacts (e.g., collected survey data, conducted focus groups/interviews, learning analytics, etc.) and what was learned about your project from the evaluation. You are encouraged to include graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

We have done several rounds of evaluation (through surveys given to students enrolled in courses that used the PASS) and one student focus group. A final round of evaluation just wrapped up this March and we plan to spend the summer reviewing the data and writing an article for publication.

Here is a brief snapshot into the results from one recent survey: this is taken from a survey of the PI's ASTU 100 class (introduction to literature and writing). The class had ~20 students enrolled and 15 completed the survey.

Here, students indicated the PASS helped them feel more prepared to give presentations. 1 disagreed with this statement, 3 were neutral, and 11 agreed/strongly agreed.
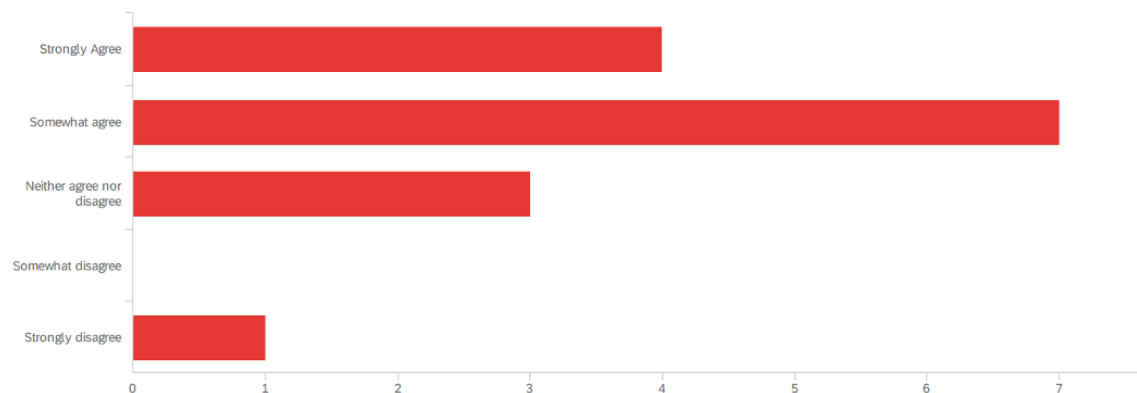
Here are some of the comments that students shared when asked how they felt the PASS was useful to them. Out of 15 students surveyed, 13 provided written comments. One student said the site wasn't useful, 2 gave neutral/mixed comments, and 10 gave positive comments like the following –

- The focus on the purpose of the presentation, conveying the ideas made me feel less stressed about the presentation. I devoted more time on developing the content of my paper rather than the performance.

- I felt that because PASS gave examples of speakers presenting orally, I had an idea of what presentations look like in university before I did one.

- The aspect of the PASS that increased my preparedness is about learning the precedents. This concept make me understand how other people doing the presentation so I can improve my ability.

- I feel that seeing precedents helped me set a standard for myself, and I was able to work more comfortably towards meeting that standard, as I knew now what was expected of me. Framing it as a conversation rather than a performance helped take away a lot of stress associated with perfectionism in delivery and such.

4. **TEACHING PRACTICES** – *Please indicate if __your__ teaching practices or those of __others__ have changed as a result of your project. If so, in what ways. Do you see these changes as sustainable over time? Why or why not?*

My teaching certainly changed over the course of the funding period. I became attuned to the inequitable practices that we typically use for grading scholarly speaking (eg rubrics that reward certain performance aspects like how students speak or use gesture). This has been the biggest takeaway for me and one that I continue to share in published and presented research. As a writing instructor, I was also able to align my practices of teaching writing and speaking by being able to share, via the PASS, precedents for both with students. I see these as fundamental shifts in my teaching – changing my perspective, using a helpful resource—so I absolutely do see them as sustainable. My GAA, now with PhD in hand and teaching full time at KPU, has found the same and we have heard from colleagues that they have had a similar experience too – that a) our research has changed their approach to thinking about student speaking and that b) the PASS resource has been useful in the classroom.

As one concrete example, the PASS is now part of PHAR 280, a science communications course taught by Dr. Jessica Kalra. Dr. Kalra heard me sharing my TLEF project at a SotL members network meeting. She approached me to say that my frame around "teaching through precedents" resonated with her PHAR 280 course. In this course, students give their presentations after watching presentations by multiple guest speakers in the field (drug development). Dr. Kalra and I have collaborated on bringing the PASS to her students, and on some curricular changes (eg in reflection assignments) based on my research. In 24W2, we will reprise and deepen this collaboration when she teaches PHAR 280 again.

5. **PROJECT SUSTAINMENT** – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g., over the next five years). What challenges do you foresee for project sustainment?*

The website is complete, live, and will sustain itself without maintenance. Ideally, we would continue to add to and update the archive with more student presentations – though the challenge here is that this would be cost-intensive, as it takes financial support to record, edit, and upload new presentations. My biggest concern regarding sustainment is around dissemination. We have worked hard over the 2 years to share the PASS with students, colleagues, writing centres, staff… but the site will be dormant if new people don't know to access it. I am continuing to strategize ways to create a higher profile for the site – one that is sustainable beyond my capacity to give live workshops and publish papers.

I do have plans to continue the project in a few areas: (1) This summer, my GAA Craig Stensrud and I will be writing a SotL article to share the data we have collected; (2) Jessica Kalra and I will continue to collaborate on how the site can support PHAR 280 and we have also discussed making interventions on SotL in science communication more broadly; (3) I would like to build a Canvas module that would be a, perhaps ~30 minute course, that would walk students through a progression for using the PASS. This could help instructors in using the PASS by offering an easy way to navigate the site without curricular support; (3) Craig and I are also working on SotL equitable *evaluation* practices for scholarly speaking—we are giving two presentations this spring on this nascent work.

DISSEMINATION – *Please provide a list of scholarly activities (e.g., publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event). These will be included on the TLEF scholarly output page.*

Published Peer-Reviewed Article

Luger, Moberley and Craig Stensrud. "Speaking Against Inequity in the Writing Classroom: Challenging the Performance Paradigm for Undergraduate Oral Presentations." *Discourse and Writing/Rédactologie*. Vol. 32, 2022, pp. 335-355. DOI: https://doi.org/10.31468/dwr.939

Presentations + Workshops for faculty and graduate students

May 2023	*Pending:* "**Ungrading Student Presentations: New paradigms for evaluating student speaking**." Center for Teaching, Learning, and Technology (CTLT) Winter Institute. Moberley Luger + Craig Stensrud. In this interactive workshop, we will discuss strategies for evaluating student speaking and share the PASS. Online.
Oct 2022	"**Equitable Pedagogies of Speaking and the PASS.**" Celebrate SoTL, CTLT. Moberley Luger "Lightning Talk." In person at UBC-Vancouver.
July 2022	"**Speaking in the Disciplines: The PASS Web Resource and the Equitable Teaching of Speaking.**" ISotL Network monthly meeting. Moberley Luger. In this talk, I shared my research with the ISoTL scholars network. Online.
Dec 2021	"**Towards the Equitable Teaching of Speaking.**" Center for Teaching, Learning, and Technology (CTLT) Winter Institute. 13 participants. Moberley Luger + Craig Stensrud. In this interactive workshop, we discussed strategies for the inclusive teaching of speaking and shared the newly-launched PASS site. Online.
June 2021	"**Activating the Audience: Teaching Speaking in a Hybrid Learning Environment.**" CTLT Spring Institute. 25 participants. Moberley Luger + (JWAM) + Dr. Laila Ferreira (JWAM) + Dr. Brianne Orr-Alvarez (FNIS). In this interactive workshop, we discussed theories and best practices for teaching oral skills in a hybrid teaching environment. Online.
Feb 2021	"**Activating the Audience: Teaching Oral Skills Online**," CTLT online teaching program. 50 faculty and staff participants. Moberley Luger + Dr. Laila Ferreira (JWAM) and Dr. Brianne Orr-Alvarez (FNIS). In this interactive workshop, we discussed theories and best practices for teaching oral skills online. Online.

Workshops developed for undergraduate students

Mar 2023   **CAPCON Presenter Workshop.** Coordinated Arts Program. 6 student participants.
                Moberley Luger. In this interactive workshop, I introduced students to my PASS website
                along with a discussion of what to expect at a first academic conference. Held in-person at
                UBC-Vancouver.

January 2023   "**Introducing the Precedents Archive for Scholarly Speaking (PASS).**" PHAR 280,
                "Pharmaceutical Topics and Communication." ~45 student participants. Moberley Luger.
                The workshop kicked off my collaboration with course instructor Dr. Jessica Kalra as we
                study how use of my TLEF-funded website, PASS, enhances learning outcomes for
                Pharmacy students learning communication. Held in-person at UBC-Vancouver.

October 2022   "**Academic Oral Presentations: Presenting as a Scholar.**" Hosted by the Centre for Writing
                and Scholarly Communication (CWSC). 7 student participants. Moberley Luger with Dr.
                Xuan Zhang (CWSC). We discussed strategies for scholarly speaking and shared the PASS
                site. Held in-person at UBC-Vancouver

March 2022   "**Joining the Scholarly Conversation with Confidence,**" Prep workshop for presenters at
                the Multidisciplinary Undergraduate Research Conference (MURC). Moberley Luger + Craig
                Stensrud. In this interactive workshop, we shared our research on Public Speaking Anxiety
                with conference presenters. Online.

Oct 2021   "**Talking the Talk in the Academy.**" Guest lecture for Dr. Carellin Brook's class, FRST 544:
                Technical Communications. **~**15 graduate students. Moberley Luger. I presented on
                strategies for oral academic communication. Online. .

June 2021   "**Speaking Professionally from Classroom to Workplace.**" Centre for Writing and Scholarly
                Communication (CWSC). 15 student participants. Moberley Luger with Liam Monaghan
                (CWSC) and Dr. Kari Marken (Sauder). Interactive workshop on preparing for academic
                speaking in multiple settings. Online. .

April 2021   "**Introduction to Oral Presentations**," Centre for Writing and Scholarly Communication
                (CWSC). 15 student participants. Moberley Luger + Liam Monaghan (CWSC). Interactive
                workshop on preparing for academic speaking in multiple settings. Online. .

Conference papers presented

May 2023   *Pending*: "**Speaking in the Disciplines: A Precedents Approach to Teaching and Learning
                Oral Genres.**" CTLT TLEF Showcase. Moberley Luger. Poster Presentation. Online.

May 2023   *Pending*: "**Equitable Assessments for Oral Presentations: Seeking Connections between**

Academic Writing and Speaking Instruction." Canadian Association for the Study of Discourse and Writing (CASDW). Moberley Luger + Craig Stensrud. Conference Presentation. Online.

June 2022 "**Speaking in the Disciplines: Introducing a New Tool for Critical Speaking Pedagogy**." Canadian Association for the Study of Discourse and Writing (CASDW). Moberley Luger + Craig Stensrud. Conference Presentation. Online.

May 2022 **"Breaking with the Performance Paradigm: An Alternate 'Grading Ecology' for Scholarly Speaking."** Association for Canadian and Quebec Literatures (ACQL). Moberley Luger + Craig Stensrud. Roundtable Discussion. Online.

May 2022 **"Making Space for Speaking at the Canadian Writing Centre: Introducing the PASS (The Precedents Archive for Scholarly Speaking."** Canadian Writing Centres Association (CWCA). Moberley Luger + Craig Stensrud. Poster Presentation. Online.

June 2021 **"Speaking in the Disciplines: A Precedents Approach to Teaching and Learning Oral Genres."** Canadian Association for the Study of Discourse and Writing (CASDW). Moberley Luger + Craig Stensrud. Conference Presentation. Online.

Oct 2021 **"Sustainable Strategies for Oral Academic Communication."** International Society for the Scholarship of Teaching and Learning (ISSOTL). Moberley Luger + Craig Stensrud. Conference Presentation. Online.

Oct 2021 **"Speaking in the Disciplines: A Precedents Approach to Teaching and Learning Oral Genres."** CTLT TLEF Showcase. Moberley Luger + Craig Stensrud. Poster Presentation. Online.