CENTRE FOR
SCHOLARLY
COMMUNICATION

REWLI Application: Strategies for Success

Amanda Brobbel (she/her)
Senior Manager, Writing & Language Learning Services


CENTRE FOR
SCHOLARLY
COMMUNICATION
UBC
The land we are situated on is the traditional, ancestral, and unceded territory of the Syilx Okanagan Peoples.

Two grant writing essentials

- Read all instructions very carefully
  - Grants that don't meet the required guidelines and expectations often get tossed
- Understand the audience
  - Are the reviewers experts or non-experts?
  - What do they need to know to understand why they should fund your project?

Topical summary question

- Please provide a topical summary of the proposed workshop.
    - i.e., What material will the workshop cover? What will the workshop address?
    - Please use language that could be understood by a broad audience; see the Canadian Government's style guide for tips on writing in plain language.

Plain language principles: simple and direct

2.1 Start with the most important information

- Avoid additional content, such as background information or welcome messages. Write direct statements that relate to completing a task.

Examples

- **Instead of**: According to Canadian legislation, you're required to present your passport to the agent who will welcome you into the country.
- **Write**: Present your passport to the border officer.

2.2 Use simple and common words

- Simple words have 2 syllables or less. They're easier to scan than long, complex words.

From Canada.ca Content Style Guide

Plain language principles: use active voice and positive form

2.3 Use active voice and positive form

- active sentence: the subject does the action.
- passive sentence: may not be clear who or what is doing the action.
  - **Active**: We may ask you to provide proof of citizenship.
  - **Passive**: You may be asked to provide proof of citizenship.

Positive form	Negative form
You're entitled to part of the deduction.	You're not entitled to the entire deduction.
The procedure will be effective.	The procedure will not be ineffective.

From Canada.ca Content Style Guide

Plain language principles: prefer verbs and avoid jargon

2.4 Use verbs instead of nouns formed from verbs

- Nouns that are formed from verbs can be vague. Verbs alone more clearly express the action needed.

Instead of…	Write…
submit your application	apply
take into consideration	consider
make a modification	modify

2.5 Avoid jargon, idioms and expressions

- Use the clearest, **most popular term** for your audience.
- Legal and technical terms and “academic-speak" confuse most people.

From Canada.ca Content Style Guide

Plain language principles: short and simple

2.6 Use simple sentences

- put the subject and the verb at the beginning of the sentence
- use the subject + verb + object construction.
    - helps the reader understand what the subject of the sentence is doing.

2.7 Use short sentences and paragraphs

- Be concise. Use as few words as possible to express an idea.

From Canada.ca Content Style Guide

Plain language principles: check reading level

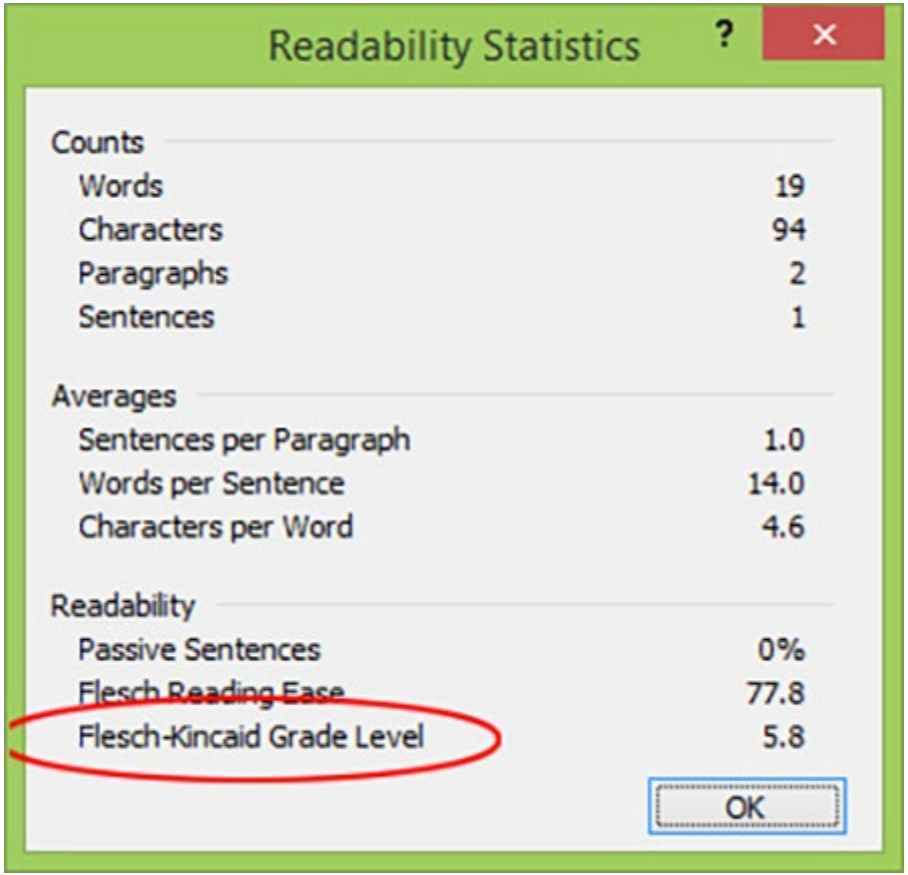
2.9 Check the reading level of the content

- use a readability tool to check the reading level of your English content. Included in MS word, the Flesch-Kincaid tool indicates the years of education needed to understand the text.
    - in Word 2010 and later, click the **File** tab, and then click **Options**
    - click **Proofing**
    - under **When correcting spelling and grammar in Word**, make sure the **Check grammar with spelling** check box is selected
    - select **Show readability statistics**

From Canada.ca Content Style Guide

MS Word Readability Statistics:

content intended for general audiences; aim for grade 8 or lower



Topic example from successful application (1)

This workshop will address the topic of code-switching, which is when a speaker shifts between multiple language varieties depending on social context. When code-switching happens in an academic setting, the academy's reaction is often discriminatory. We will discuss ways of navigating the university's expectations around language while still asserting our own voices, and how we, as graduate students and often TAs or instructors, can support our students in navigating these questions themselves.

Reproduced with permission from Emily Comeau, 2023.

Topic example from successful application (2)

In most social science research, we rely on mathematical models to test our results, yet we treat them as a black box and rarely try to understand how they work. This workshop aims to help participants understand math as a language and how that can impact research. It will cover the basics of interpreting assumptions, probability, and linear regression while touching on more advanced topics such as factor analysis and decision-making models.

Reproduced with permission from Magpie Winslow, 2023.

Topic example from successful application (3)

Spatial data (e.g., GPS locations, boundaries, raster data) are a large portion of the data that environmental scientists use, but they often have complex structures and large sizes. This workshop will show how to import, process, and plot spatial data in R. It will illustrate commonly used code while demystifying confusing concepts, such as geographic projections and cropping maps.

Reproduced with permission from Stefano Mezzini, 2024.

Workshop format

Please describe the format of the proposed workshop.

i.e., What aspects will be instructional? Will there be activities? Will it span more than one session?

Format example 1 from successful application

There will be 2 interactive, hybrid, 90-minute sessions: one on point and line data, and one on raster data. I will explain concepts with objects to help spatial learners and will compile materials into a final PDF guide for those who cannot attend.

Reproduced with permission from Stefano Mezzini, 2024.

Workshop benefits

Please briefly describe the benefit of this workshop to your department or program and/or beyond your department or program.

i.e., Why is this topic relevant? Who is your audience? Why will they benefit?

Benefits example 1 from a successful application

Fear and a limited understanding of math can lead researchers to use poorly suited statistical tests and come to incorrect conclusions about their results. This workshop is for researchers in the social sciences who don’t feel comfortable with math as it will help increase their mathematical literacy. It will not teach participants how to do math, but how to read and critique it with respect to experimental contexts.

Benefits example 2 from a successful application

Unlike common software (ArcGIS), R is free and allows users to work with spatial data in a reproducible, transparent, and collaborative way. Over 20 people from the BIOL, CMPS, and HES departments have expressed interest in the workshop, but it would also be useful to EESC and engineering students. The audience will mainly be graduate students, but others will also be welcome. The workshop will teach them about simple but confusing concepts that can otherwise result in hours of frustration.

Reproduced with permission from Stefano Mezzini, 2024.

Learning outcomes

- Please list 3-5 learning outcomes and associated objectives for the workshop.
- Avoid verbs like “learn” and “understand” because those are difficult to demonstrate and measure.
    - For example, to express that learners will know certain factual information, choose verbs that express what they will be able to do with that knowledge.

From Centre for Teaching and Learning’s page on Learning Outcomes

Writing effective learning outcomes

- A Learning Outcome (LO) is a measurable, observable, and specific statement that clearly indicates what a workshop participant should know and be able to do as a result of taking your workshop.

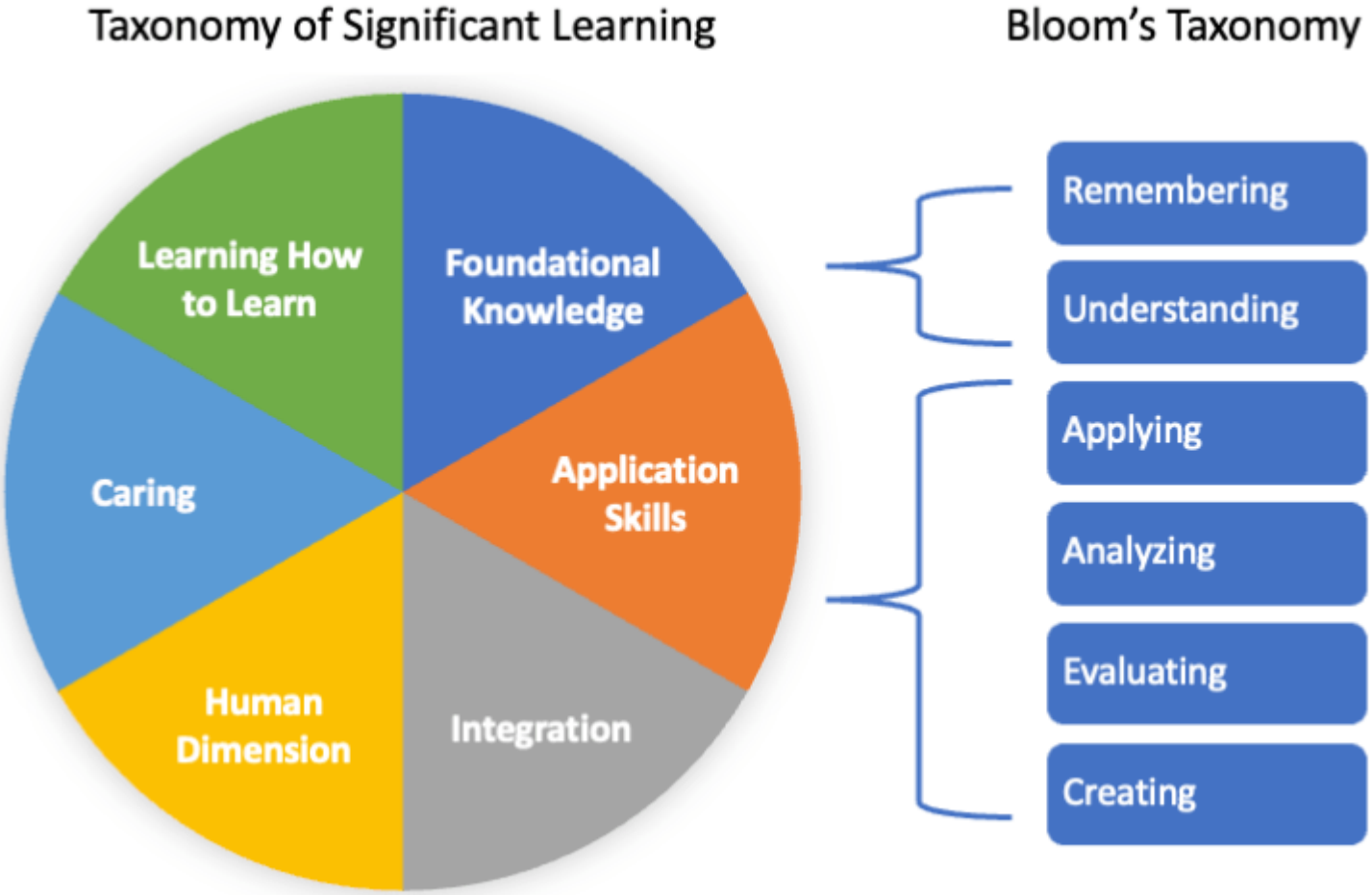
- Well-written learning outcomes involve the following parts: Action verb, Subject content, Level of achievement, Condition of performance (if applicable).

How to Write Course Learning Outcomes | Mohawk College

Action verbs for measurable learning outcomes

- Learn what kinds of verbs could accurately reflect the kind of learning that you anticipate a participant would gain from attending your workshop

tinyurl.com/422ww9ur



https://intentionalcollegeteaching.org/finks-taxonomy-of-significant-learning/

Learning outcomes example (1)

1. Describe what code-switching is;
2. Identify code-switching in their own work and in students' work;
3. Identify and examine language biases at different levels (individually, within specific programs at the university, and within the academy more broadly);
4. Develop a strategy for navigating language biases;
5. Formulate an approach to supporting students as they navigate language biases.

Reproduced with permission from Emily Comeau, 2023.

Learning outcomes example (2)

1. Discriminate between vector data (points, lines) and surface data (rasters) and recognize each data type's properties and attributes.
2. Import, crop, combine, and plot data and attributes (e.g., spatial extent, resolution) from different types of spatial datasets.
3. Determine which projection is most appropriate for one's data and re-project the data accordingly.
4. Process and work with spatial data using transparent, reproducible, and shareable workflows.
5. Prepare publication-level figures with spatial data, including adding elegant and tailored basemaps to plots of spatial data.

Justice Equity Diversity and Inclusion (JEDI) considerations

Please identify relevant justice, equity, diversity, inclusion and/or access considerations for your workshop.

i.e., What are some ways you can support justice, equity, diversity, inclusion and/or access **in the delivery of** your workshop?

Justice Equity Diversity and Inclusion (JEDI) example 1

The hybrid workshop will occur in-person and on Zoom, accommodating those who cannot attend in person due to chronic illnesses. The workshop will be recorded and transcribed with closed captioning. Materials will be accessible with colour contrast and alternative text for pictures. A land acknowledgement will be presented, encouraging members to reflect on truth and reconciliation. Participants are encouraged to include diverse voices and share expertise for best practices in evaluation.

Reproduced with permission from Sarah Lawrason, 2023.

Justice Equity Diversity and Inclusion (JEDI) example 2

Financial barriers: R is free and promotes collaboration. Attendance barriers: workshop will be hybrid, with automated captions, and when there are fewer graduate courses (Winter II); I will share the zoom link with all participants for flexibility. I will also create a PDF reference guide for easy access after the workshop. Learning barriers: topics will be explained using multiple approaches; live coding will allow participants to dictate pace. Figures will have colorblind-friendly palettes.

Space and technology considerations

What training, space, or technology requirements do you envision needing for this workshop to be successful?

- e.g., Room size, access to computer terminals, attendees to bring their own laptops, hybrid delivery set up, etc.

Space and technology example 1

Attendees will provide their own laptops and the workshop will occur in-person and/or on Zoom. A room will be set up with ~30 seats with a hybrid delivery set-up so that attendees can attend in person together while the workshop is displayed on a projector.

Reproduced with permission from Sarah Lawrason, 2023.

Space and technology example 2

I plan to run the workshop in LIB 111 and run the Zoom meeting on my personal laptop (which has a quad mic array designed by Lenovo in collaboration with Zoom). I will be using a mixture of mental imagery, physical objects, and whiteboard drawings to address different learning styles and preferences. I will encourage participants to bring laptops, but they will not be required for active participation as I will be sharing the final code and PDF documents after the workshop.

Novelty of proposal and instructional experience

- Is this topic covered by an existing course or workshop on campus that you and/or your faculty sponsor are aware of?
- Do you have relevant instructional experience?
  - (YES) Please briefly describe any past relevant instructional experience you have [max 500 characters].
  - (NO) Please describe a plan for developing skills to allow you to succeed with your proposed workshop.[max 500 characters].

Resources to improve presentations

- Improve pedagogical practices through the Centre for Teaching, Learning, and Technology at UBC and the Centre for Teaching and Learning at UBCO.
    - Learn to identify objectives and address historical and current injustices in teaching and learning
- Follow accessibility best practices as outlined on Association for Higher Education Access and Disability's page for Accessible PowerPoint Presentations.

UBCO support for proposal & presentation development

- For one-on-one support for creating accessible presentations or developing a workshop proposal, book an appointment with the Academic Communication Consultant, Jessica Lowry.
- For questions regarding this program, please contact: the CSC Coordinator at csc.ok@ubc.ca or call (250) 807-9305


UBC
THE UNIVERSITY OF BRITISH COLUMBIA