

**THE UNIVERSITY OF BRITISH COLUMBIA**  
*Curriculum Vitae for Faculty Members*

**Date:** December 8, 2016

**Initials:**

1. **SURNAME:** Hendricks

**FIRST NAME:** Christina

**MIDDLE NAME(S):** Lynn

2. **DEPARTMENT/SCHOOL:** Philosophy

3. **FACULTY:** Arts

4. **PRESENT RANK:** Professor of Teaching **SINCE:** July 1, 2016

5. **POST-SECONDARY EDUCATION**

University or Institution	Degree	Subject Area	Dates
University of Idaho	B.A.	Philosophy and Political Science	May 1991
University of Texas at Austin	M.A.	Philosophy	May 1996
University of Texas at Austin	Ph.D.	Philosophy	May 2000

**Title of Dissertation and Name of Supervisor**

*Dissertation:* "Prophets in Exile: A Diagnosis of Michel Foucault's Political Intellectual"

*Co-Supervisors:* Dr. Kelly Oliver and Dr. Kathleen Higgins

**Special Professional Qualifications**

- UBC Instructional Skills Workshop Certificate, Centre for Teaching, Learning and Technology, August 2011
- UBC Certificate on Curriculum and Pedagogy in Higher Education (Scholarship of Teaching and Learning Leaders Program), September 2011-May 2012

6. **EMPLOYMENT RECORD**

(a) *Prior to coming to UBC*

University, Company or Organization	Rank or Title	Dates
St. Edward's University, Austin, Texas	Adjunct Instructor	1999-2000
University of Wisconsin-Rock County, Janesville, Wisconsin	Assistant Professor	2000-2004

(b) *At UBC*

Rank or Title	Dates
Assistant Professor w/o Review	2004-2005
Instructor I	2005-2010
Senior Instructor	2010-2016
Professor of Teaching	2016-present

(c) *Date of granting of tenure at U.B.C.: July 1, 2010*

## 7. LEAVES OF ABSENCE

University, Company or Organization at which Leave was taken	Type of Leave	Dates
University of British Columbia	Maternity & Parental	July 2007-March 2008
University of Melbourne, Melbourne, Australia	Study Leave from UBC	July 2012-July 2013

## 8. TEACHING

(a) *Areas of special interest and accomplishments*

At UBC

- **Courses regularly taught at UBC:** Arts One (first-year, interdisciplinary, team-taught course), Introduction to Philosophy (PHIL 102), Introduction to Moral Theory (PHIL 230), Seminar in Continental Philosophy (PHIL 449).
  - I have also been a faculty sponsor for four Student Directed Seminars, which are organized and facilitated by undergraduate students under a faculty mentor. See section 8(g), below.
- The scholarly teaching statement in my teaching and learning dossier (<http://chendricks.org/portfolio>) discusses numerous aspects of my teaching, including the following. **Active learning:** I regularly intersperse lecture with in-class activities, so that students are actively working during class time as well as listening and taking notes. I help students to become **self-directed learners** by requiring reflections and self-assessments to improve their skills in metacognition. The **scaffolded writing instruction** I use in my courses is designed to help students along the path towards developing mastery in writing.

- I have **facilitated several workshops and two online courses** with the Centre for Teaching, Learning and Technology at UBC, contributing to other faculty members' professional development. See section 8(e), below.

### Beyond UBC

- I have co-designed and co-facilitated several **open online courses** focused on teaching and learning, open to anyone around the world with an internet connection. See section 8(e), below.

### (b) *Courses Taught at UBC*

Session	Course Number	Scheduled Hours	Class Size	Hours Taught			
				Lectures	Tutorials	Labs	Other
W04 T1	PHIL 230	39	65	26	13		
W04 T1	PHIL 230	39	68	26	13		
W04 T2	PHIL 330	39	61	39			
W04 T2	PHIL 335	39	63	39			
W04 T1&T2	WMST 100	78	60	78			
W05 T1	PHIL 230	39	65	26	13		
W05 T2	PHIL 230	39	32	39			
W05 T1&T2	ARTS 001 <sup>1</sup>	260	18	52	78		130
W06 T1	PHIL 330	39	53	39			
W06 T2	PHIL 334	39	53	39			
W06 T1&T2	ARTS 001	260	18	52	78		130
W08 T2	PHIL 100	39	99	26	13		
W08 T1 &T2	ARTS 001 <sup>2</sup>	234	16	39	78		104
Sum09 T2	PHIL 230	39	29	39			
W09 T1	PHIL 449	39	20	39			
W09 T2	PHIL 102	39	107	26	13		
W09 T1&T2	ARTS 001	260	17	52	78		130
W10 T1&T2	ARTS 001	260	19	52	78		130
Sum11 T1	PHIL 102	39	45	39			
Sum11 T1	PHIL 486A <sup>3</sup>	26	1				26

Session	Course Number	Scheduled Hours	Class Size	Hours Taught			
				Lectures	Tutorials	Labs	Other
W11 T1&T2	ARTS 001	260	17	52	78		130
W11 T2	PHIL 449	39	17	39			
W13 T1	PHIL 102	39	96	26			
W13 T2	PHIL 449	39	16	39			
W13 T1&T2	ARTS 001 <sup>2</sup>	234	16	52	78		104
W14 T1	PHIL 230	39	63	39			
W14 T1&T2	ARTS 001	260	19	52	78		130
Sum15 T1	PHIL 102	39	40	39			
W15 T1 & T2	ARTS 001	260	19	52	78		130
W15 T1	PHIL 102 <sup>4</sup>	39	125	26	26		
Sum16	PHIL 486A <sup>3</sup>	26	1				26
W16 T1 & T2	Arts 001	260	20	52	78		130

1. Arts One (ARTS 001) is a class of approx. 100 students, team-taught by 5 professors who are each responsible for 3 hours of seminars per week with approx. 20 students each. The lecture is once a week for 2 hours, and we share the lecturing duties, so each does approx. 2-3 lectures per term for the two-term course. We then meet 5 times a week with groups of 4 students each to discuss their papers.
2. In the W08 & W13 years of Arts One, as I had only 16 students rather than 20, I met with the group of 4 students to discuss papers only 4 hours per week instead of the usual 5 hours for 20 total students.
3. PHIL 486A in Summer 2011 was a directed study with one student, on Michel Foucault, Jacques Rancière, and Giorgio Agamben. In Summer 2016 it was a directed study with another student, on Michel Foucault and Jürgen Habermas.
4. In W15 Term 1, for PHIL 102, I taught two Friday discussion meetings instead of the usual one, so I had 26 tutorial meetings rather than 13.

(c) *Students Supervised*

Graduate students supervised

Student Name	Program Type	Year		Supervisory Role (supervisor, co-supervisor, committee member)
		Start	Finish	
Jill Fellows	PhD (Philosophy)	2009	2011	Committee member

Undergraduate students supervised

Student Name	Program Type	Year		Supervisory Role (supervisor, co-supervisor, committee member)
		Start	Finish	
Vanessa Fisher	Multidisciplinary Undergraduate Research Conference presentation	2007	2007	Research project presentation advisor
Daniel Munro	Research Assistant	2014	2015	RA supervisor
Kosta Prodanovich	Research Assistant	2014	2015	RA supervisor
Jessica Stewart	Research Assistant	2014	2015	RA supervisor
Kosta Prodanovich	B.A. English Honours Thesis	2016	2016	Second reader

(d) *A summary of student evaluations of teaching effectiveness scores over the past five years (or since appointment if less than five years)*

Below are the numbers for one of the “University Module” questions and one of the Faculty of Arts questions on the UBC student evaluations of teaching, from the past five years. A full report of my teaching evaluations from 2011-2015, as well as my reflections on these numbers, can be seen in “Student Evaluations,” under “Teaching,” in an archived version of my teaching and learning portfolio (that page is password-protected; password available to those who need it, upon request): <http://chendricks.org/portfolioarchive>

As the Arts One evaluations are a little unusual, I explain them here briefly. There are two Arts One evaluations for each year: one for the lectures (ARTS 001A 00A and ARTS 001B 00B), and one for the seminars and tutorials (ARTS 001A LA4 or ARTS 001B LB4)

- All ~100 students and five instructors meet once per week for a two-hour lecture, given by one of the instructors on the teaching team. All ~100 students in the course evaluate the lectures, and we each receive evaluation results focused just on the lectures we gave (students evaluate the lecturers individually). The students do not answer the Faculty of Arts questions for the lecture evaluations, though they do answer the University Module questions for the lecture evaluations.
- Each instructor in the Arts One teaching team has ~20 students that they meet with for twice-weekly seminars and once-weekly tutorials (four students plus their instructor, doing peer review on essays; each instructor has five of these one-hour meetings per week). Scores on the report listed as ARTS 001A LA4 or ARTS 001B LB4 refer to evaluations by just the ~20 students in my seminar group of the seminars, tutorials, and grading.

*Missing data from the following tables*

- There is no data for Philosophy courses from 2010; that is because I taught a Philosophy course in the Summer of 2010 rather than the Spring term, and that counts as part of the 2011 school year.
- I was on sabbatical from 2012-2013, so there is no data labeled 2012 below.
- For Arts One in 2014, the lecture evaluations are missing because a technical problem led to the data not being collected.
- The evaluations for Arts One 2015 are not ready as of April 2016 because it is a year-long course, and they are released in May or June of 2016.

- UMI 6 states, “Overall, the instructor was an effective teacher.” Students are asked to rate their agreement with this statement on a scale of 1-5: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree.
- Arts 6 asks, “Considering everything how would you rate this course?” Students are asked to answer on a scale of 1-5: (1) very poor, (2) poor, (3) neutral, (4) good, (5) very good.

<u>Philosophy</u>		UMI 6				Arts 6			
		Mean	SD	Responses	Response rate	Mean	SD	Responses	Response rate
<b>2011</b>	PHIL 102 (Summer)	4.67	0.6	18	40%	4.22	0.8	18	40%
	PHIL 449A	4.64	0.7	11	65%	4.60	0.7	10	59%
<b>2013</b>	PHIL 102	4.46	0.6	41	41%	4.26	0.5	42	42%
	PHIL 449A	5.0	0	4	22%	4.50	1.0	4	22%
<b>2014</b>	PHIL 230A	4.04	1.0	47	75%	3.96	1.0	46	73%
<b>2015</b>	PHIL 102 (Summer)	4.50	0.6	34	85%	4.3	0.6	34	85%
	PHIL 102	4.3	0.6	80	65%	4.0	0.7	80	65%
<b>Average scores</b>		<b>4.52</b>	<b>0.6</b>		<b>56%</b>	<b>4.26</b>	<b>0.8</b>		<b>55%</b>

<u>Arts One</u>		UMI 6				Arts 6			
		Mean	SD	Responses	Response rate	Mean	SD	Responses	Response rate
<b>2010</b>	Lecture	4.68	0.5	19	20%				
	Seminar, tutorials	4.88	0.3	16	84%	4.75	0.4	16	84%
<b>2011</b>	Lecture	4.18	0.7	45	47%				
	Seminar, tutorials	4.55	0.5	11	65%	4.64	0.5	11	65%
<b>2013</b>	Lecture	4.28	0.6	25	43%				
	Seminar, tutorials	4.33	0.8	6	38%	4.29	1.1	7	44%
<b>2014</b>	Lecture	Data not collected due to tech problem							
	Seminar, tutorials	4.79	0.4	14	74%	4.6	0.6	13	68%
<b>Average scores totals</b>		<b>4.53</b>	<b>0.5</b>		<b>53%</b>	<b>4.57</b>	<b>0.7</b>		<b>65%</b>
Lectures average		4.38	0.6		37%				
Seminars, tutorials average		4.64	0.5		65%				

(e) *Continuing Education Activities*

Workshops facilitated, presentations given at the UBC Centre for Teaching, Learning and Technology

*Longer, more intensive courses*

- Co-facilitated a six-week blended professional development workshop (partly face-to-face, partly online) on “Teaching in a Blended Learning Environment” at UBC, February-March 2015. Information about this course can be found here: <http://ctl.t.ubc.ca/programs/all-our-programs/tble/>

*Shorter workshops and other activities*

- Served as a contributing author and reviewer for *Road to Global Citizenship: An Educator’s Toolkit*: a workbook to help instructors design courses to better foster global citizenship, sponsored by the Centre for Teaching, Learning and Technology at the University of British Columbia, Fall 2006-Fall 2008.
- Co-facilitated a workshop on teaching for Global Citizenship, on part of the *Road to Global Citizenship* workbook, focused on choosing and organizing course content. The the Centre for Teaching, Learning and Technology at UBC, January 2009.
- Co-designed and co-facilitated a workshop at the Centre for Teaching, Learning and Technology at UBC called “Mixing it Up: Collaborating Across the Disciplines” in May, 2012. In this workshop numerous people involved in interdisciplinary teaching at UBC spoke about their experiences, and we invited participants to discuss how they might also incorporate more interdisciplinarity in their teaching.
- Designed and facilitated a workshop at UBC on open education: what it is, what are some benefits and drawbacks of teaching and learning in the open. CTLT Summer Institute, May 2014. Agenda and resources for this workshop can be found here: <http://blogs.ubc.ca/chendricks/2014/07/02/workshop-open-education-june-2014/>
- Gave a presentation on research on Student Evaluations of Teaching at UBC for the Scholarship of Teaching and Learning Community of Practice at CTLT at UBC, April, 2015. Slides from that presentation can be found here: <http://www.slideshare.net/clhendricksbc/some-research-on-student-evaluations-of-teaching-at-ubc>
- Co-presented, with Will Engle and Jon Festinger, on “Engaging Students with Open Educational Resources,” CTLT Spring Institute, May 2015. We discussed the pedagogical benefits of using and creating open educational resources. See this blog post for slides as well as the agenda for the session, and more: <http://blogs.ubc.ca/chendricks/2015/06/13/engaging-students-with-oer/>

- Co-presented, with Farnaz Badiie, Will Engle, Shawna Parlongo, Daniel Munro, Jenna Omassi and Shawna Parlongo, on “Engaging Students with Open Educational Resources,” CTLT Summer Institute, August 2015. We talked about what open educational resources are and how to find them, pedagogical benefits of using them, and the student perspective on the value of OER.
- Co-facilitated a series of workshops with Erin Fields (Library), Lucas Wright and Cindy Underhill (both from CTLT) on open education, called “Open For Learning,” from December 2015 to March 2016. Please see this blog post for more on these workshops: <http://blogs.ubc.ca/chendricks/2016/04/13/a-series-of-workshops-on-open-education/>
  - “Open for Learning: Exploring the Possibilities for Your Classroom,” CTLT Winter Institute, December 7, 2015. In this workshop we introduced people to finding and using open educational resources, as well as involving students in producing work in the open.
  - “Open for Learning: Using and Remixing Open Resources in Your Courses,” CTLT, February 9, 2016. In this workshop we talked about how to find and revise open educational resources for use in teaching.
  - “Open for Learning: Teaching in the Open,” CTLT, March 24, 2016. In this workshop we discussed how one might open up one’s teaching practice, such as through asking students to produce public and openly-licensed work (e.g., public blog posts, Wikipedia articles).
- Co-facilitated a workshop, with Silvia Bartolic, Adrianna Briseno-Garzon, and Ido Roll, on getting started with SoTL and the first steps to beginning a SoTL research project. The workshop was called “Teaching as Research: Evaluating Your Practice Through the Lens of SoTL,” and was held in August 2016. Slides from this workshop [can be seen here](#).
- Co-facilitated a workshop with Robert Crawford on using Blogs in Teaching, for the Faculty of Arts ISIT workshop series. A description of this workshop can be found here: <http://isitworkshops.sites.olt.ubc.ca/events/event/teaching-with-blogs-leveraging-new-forms-of-literacy-in-the-classroom-september-26-2016/>
- Co-facilitated a series of workshops with Erin Fields (Library), Lucas Wright and Cindy Underhill (both from CTLT) on open education, called “Open For Learning,” Fall 2016-Spring 2017.
  - “Engaging Students in Scholarly Practice”, CTLT, October 27, 2016. In this workshop we discussed the possibilities provide by open practices and open platforms for engaging students in scholarly practices beyond the classroom (such as producing work that is publicly viewable and reusable).
  - “Open Practices: Wikipedia-Based Assignments in Your Classroom,” CTLT, December 8, 2016. In this workshop we discussed the benefits and challenges of asking students to contribute to Wikipedia in class assignments, and discussed examples of some UBC courses that have done so. Slides from this workshop [can be seen here](#).

## UBC Philosophy Department

- Organized the T.A. Training program for the Department of Philosophy, 2009-2010 and again in 2016-2017.
  - Facilitated a session on effective and efficient marking practices, November 2016.
- Designed and conducted a workshop for graduate Teaching Assistants in Philosophy on providing effective feedback on writing in November, 2013 (part of our T.A. training program). I presented the results of some research on effective feedback and we engaged in a discussion on how to implement these ideas in our own practice of writing comments on essays. The slides for this workshop can be found here:  
<http://blogs.ubc.ca/chendricks/2013/11/21/feedback-self-regulation/>

## Beyond UBC

- Co-organized an open online course in educational technology for teachers called “Open Online Experience 2013-2014.” This course ran from Sept. 2013 to May 2014, and covered topics such as connected learning, digital literacy, digital storytelling, and open education. I helped organize the whole course as well as specifically the month on openness and open education, for which I also acted as the facilitator. See the archived website: <http://www.ooe13.org>
- Co-organized and co-facilitated an open online course on openness called “Why Open?” at Peer 2 Peer University, August 2013 and August 2014. This course introduced the topic of “openness,” including open education, open data, open access publishing, and more, and engaged participants in discussions of the benefits and drawbacks of working in the open. Information and resources from this course can be found here (this is the 2014 version; there is also a link to the 2013 version here):  
<https://p2pu.org/en/courses/2314/why-open/>
- Co-facilitated a workshop on using audio in teaching at “Soundcamp” at Thompson Rivers University in Kamloops, BC, August 2013. Information about this workshop can be found at the following website: <http://trusoundcamp.net/>
- Co-designed and co-facilitated an open online course on “Teaching with WordPress,” June 2015. This four-week course was hosted by UBC and the Centre for Teaching, Learning and Technology, but was free and open to anyone who wanted to join, from anywhere in the world. It helped people design course websites and use teaching tools on the WordPress platform. See <http://blogs.ubc.ca/teachwordpress/>

## Workshops Taken (not facilitated)

*Extended, intensive workshops*

- Faculty Instructional Skills Workshop, August 9-11, 2011. This is a three-day workshop devoted to various topics in improving instructional skills, with a peer review component: participants present three mini-lectures (one each day) that are then peer reviewed (including a discussion period after the lecture) as well as videotaped to facilitate providing feedback to oneself. See <http://ctl.t.ubc.ca/programs/all-our-programs/instructional-skills-workshop-isw/>
- Faculty Certificate Program on Teaching and Learning in Higher Education, Sept. 2011-April 2012. This is a year-long workshop focused in part on developing a research project the Scholarship of Teaching and Learning (SoTL), and in part on improving one's own teaching practice. We met monthly, but most of the work was done independently, between meetings. See <http://ctl.t.ubc.ca/about-isotl/programs-events/faculty-sotl-program/>
- Teaching in a Blended Learning Environment, July 2014. This was a three-week workshop at UBC designed to help faculty members begin to move one of their courses to a "blended," online and face-to-face format. By the end of the course, participants had a full module of a blended course planned out. See <http://ctl.t.ubc.ca/programs/all-our-programs/tble/>
- Course Design Intensive, December 2016. This three-day (24 hours) workshop provides resources for and guides the development of a new course or a redesign of an existing course. See <http://ctl.t.ubc.ca/programs/all-our-programs/course-design-intensive/>

*Shorter workshops taken at UBC CTLT (This is a selection; I do not include here all the workshops I have attended)*

- Teaching E-Portfolios, Fall 2004
- TAG Summer Institute, May 2005: (1) a seminar on how to add interactivity to large classes (2) one on constructive evaluation of student writing, (3) one on using RSS feeds in WebCT for courses, and (4) one on using learning e-portfolios for assessment of student learning
- Copyright and Intellectual Property Issues, The Art of Evaluation: Creating Rubrics, Interactive Teaching Techniques, October 2005
- Web Pages 101, February 2006.
- TAG Summer Institute, June 2006: "Cultivating 'Heart-Mind' in Teaching and Learning," "Global Citizenship in Teaching and Learning: What Does it Mean for Me?," "Digital Tools for Feedback and Assessment," and "e-portfolios @ UBC: An Overview"
- The Right Question at the Right Time May 2008
- Electronic Assignment and Feedback: Providing quick and effective feedback, May 2009
- 50 Ways to Lure Your Learner, May 2009
- Instructor Capacity Building for Working in Diverse Classrooms, May 2010
- Qualitative and Quantitative Research: How Do We Validate These Ways of Knowing? May 2011
- Create, Share and Collaborate: Using Social Web Tools, May 2011
- Refining Your Learner-Centred Course Syllabus, August 2011

- Active Learning Really Works! August 2011
- Engaging Presentations: Skills and Tools for the Classroom, August 2011
- How Do Students Learn? Applying Evidence-based Strategies in the Classroom, May 2012
- A Classroom Without Walls: Enabling Open Online Teaching and Learning Practices, May 2012
- Incorporating Truth and Reconciliation Resources Into Your Teaching and Learning, Sept. 2013
- Engaging Reconciliation in the Classroom: Critical Perspectives and Strategies, Sept. 2013
- Evaluating Teaching Enhancement Projects, April 2014
- Students as Producers: Enhancing Student Learning Through Meaningful Participation, June 2014
- Team-Based Learning: Combining Group Learning with the Flipped Classroom, June 2014
- Participatory Learning Techniques for Flipped and Blended Courses, August 2015
- Creating a course in EdX, May 2016
- ComPAIR workshop, June 2016—this introduced a new tool being piloted at UBC for engaging students in peer feedback

#### *Open online courses*

- Participated in ETMOOC—a massive, open, online course in educational technology and media (<http://etmooc.org>) January-March 2013. My experiences are recorded on my blog: <http://blogs.ubc.ca/chendricks/category/etmooc/> and also here: <http://storify.com/clhendricksbc/favourite-tweets-from-etmooc-2013>
- Participated in a massive, open, online course on Open Education, from the Open University: <http://www.open.edu/openlearn/education/open-education/content-section-0> March-April 2013. My experiences and activities for this course are on my blog: <http://blogs.ubc.ca/chendricks/tag/h817open/>
- Participated in DS106, an open, online course on digital storytelling (using digital media to not only tell stories, but to explain concepts, processes, and arguments. Learned how to use software for video and audio recording and editing as well as image manipulation. March 2013-ongoing. <http://ds106.us>
- Participated in Humanizing Online Instruction, an open online course that applies the “Community of Inquiry” framework (<https://coi.athabascau.ca/>) to online teaching, March-April 2015. All my work in this course is behind a registration wall, but some information about this course can be found here: <https://www.canvas.net/courses/humanizing-online-instruction>

#### *Other programs and conferences focused on teaching and learning*

- Attended University of Wisconsin System Faculty College (three-day mini-courses devoted to teaching and learning), University of Wisconsin-Richland Center, June 2001.

- Attended the American Association for Higher Education's 2002 National Conference on Higher Education, focused on the theme "Learning in Context," Chicago, March 2002.
- Attended the UW Colleges Workshop on the Scholarship of Teaching and Learning, UW-Fond du Lac, August 2003
- Participated in the Focus on Teaching mentoring program for junior faculty in the Faculty of Arts, University of British Columbia, Fall 2004-Spring 2005.

(f) *Visiting Lecturer (indicate university/organization and dates)*

(g) *Other*

### Guest lectures at UBC

- I gave a guest lecture on Foucault and panopticism for Humanities 101 at UBC, a free course for members of the community, December 2015. Information about HUM 101 can be found here: <http://humanities101.arts.ubc.ca/humanities/courses/humanities-101.html> The slides for my guest lecture are here: <https://prezi.com/pjkappo8oizo/foucault-power-panopticism-resistance-freedom/>
- I also gave two guest lectures for Humanities 101 in November of 2016 on Foucault, power, resistance, panopticism and subjectivity. Slides for the first lecture are here: <https://prezi.com/46iyp6oscoso/foucault-knowledge-power-resistance-hum-101-nov-2016/>, and for the second lecture they are here: <https://prezi.com/y0maotop9l2z/foucault-discipline-panopticism-subjectivity/>

### Student directed seminars

I have been a faculty sponsor for three Student Directed Seminars at UBC, and have mentored a student through planning another one that was ready to go but did not get enough enrolment to run. Student directed seminars are organized and facilitated by undergraduate students, with a faculty member mentoring them through the process.

- The Counter-Enlightenment (Kant, Nietzsche, Adorno, Horkheimer, Herder, Foucault), organized by Royce Zeisler (Philosophy), Spring 2010.
- Hegel's *Phenomenology of Spirit*, organized by Kenji Hayakawa (Philosophy), Spring 2011
- Atheism, Religion and Power in the Modern Context, organized by Scott Carlson (Philosophy), did not run due to low enrolment
- Philosophical Arguments in Traditional vs. Non-Traditional Media, organized by Daniel Munro (Philosophy) and Kosta Prodanovich (English), Spring 2016

## **9. Educational Leadership**

(a) *Areas of special interest and accomplishments*

### At UBC

- I am the lead organizer of a project called “Open Case Studies,” in which students and faculty in various departments at UBC write and revise case studies as part of their work in courses, and these are openly licensed so that anyone can use and revise them in other courses. Most of the case studies are on topics in sustainability. You can see the website for the project, including the case studies, here: <http://cases.open.ubc.ca>
- I am working with a committee in the Department of Philosophy to undergo curriculum renewal in our undergraduate program.
- I have received several grants from UBC for teaching and learning projects, as well as Scholarship of Teaching and Learning research. See section 9(e), below.

### At UBC and also beyond

- I am an educational leader in “open education” at UBC and beyond; I have been invited to give talks about open education at UBC and for open online courses (see “invited presentations” below, section 10(d)).
  - I am currently the coordinator of the “Arts One Open” project, whereby we post video recordings of our lectures, as well as podcasts, essay topics, student and professor blog posts, and more, to a public website that anyone can use for their learning: <http://artstone-open.arts.ubc.ca>
  - Since 2015 I have been part of a working group on open education at UBC that consists of staff from the Centre for Teaching, Learning, and Technology, a librarian, a student, and myself as a faculty member. In 2015-2016 we created a new website to showcase open projects at UBC, and to help faculty and students learn more about open education: <http://open.ubc.ca/> We are also designing and facilitating workshops on open education at UBC, and collaborating on some open teaching and learning projects.

### Beyond UBC

- I served as a BCcampus Open Textbook Faculty Fellow from Fall 2014-Fall 2015 (see “formal educational leadership responsibilities” below, section 9(f)), through which I was engaged in outreach and advocacy, among other things.
- I received a fellowship from the Open Education Group (<http://openedgroup.org>) to conduct research on Open Textbooks and other Open Educational Resources from 2015-2017. See here for a brief description of this fellowship & recipients of it: <http://openedgroup.org/fellowship>

- I am a member of the design and facilitation team for the last three iterations of an open online game that teaches digital literacy and collaborative writing, called #TvsZ. It happens approximately twice a year, and several faculty members around the world ask their students to play. I discuss this game in a blog post, here: <http://blogs.ubc.ca/chendricks/2015/04/15/upcoming-tvsz-game-and-presentations-at-et4online/>
  - I co-presented about this game at a conference in April 2015 (see section 10(e), below).
- I have presented at several conferences about my work in the Scholarship of Teaching and Learning, as well as other topics in teaching and learning (see section 9(d), below).

(b) *Curriculum development/renewal*

Department of Philosophy

- **Program outcomes:** Since 2013 I have been a member of a committee in Philosophy that is working on drafting program outcomes for the B.A. in Philosophy. We completed a set of outcomes that are being posted on our website as of April 2016.
  - I was one of three members on a committee that drafted and refined the program outcomes, then brought them to the department for a vote. This was a highly collaborative effort between the three of us.
- **Curriculum renewal:** Since 2013 I have been on a committee that in working on renewal of the undergraduate curriculum (which hadn't been done for at least 20 years). We have been working on a set of concrete changes over the past few years, and are moving them through the curriculum change process.
  - I am one of five people on this committee, and we are each working on various aspects of the curriculum changes.
- **Course curriculum changes:** I have worked for several years on revising the curriculum for a course I teach quite often, PHIL 102, Introduction to Philosophy. There is no set curriculum for this course as it is not required for our majors, and instructors are free to teach it as they wish. I have experimented with multiple themes for this course, and continue to do so every couple of years.

Arts One

- **Program outcomes:** Since 2014 I have also been involved in an initiative to develop program outcomes for Arts One.
  - In my role as Chair starting 2015, I have been driving the effort to revise draft program outcomes we had created earlier, and to get feedback on them from alumni, faculty who have taught in the program, and the Arts One Advisory Committee.

- **Course curriculum changes:** In addition, in Arts One, we engage in curriculum renewal on a biannual basis, as the entire curriculum of the course changes with a new theme, new reading list, and new team of instructors every two years. I have been involved in creating new themes and reading lists as part of such teams since I started teaching in Arts One in 2005.

### First Year Programs in Arts Generally

- **Program outcomes:** In May of 2015 I worked with other instructors in first-year programs in the Faculty of Arts (Arts One, Coordinated Arts Program, WRDS 150) to start the process of coming up with program outcomes for first year students in the Faculty of Arts. We are in the process of revising these outcomes and coordinating them with the program outcomes of each of the units they cover.

### (c) *Pedagogical innovation*

- **Flexible learning:** I have begun to “blend” online and face-to-face elements in my Introduction to Philosophy course, PHIL 102. I am creating videos and asking students to watch those before class so we can use the in-class time to engage in activities about the texts and lectures. I started with a few videos for my Summer 2016 PHIL 102 course, and am in the process of creating more. My end goal, though it will take some time to get there, is to make the course much more blended in the sense that there will be more of the “lecture” time taking place outside of in-person meetings, through the video lectures. Then, the in-person meeting time will be focused on active learning, and will be reduced so as to avoid piling more time onto students by moving the lecture time outside the classroom.
- **“Students as Producers” and “renewable assignments”:** Students as Producers is a pedagogical model in which students are asked to do assignments that generate knowledge for each other and for an authentic audience—they become producers, rather than just consumers, of knowledge (Neary and Winn, 2009). Bruff (2013), for example, speaks of giving students assignments that have “authentic audiences” in order to engage them more deeply in their work and to encourage them to make the work as good as possible. Renewable assignments are similar: these are assignments that ask students to produce work that adds value to the world beyond being submitted to an instructor or TA for a grade.
  - Over the last several years I have asked students to blog publicly as part of the assignments for many of my courses (though they could also choose to do so privately).
    - I have been asked by multiple people in Arts One to help them set up their own blog sites for students, as they would like to have their students blog as well. So I have trained several people in Arts One on how to do so.
  - In PHIL 230, Introduction to Moral Theory, I asked students to sign up to write notes on the readings on a public site—the UBC Wiki. Each student was in a small group, and someone from each small group was tasked with writing down what they felt the

- main point of a reading was, and to give comments or questions about it. That way, each group would have a store of notes on the texts and could compare what others in different groups said about the texts.
- In PHIL 102, Introduction to Philosophy, in Summer 2015, students must complete a “philosophy in the world” assignment, in which they give their definition of what philosophy is and how it can impact people’s lives, and then find an example of philosophical activities in the world beyond the classroom.
  - I was invited to write a post for the UBC Flexible Learning Blog on renewable assignments: “Renewable assignments: Student work adding value to the world” (October 2015) <http://flexible.learning.ubc.ca/news-events/renewable-assignments-student-work-adding-value-to-the-world>
- **Student choice:** Ambrose et al. (2010) argue that student motivation relies significantly (though not fully) on the perceived value of the learning activities (Chapter 3). One way to motivate students is to provide activities that have intrinsic value for them (though instrumental value in the form of marks can also be effective). The authors suggest providing “flexibility and control,” such that students can choose activities that align with their goals and interests (p. 89).
    - In addition to providing students with the choice of topics for research and other essays, I have started to allow students to do different sorts of assignments than just traditional essays in some of my courses. In PHIL 449, Continental Philosophy, in Spring 2014, students had the choice between a short paper and a non-traditional project (they all had to do a research paper at the end of the course, though). About half the students chose the latter, and they produced things ranging from a video to a podcast to a written dialogue to visual artworks. The projects for which I got permission to do so are posted here: <http://blogs.ubc.ca/phil449>.
    - In Fall 2015, in PHIL 102 (Introduction to Philosophy) I gave students one of two options for fulfilling an assignment of finding philosophy out in the world beyond the course. One option was to attend a “philosopher’s café,” one of numerous meetings held around the Vancouver area in which community members come together with a facilitator to discuss philosophical issues. The other option was to find something out in the world, such as an activity or an artifact like a film or a book, that is “philosophical” in their view. In both cases they had to come up with a definition of philosophy based on what we had done in the course, and link the activity to that definition. About 20 of the 125 students in PHIL 102 chose to attend a philosopher’s café; the rest chose the other option. I worked with the Centre for Community Engaged Learning at UBC to incorporate this small **community-based learning** portion of the course.
  - **Two-stage exam:** In Fall 2015 I pilot tested a two-stage exam for the final exam for PHIL 102. In two-stage exams, students first take an exam individually, and then take part of the exam (or the whole exam) again, in small groups. The purpose behind this is to allow students to learn from their peers, to get immediate feedback, and to better cement understanding of the course material. These have been used with success in several departments at UBC; see these links for more information:
    - <https://blogs.ubc.ca/eoassei/two-stage-exams/>

- <https://teachingcommons.stanford.edu/teaching-talk/turn-exam-learning-experience-two-stage-exams>
- I collected feedback from the students on the value of this activity; the vast majority found it valuable, though some were concerned that the group couldn't agree and they ended up bowing to "peer pressure," as they put it. I'm going to refine my process for doing this and next time I will be sure to talk with the students in depth about how to handle such situations. I will also use a two-stage exam for a midterm, perhaps instead of the final exam.

(d) *Applications of and contributions to the scholarship of teaching and learning*

Applications of the Scholarship of Teaching and Learning

- **Integrated course design:** I use D. Fink's model of integrated course design in designing my courses (Fink, 2013). In particular, I focus on the multiple types of learning outcomes he suggests to achieve what he calls "significant learning," including outcomes related to integration of knowledge, learning how to learn, and caring.
- **Active learning:** I emphasize during class time both lecture and active learning, where students are actively involved in doing something during class time with what they are learning (such as discussing, writing, problem solving), rather than only being passive through listening and taking notes. Sample evidence: Bonwell and Eison (1991), Prince (2004), Fink (2013).
- **Marking rubrics:** I use marking rubrics for essays in every course, to give students a sense of what an "A" paper looks like, a "B," etc., before they write their essays. I also refer to this rubric in my comments on essays. Sample evidence: Jonsson and Svingby (2007), Goodrich Andrade (2001).
- **Scaffolded writing instruction:** I design my Philosophy courses so that students build up, through multiple assignments, towards being able to write a full philosophy essay (rather than asking them to write a full one without preparation through earlier assignments). Sample research: Applebee & Langer (1983), Leong (1998), Coe (2011).
- **Peer feedback on writing:** Regular peer feedback is built into the Arts One course I teach, but I have also incorporated it into all of my Philosophy courses because there is a good deal of evidence that shows its efficacy in improving student writing. Sample evidence: Topping (1998), Paulus (1999), Cho & Schunn (2007), Cho & Cho (2011).
- **Training for peer feedback:** In PHIL 102, to prepare students for peer feedback activities, I wrote a sample essay for them to practice giving feedback on, using the rubric they would use later for each others' essays. Students then evaluated this essay in groups and we talked about it together in the full class. Several studies show the importance of training students before asking them to give peer feedback, and providing an essay for them to

practice on first is often cited as a useful part of training. See, e.g., Berg (1999), Sluijsmans et al. (2003), Min (2006).

- **Self-assessment:** As a result of reading research on the efficacy of students engaging in self-assessment of their own work, I have begun requiring students to assess their own essays as well as receiving feedback from their peers and the instructor or T.A. Sample evidence: Boud (1995/2013), Ross (2006), Orsmond (2011).
- **See above, section 9(c), for other applications of SoTL research** in designing course activities.

### Contributions to the Scholarship of Teaching and Learning

- I have conducted a pilot study of **peer feedback on writing** in Arts One, on data gathered from the 2013-2014 academic year. Twelve students in that course agreed to submit their ten essays for the year, plus all peer comments on those essays, plus the instructor comments, for the research study. We then coded all the essays and comments according to a common rubric to see if comments received and/or given by students to each other can be tied to particular improvements in writing, and whether there is a greater or lesser effect in that relationship over a large number of peer feedback sessions (we meet every week for a full academic year in Arts One to do peer feedback). So, for example, do students who get a good number of comments on improving their organizational structure in one or more essays, begin to improve on organizational structure in later essays? And do they start to pay more attention to peers' comments after 1, 2, 3, 4 or more peer feedback sessions?
  - I have presented on this research at several conferences; please see section 10(c), below.
  - I hope to expand this study to a larger group of Arts One students in the future; I am in the process of seeking funding to do so.
- I am part of a group of people who conducted a **survey of faculty members in BC focusing on their use and attitudes towards open textbooks and other open educational resources** (OER). OER are teaching and learning materials that are free of cost and licensed for others to reuse and (usually) also revise. Open textbooks are textbooks that are free and licensed for reuse and revision. This survey was part of my work as a BCcampus Faculty Fellow for their Open Textbook Program, 2014-2015.
  - We have presented on this survey at two conferences; please see section 10(c), below.
  - We also wrote a white paper for BCcampus (who sponsored the survey); please see my publications record, below.
- I am conducting a **survey of students in Physics 100 at UBC, on their use of and attitudes towards a recently-adopted open textbook for the course**. I will survey students in the Spring of 2016, the Fall of 2016, and then again in the Spring of 2017. This research is part of my fellowship with the Open Education Group to study open textbooks and other open educational resources, 2015-2017.

- I will present on the results of the first survey, in Spring 2016, at an upcoming conference. See section 10(c), below.
- I and two instructors of Physics 100 that used an open textbook have co-authored an article presenting the results of the first survey (Spring 2016), that is currently under review. See my publications record, below.

(e) *Teaching and Learning Grants (including those for Scholarship of Teaching and Learning)*

<b>Granting Agency</b>	<b>Subject</b>	<b>CO MP</b>	<b>\$ Per Year</b>	<b>Year</b>	<b>Principal Investigator</b>	<b>Co-Investigator(s)</b>
UBC Vice Provost and Associate Vice President Academic Affairs	TA Training program for the department of Philosophy	C	\$2732	2009 - 2010	Christina Hendricks	
UBC Vice Provost and Associate Vice President Academic Affairs	TA Training program for the department of Philosophy	C	\$5361	2010 - 2011	Christina Hendricks	
UBC, Centre for Teaching, Learning, Technology	Research Assistant to help with SoTL research project on assessing Arts One	C	\$2000	2011 - 2012	Christina Hendricks	
UBC Vice Provost & Associate Vice President Academic Affairs	TA Training program for the department of Philosophy	C	\$2905	2011 - 2012	Chris Stephens	Christina Hendricks
UBC, Institute for the Scholarship of Teaching and Learning	Assessing the use of peer feedback by students in their writing, over the course of a year of intensive writing and peer feedback in Arts One	C	\$5000	2014 - 2015	Christina Hendricks	
UBC, Institute for the Scholarship of Teaching and Learning	Travel grant for presenting SoTL work	C	\$800	2015	Christina Hendricks	
UBC, TLEF	Providing personalized course video	C	\$49,992	2015 - 2016	Sidney Fels	Ido Roll, Gregor Miller, Christina

	viewing experiences through student and instructor viewing analysis					Hendricks
UBC, TLEF	From passively watching to actively learning: Videx, a robust video player that supports learning from personalized video	C	\$124000 another \$110000 expected 2017-2018	2016 - 2017	Sidney Fels	Ido Roll, Gregor Miller, Christina Hendricks, Luis Linares
Open Education Group, funded by William & Flora Hewlett Foundation <a href="http://openedgroup.org/fellowship">http://openedgroup.org/fellowship</a>	Research on perception of, attitudes towards, and efficacy of open educational resources and open textbooks in teaching	C	\$2500 another \$2500 for year 2	2015 - 2017	Christina Hendricks	
UBC, TLEF	Sustainability Case Studies: A Model for Interdisciplinary Learning and Showcasing of Student Work	C	\$14,954	2016 - 2017	Daniel Munro (undergrad. student)	Christina Hendricks

(f) *Formal educational leadership responsibilities*

- I served as the Chair of the Arts One program from 2010-2012, and am serving as Chair again from 2015-2017.
  - Connected with Arts One alumni more than we had in the past, by having events during Alumni weekend and producing a newsletter for alumni (2010-2012)
  - Instituted a program (at the suggestion of one of the Arts One program administrators) whereby students can take information about Arts One back to their high schools during holiday breaks. Numerous students do so each year. (2010-continuing)
  - Instituted an out trip for Arts One students: I started taking interested students to a play at the local Shakespeare festival in September 2011, and have continued ever since.
  - Instituted, as an early adopter, a mid-term course feedback system for interested Arts One faculty. (2010-2012)
  - Worked on a peer mentoring program for Arts One, along with other first-year programs in the Faculty of Arts (which was unfortunately not implemented).

- Held two joint events with the Science One program at UBC: a guest lecture and discussion and a film showing and discussion. (2010-2012)
- Starting a journal of student essays from Arts One (Spring 2016)
- Involving students in creating short podcasts about texts studied in Arts One (2016-2017)
- I received a fellowship from BCcampus to serve as an Open Textbook Faculty Fellow for 2014-2015. Some information on this fellowship can be found here: <http://bccampus.ca/2014/10/09/improving-adoption-of-open-textbooks-through-faculty-advocates/>
  - During this fellowship, I and the other two faculty fellows have conducted research on open textbooks (OT) and other open educational resources (OER), engaged in advocacy and outreach activities involving OT and OER, and have advised BCcampus on their OT program.
  - We have given several presentations on our research, and also produced a white paper. See sections 10(c) and the publications record, below.
- I have been a co-facilitator for the Scholarship of Teaching and Learning Community of Practice at UBC since January 2014. I have helped to organize several events each year, such as discussions of current topics in SoTL and workshops by guest facilitators. Recent topics have included: research on various methods for assessing student work, best practices for qualitative research, and a showcase of SoTL research projects on campus.
  - In April 2015, I gave a presentation on research done at UBC on online Student Evaluations of Teaching, talking about response rates and validity and whether there is any connection between response rates and average numerical scores on the UMI questions, among other things.
- I am serving as the Chair of the Teaching and Learning Committee of the American Association of Philosophy Teachers (I am also an elected member of the Board): <http://philosophyteachers.org/>
  - The Teaching and Learning Committee of the AAPT is charged with organizing 1-3 day workshops on teaching and learning, for graduate students and faculty members. Some of these are held at our biannual meetings, while others are held several times a year around North America.
  - I have been leading an effort to train more facilitators to run these regional workshops, organizing, with one other person, a facilitator training session at the AAPT biannual meeting in Summer 2016.

(g) *Innovation in the use of learning technology*

- I have worked with educational technologists at the Centre for Teaching, Learning and Technology at UBC to develop a WordPress plugin through which students could submit essays on a WordPress course site for Arts One, such that the only people who could see the essays are the instructor plus the students in the small group of four students that meet together as a tutorial group for peer review once per week. We also set it up so that the tutorial groups could make comments on each others' essays through the WordPress site, right on the essays themselves. We tested this system during the 2014-2015 academic

year, and since then have refined it and added further capabilities. Other instructors at UBC will also soon be able to use this system. CTLT has a feature story on this plugin, here: <http://ctl.t.ubc.ca/2016/09/29/learning-technology-enhancing-wordpress-as-a-learning-technology/>

- I was part of a team that applied for and received two TLEF grants for developing a new tool for watching instructional videos (see 9(e), above, “teaching and learning grants”), which allows students to interact with educational videos in a way that is more helpful for learning and studying than the simple video players one finds on YouTube or Vimeo, for example. This tool creates visual indicators of which parts of the video have been watched more often than others, easily allowing students to go back later to find the parts they presumably found useful or difficult in the past. It will also allow students to highlight (literally) sections of the video for later viewing, and to create new videos made up just of parts of videos they select, putting them all together into a personalized set of clips they find important. I am testing the tool in my Philosophy courses in the Summer and Fall of 2015 (it is also being tested in some courses in Applied Science), and we will release it for wider use starting sometime in 2016.
- My work in learning technology has been featured on the Arts ISIT website:
  - Here is an interview about my use of blogs in my Introduction to Philosophy course: <http://isit.arts.ubc.ca/christina-hendricks-in-philosophy-uses-blogs-as-a-course-site-to-share-student-work/>. I have students make posts on smaller sites dedicated to their discussion groups, and then I collect all of those together into a larger course site (100-150 students).
  - Here is an interview about our use of lecture capture in Arts One: <http://isit.arts.ubc.ca/arts-one-lecture-capture/>

(h) *Other educational leadership contributions*

Undergraduate Orientations

- I have been an invited Orientations Professor for Imagine Day, most years since 2005, for Arts One Student Success Workshops.
- I was an invited faculty speaker for two groups of students during an orientation before Fall 2005: a group of several hundred transfer students, and a group of about one hundred transfer and mature students. I spoke to each group about challenges transfer and mature students might face at UBC and how to respond to them.
- I co-facilitated a 45 minute training session in March 2006 for student leaders who would be running orientations for new students the following Fall. We discussed the transfer student population and needs, and how best to approach their orientation to UBC.

### Published interviews about my research

- Hayman, J. (2015, January 27). Christina Hendricks on University of British Columbia's Policy 81 [video interview]. *Open Policy Network Blog*. <https://openpolicynetwork.org/christina-hendricks-on-university-of-british-columbias-policy-81/>
- Sasagawa, Emi. (2015, December 16). On peer feedback and writing better [Interview]. Showcased projects on the website of the Institute for the Scholarship of Teaching and Learning at UBC. <http://isotl.cltl.ubc.ca/2015/12/16/on-peer-feedback-and-writing-better/>

### Media or blog reports about my research

- (2015, February 10). Peer feedback on writing: How much is enough? *BCcampus website*. <https://bccampus.ca/2015/02/10/peer-feedback-on-writing-how-much-is-enough/>

### Other Educational Leadership

- I reviewed an open textbook on ethics in law enforcement for the BCcampus open textbook project (<http://opentextbc.ca/ethicsinlawenforcement/>), before the textbook was finished, and contributed significantly to the final product. December, 2014.
- I maintain a blog on teaching and learning which receives a significant amount of traffic (and is showcased as part of the blogs content on the UBC A Place of Mind site: <http://aplacementofmind.ubc.ca/>). I have started using Google Analytics on this blog in February 2015, and as of April 2016 there have been over 6000 sessions (a session is counted whenever anyone comes to the site) by over 5000 users (89% of those new, the rest returning).

## **10. Scholarly and Professional Activities**

### *(a) Areas of special interest and accomplishments*

I have conducted disciplinary research on the work of Michel Foucault, as reflected in conference presentations and publications. I have also conducted research on teaching and learning, focused on particular on peer feedback on writing and on open education. I have conducted surveys and other research studies on the use of open textbooks and other open educational resources.

### *(b) Research or equivalent grants (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC))*

See also the grants listed under "Teaching and Learning grants," in section 9(e), above.

Granting Agency	Subject	COMP	\$ Per Year	Year	Principal Investigator	Co-Investigator(s)
University of Wisconsin Colleges, Phil. Dept.	Summer Research Grant, Critical Thinking	C	\$900 (US)	2003	Christina Hendricks	
UW Colleges & UW Madison	Summer Research Grant Foucault and Kant on Enlightenment	C	\$8000 (US)	2002	Christina Hendricks	

(c) *Research or equivalent contracts (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC)).*

(d) *Invited Presentations*

#### At UBC

Invited to give a presentation on “Open Education and Connectivist MOOCs” at the CTLT Institute at UBC in May, 2013. I spoke about what open education is and explained what a “connectivist” Massive Open Online Course is. Slides from this workshop can be found here: <http://blogs.ubc.ca/chendricks/2015/02/18/pres-open-ed-moocs-ubc-2013/>

Invited to present during UBC’s Open Education Week, October 2013. The title of my presentation was “Open Education: From Connectivist MOOCs to UBC.” I spoke briefly about open education and connectivist MOOCs, and focused on two ways I was involved in open education at UBC. The slides for this presentation can be found here: <http://blogs.ubc.ca/chendricks/2015/02/18/pres-open-ed-moocs-ubc-2013/> There is also a recording of this session on YouTube: <http://is.gd/connectivistmoocsubc>

Invited to present at a workshop sponsored by CTLT (Centre for Teaching, Learning and Technology) at UBC called “How Learning Works,” during Celebrate Learning Week, October 2013. In this workshop, three UBC faculty members presented a difficulty they are struggling or have struggled with in teaching and learning, relating it to one of the principles in a book called *How Learning Works* (Ambrose et al, 2010). Workshop participants used the principles from the book to suggest ways to address the difficulties, and then faculty members explained afterwards what we had done ourselves to address them.

Invited to speak as part of a panel talking about how to make your own videos for courses, at the Centre for Teaching, Learning and Technology’s Summer Institute, May 2014. I spoke about my experience learning on my own how to shoot and edit video.

Invited to participate in a debate during Open UBC week on MOOCs and higher education, October, 2014. My presentation was on “The Open in MOOCs.” Information about the debate and slides from my presentation can be found here:

<http://blogs.ubc.ca/chendricks/2014/11/03/the-open-in-moocs/>

Invited to present on interdisciplinary teaching in Arts One for the Interdisciplinary Teaching and Learning Community of Practice at UBC, March 2015.

Invited to present as part of a panel of educators and students in BC on “Engaging Students in Open Education” for Open Education Week, March 10, 2016. We talked about the ways we are using open educational resources in our courses and/or involving students in creating work that is posted publicly and openly. Please see this blog post for more on the panel: <http://blogs.ubc.ca/chendricks/2016/04/13/open-ed-wk-2016-panel/>

### Local

Invited to give a lecture on Foucault for the Vancouver Institute of Social Research, a series of free lectures on critical theory, April 2015. The title of my talk is “Foucault on Beheading the Sovereign.” You can see more about the VISR, here:

<https://visrfreeschool.wordpress.com/> Slides from this talk are available on Prezi.com:

<http://is.gd/FoucaultBeheadingSovereign> (the capital letters in this URL are required).

Invited to speak about the BCcampus Open Textbook Project and open textbooks more generally, to the BC Environment articulation meeting, New Westminster, BC, May 2015. Slides from this presentation can be found here:

<http://www.slideshare.net/clhendricksbc/open-textbooks-presentation-for-faculty>

### International (available to anyone with an internet connection)

Invited to give a presentation on “open leadership” for an open online course about open and connected learning, October 2014. You can see the slides for this presentation here:

<http://blogs.ubc.ca/chendricks/2014/11/01/presentation-on-open-leadership-for-oclmoc/>

Invited to be interviewed during a Twitter chat for an open online course called “Tinker, Make and Learn,” February, 2015. I was invited to speak about the digital storytelling objects I have made over the last few years (images, videos, podcasts, animated gifs, and more). Tweets from this “Twitterview” can be found here:

<https://storify.com/robinwb/tinker-make-and-learn>

### (e) *Other Presentations*

### ***Conference posters & presentations on teaching and learning, and the Scholarship of Teaching and Learning (SOTL)***

## Reporting on my own SoTL research

“Does Teaching the Philosophy of Happiness Make One's Students Happier?” Joint presentation with Dr. Jennifer Mulnix of the University of Massachusetts Dartmouth at the group meeting of the American Association of Philosophy Teachers, Pacific Division meeting of the American Philosophical Association, San Diego, California, April 2011. I worked with Dr. Mulnix on a research project studying whether students who take philosophy of happiness courses self-report greater levels of happiness according to several validated tests.

“Difficulties Evaluating Connectivist MOOCs: Negotiating Autonomy and Participation,” presented at the annual Open Education Conference, Park City, Utah, November 2013. I studied the literature on evaluating the effectiveness of connectivist MOOCs, laid out the specific difficulties in doing so, and critiqued several approaches to solving them. Slides and video of this presentation can be found here:

<http://blogs.ubc.ca/chendricks/2013/11/08/open-ed-2013/>

“Tracking a Dose-Response Curve in Peer Feedback on Writing: A Work in Progress,” BCcampus Symposium on Scholarly Inquiry into Teaching and Learning, Vancouver, BC, November, 2014. This presentation was about a peer feedback study I am running in Arts One at UBC. Slides from this presentation can be found here:

<http://www.slideshare.net/clhendricksbc/bc-campus-sotlsymposiumnov2014>

Co-presenter, with Rajiv Jhangiani, Jessie Key, and Beck Pitt, “Faculty Attitudes Towards and Experiences With OER and Open Textbooks,” presentation on the results of a survey of faculty in BC and beyond, at the BCcampus Open Textbook Summit, Vancouver, BC, May 2015. Slides from this presentation can be found here:

<http://blogs.ubc.ca/chendricks/2016/04/13/survey-bc-faculty-oer-open-textbooks/>

“Peer feedback on writing: is more better?”, poster presentation on a study of peer feedback on writing in Arts One. Society for Teaching and Learning in Higher Education 2015 conference, Vancouver, BC, June 2015. This poster can be found here:

<http://www.slideshare.net/clhendricksbc/peer-feedback-on-writing-is-more-better-a-pilot-study-in-progress-poster>

“Tracking a Dose-Response Curve for Peer Feedback on Writing,” SoTL Symposium on the Scholarship of Teaching and Learning, sponsored by The Institute for the Scholarship of Teaching and Learning at Mt. Royal University. Banff, Alberta, Canada, November 12-14, 2015.

Co-presenter, with Rajiv Jhangiani, Beck Pitt and Clint Lalonde, “Faculty Attitudes Towards OER and Open Textbooks in British Columbia and Beyond,” Open Education 2015 conference, Vancouver, BC, November 18-20, 2015. Slides from this presentation can be found here: <http://blogs.ubc.ca/chendricks/2016/04/13/survey-bc-faculty-oer-open-textbooks/>

Co-presenter, with Rajiv Jhangiani and Colin Madland, "Experiences, Perceptions and Outcomes of Using Open Textbooks: Perspectives from the BC OER Research Fellows," BCcampus Festival of Learning, Vancouver, BC, June 6-9, 2016. Slides from this presentation can be seen here: <http://www.slideshare.net/clhendricksbc/bc-oer-research-fellows-on-open-textbooks>

"Longitudinal Analysis of Peer Feedback in a Writing-Intensive Course: A Pilot Study," BCcampus Festival of Learning, Vancouver, BC, June 6-9, 2016. Slides from this presentation can be seen here: <http://www.slideshare.net/clhendricksbc/pilot-study-longitudinal-analysis-of-peer-feedback-in-a-writing-intensive-course>

"Tracking a Dose-Response Curve in Peer Feedback on Writing: A Pilot Study," International Society for the Scholarship of Teaching and Learning (ISSOTL) 2016 conference, Los Angeles, CA, October 12-15, 2016. Slides from this presentation can be seen here: <http://www.slideshare.net/clhendricksbc/doseresponse-curve-for-peer-feedback-on-writing-a-pilot-study>

Co-presenter, with Rajiv Jhangiani and Colin Madland, "Experiences, Perceptions, and Outcomes of Using Open Textbooks: Research from the BC OER Research Fellows," Open Education Conference, Richmond, Virginia, November 2-4, 2016. The three of us reported on surveys we had done of students and faculty using open textbooks. Slides from this presentation can be seen here: <http://www.slideshare.net/clhendricksbc/research-on-open-educational-resources-open-textbooks-from-bc-canada>

Co-presenter, with Ozgur Ozdemir, "Instructor and Student Experiences with Open Textbooks, from the California Open Online Library for Education (Cool4Ed)," Open Education Conference, Richmond, Virginia, November 2-4, 2016. We presented on a research project studying faculty experiences with using open textbooks in California. We were part of a larger group of presenters discussing research on open textbooks; this presentation was about 12 minutes long (out of the 50 minutes for the whole group). Slides can be seen here: <http://www.slideshare.net/clhendricksbc/instructor-student-experiences-with-open-textbooks-from-the-california-open-online-library-for-education>

#### Other conference presentations on teaching and learning

"Team-Teaching in a Multidisciplinary Cohort: The UBC 'Arts One' Experience," UBC Faculty of Education and BC Teachers' Federation annual conference, "Investigating our Practices," University of British Columbia, Vancouver, BC, May 2006.

"A Philosophy of One's Own," workshop for the biannual meeting of the American Association of Philosophy Teachers, Conway/Myrtle Beach, South Carolina, July 2010. I talked about how one might change one's courses to allow students to investigate more of their own philosophical views rather than only those of the philosophers we read.

“Reaching Out to the Wider Disciplinary Audience,” meeting of the International Society for the Scholarship of Teaching and Learning, Raleigh, North Carolina, Oct. 2013. I was part of a panel for this presentation on talking to our disciplinary colleagues about SoTL research.

“Doing Philosophy in the Open: Why/Not?”, a presentation on open education—what it is, benefits and drawbacks—at the biannual meeting of the American Association of Philosophy Teachers, Collegeville, Minnesota, July 2014. Slides from this presentation can be found here: <http://blogs.ubc.ca/chendricks/2014/08/08/open-ed-aapt/>

“How Not to Encourage Open Sharing of Teaching Materials at a University.” Presented at the Open Education Conference, Washington, DC, November 2014. Slides from this presentation can be found here: <http://www.slideshare.net/clhendricksbc/how-not-to-promote-open-sharing-of-teaching-materials-at-a-university-ubcs-policy-81>

Co-presenter, with with Maha Bali, JR Dingwall, Pete Rorabaugh, Andrea Rehn, “Perforating the Classroom: How Hacking the Online Game #TvsZ 6.0 Brings Together Faculty, Students and Community Members.” Emerging Technologies for Online Learning International Symposium, Dallas, Texas, April 2015. This was a short presentation describing how we hacked an earlier version of #TvsZ by collaborating across the world without ever having met in person. The abstract for this session can be found here: <http://blogs.ubc.ca/chendricks/2015/04/15/upcoming-tvsz-game-and-presentations-at-et4online/> The slides from this session can be found here: [http://is.gd/tvsz\\_short](http://is.gd/tvsz_short)

Co-presenter, with Maha Bali, JR Dingwall, Pete Rorabaugh, Andrea Rehn, “Perforate Your Classroom: Collaboratively Hack the Open Online Game #TvsZ 6.0.” This was a workshop in which participants played and hacked the #TvsZ game described in 9(a), above, “educational leadership.” Emerging Technologies for Online Learning International Symposium, Dallas, Texas, April 2015. The abstract for this session can be found here: <http://blogs.ubc.ca/chendricks/2015/04/15/upcoming-tvsz-game-and-presentations-at-et4online/> The slides for this session can be found here: [http://is.gd/tvsz\\_long](http://is.gd/tvsz_long)

Co-presenter, with Jessie Key, “Reviewing and Adapting Open Textbooks: Practical and Pedagogical Considerations.” BCcampus Open Textbook Summit, Vancouver, BC, May 2015.

Co-presenter, with Will Engle, Cindy Underhill and Lucas Wright, “The Medium and The Message: cMOOC as Open Professional Development,” about the open, online course we ran in June 2015 on Teaching with WordPress. Society for Teaching and Learning in Higher Education 2015 conference, Vancouver, BC, June 2015. See our website for this open, online course here: <http://blogs.ubc.ca/teachwordpress>

Co-presenter, with Rajiv Jhangiani, “Enhancing Pedagogy With Open Textbooks and Other Open Educational Resources,” a presentation and discussion about the pedagogical value of using and creating open educational resources. Society for Teaching and Learning in Higher Education 2015 conference, Vancouver, BC, June 2015.

Co-presenter, with Sunaina Assanand, Joanne Fox, Catherine Rawn and Allen Sens, "Taking Your Teaching Beyond Your Classroom: Teaching Practice and Educational Leadership," a panel presentation and discussion on what "educational leadership" can mean, how panelists are fulfilling the role of an educational leader, and how participants might themselves work towards being educational leaders at their institutions. Society for Teaching and Learning in Higher Education 2015 conference, Vancouver, BC, June 2015.

Co-presenter, with Maha Bali and Andrea Rehn, "From MOOCs to MOOGs: Teaching with Open Online Games," a presentation on using the open online game #TvsZ in teaching in higher education. Digital Learning Research Network 2015 Conference (#dlrn15), Stanford, California, October 16-17, 2015 (I attended and presented virtually).

Co-presenter, with Daniel Munro, Jenna Omassi and Brady Yano, "Faculty and Student Collaboration for OER and Open Textbook Advocacy," Open Education 2015 conference, Vancouver, BC, November 18-20, 2015.

Co-presenter, with Cindy Underhill and Lucas Wright, "Hanging with a Pack – the Power of the Group in Creating Community," BCcampus Festival of Learning, Vancouver, BC, June 6-9, 2016. This presentation is about collaboration at UBC between staff, students and faculty on open education projects.

"Transforming Assessments with Backwards Course Design and Renewable Assignments." *American Association of Philosophy Teachers' Biannual Conference*, Saginaw, MI, July 27-30, 2016. Slides from this presentation can be found here: <http://www.slideshare.net/clhendricksbc/transforming-course-assessments-with-backwards-design-renewable-assignments>

### ***Conference presentations on disciplinary research***

"Through Kristeva's Looking Glass: A Cosmopolitan Feminism," Society for Phenomenology and Existential Philosophy, University of Kentucky, October 1997.

"Heretics and Exiles: 'Women' and Political Dissidence According to Julia Kristeva," *Philosophy and 'The Feminine': A Conference on Feminist Philosophy*, Vanderbilt University, January 1999.

"A Prophet in Exile: The Foucauldian Genealogist as Politicized Intellectual," International Association for Philosophy and Literature, SUNY Stony Brook, May 2000.

"Critical Thinking in Context" (co-facilitated workshop), UW Colleges Conference on Engaging Students in the First Year, University of Wisconsin-Fox Valley, March 2003.

"Foucault, A Kantian? Aesthetic Creation of Self and Anthropological Sleep," International Association for Philosophy and Literature, University of Leeds (UK), May 2003.

“Critical Thinking and Transcendence,” Association for Informal Logic and Critical Thinking, meeting in conjunction with the Central Division of the American Philosophical Association, Chicago, April 2004.

“Foucault’s Kantian Critique: Philosophy and the Present,” Pacific Division meeting of the American Philosophical Association, San Francisco, California, March 2005.

Comments on “Marriage and Morals,” paper by Elizabeth Brake, University of British Columbia Summer Workshop on Feminist Philosophy, Vancouver, BC, June 2005.

“Core Texts as Critical History: How Studying Works by Old, Dead, White Guys can be Radical,” Association for Core Texts and Courses, Chicago, April 2006.

“Trust and Suspicion in Critical Thinking as Transcendence,” Philosophy of Education Society, Puerto Vallarta, Mexico, April 2006.

“Doing Philosophy in Public: The Political Role of Philosophers,” Work-in-Progress Topical Conversation, Annual Meeting of the Philosophy of Education Society, Montreal, March 2009.

“Authority and Autonomy in Descartes’ *Discourse on Method*,” annual meeting of the Association for Core Texts and Courses, New Brunswick, New Jersey, April 2010.

(f) *Other*

***Local Faculty Lecture Series, while at University of Wisconsin-Rock County***

“Continental Philosophy as Political Practice? Some Reflections on Obscure Writings and Political Action,” Faculty Lecture Series, University of Wisconsin-Rock County, October 2001.

“The Philosopher as Ideal Human: Kant, Foucault and the Social/Political Role of Philosophers,” Faculty Lecture Series, University of Wisconsin-Rock County, September 2002.

“Critical Thinking and Transcendence, Towards Kantian Ideals of Reason,” Faculty Lecture Series, University of Wisconsin-Rock County, October 2003.

(g) *Conference Participation (Organizer, Keynote Speaker, etc.)*

***Conference organization***

Member of Planning Committee, Women’s Studies Undergraduate Conference, Women’s Studies Program, University of British Columbia, Fall 2004-Spring 2005.

Member of Planning Committee, University of Texas Graduate Student Conference, Fall 1996-Spring 1997.

***Panel organization for conferences***

Organized a panel on the Scholarship of Teaching and Learning in Philosophy for the American Philosophical Association's Committee on the Teaching of Philosophy, at the APA Pacific Division meeting, Seattle, Washington, April 2012.

Organized a panel on open online courses in philosophy for the American Philosophical Association's Committee on the Teaching of Philosophy, at the APA Pacific Division meeting, San Diego, California, April 2014.

Organized a panel on various topics in teaching philosophy for the American Association of Philosophy Teachers' meeting at the annual meeting of the Pacific Division of the American Philosophical Association, April 2016 and again for the Pacific APA in April 2017.

**11. SERVICE TO THE UNIVERSITY**

*(a) Areas of special interest and accomplishments*

I have served as Chair of the Arts One program twice: 2010-2012 and 2015-2017. Please see section 9(f), above, for description of some of my accomplishments during that time.

*(b) Memberships on committees, including offices held and dates*

***Departmental Service—Department of Philosophy***

Sessional Hiring Committee, Department of Philosophy, University of British Columbia, Summer 2005-Summer 2007

Departmental Reading Room Coordinator, Department of Philosophy, University of British Columbia, Fall 2007-Fall 2008

Organizer, Philosophy Department Ethics Workshop (members read and comment on each others' papers), Fall 2007-Spring 2009

Equity Officer, Department of Philosophy, University of British Columbia, Summer 2008-Summer 2009

Environmental Officer, Department of Philosophy, University of British Columbia, Summer 2009-Summer 2010

Coordinator, T.A. Training Program, Department of Philosophy, University of British Columbia, Fall 2009-Spring 2010

Member, UBC Department of Philosophy Task Force on the Status of Women in the department, Spring 2011

Development and Outreach Officer, Department of Philosophy, University of British Columbia, Summer 2010-Summer 2011

Sessional Hiring Committee, Department of Philosophy, University of British Columbia, Summer 2011-June 2012

Advisory Committee on the search for a Head of the Philosophy Department, University of British Columbia, Spring 2012, Fall 2014-Spring 2015, Spring 2016

Ad hoc committee to develop program outcomes for the Department of Philosophy, Fall 2013-Fall 2015.

Curriculum renewal committee, Department of Philosophy, UBC, Fall 2013-present (ongoing)

Ad hoc committee on pedagogical initiatives, Department of Philosophy, UBC, Fall 2014-Spring 2015

Ad hoc committee on the department merit policy, Department of Philosophy, UBC, Spring 2016-present

### ***Departmental Service—Arts One Program***

Arts One Advisory Committee, University of British Columbia, Fall 2008-Summer 2012

Arts One External Review Preparation Committee, University of British Columbia, Spring 2009-Fall 2009

Met several times in 2011 with people from the Centre for Student Involvement and the leaders of the Coordinated Arts Program and the ASTU program to discuss how to implement a peer mentor program for first year students in the Faculty of Arts at UBC (this peer mentor program was never put in place, however).

Read applications for two Instructor 1 positions for Arts One, Spring 2013 (I could not participate in interviews because I was on study leave in Australia).

Managing the Arts One Open website: posting lecture recordings and essay topics, connecting student and faculty blog posts <http://artsone-open.arts.ubc.ca>, Fall 2014-present (ongoing)

### ***University Service—Faculty of Arts***

Served on the search Committee for two Instructor 1's for the Coordinated Arts Program, Faculty of Arts, Spring 2012.

Reviewed files for tenure and promotion for Instructor to Sr. Instructor in the Faculty of Arts, 2013-ongoing.

Served as a peer reviewer of teaching for faculty in other departments in the Faculty of Arts, Fall 2013-ongoing.

Faculty of Arts Curriculum Committee, Fall 2014-Spring 2017

First Year Programs Advisory Committee, Fall 2014-Spring 2016

Adjudication committee for the Faculty of Arts Killam Graduate Teaching Assistant Awards, Spring 2016

### ***University Service--Other***

Planning Committee for Health Care Team Challenge, College of Health Disciplines, University of British Columbia, Fall 2005-Fall 2009

Peer reviewer for proposals for the October 2009 Learning Conference sponsored by the Centre for Teaching and Academic Growth, September 2009

Bargaining Preparation Committee, UBC Faculty Association, February-June 2010; Fall 2011-Spring 2012

Served as faculty judge for student presentations during Jump Start, the two-week orientation program for international students coming to UBC, August 2011.

UBC Instructor Network, member of steering committee, Summer 2010-present; since Fall 2015 I am serving as the Internal and External Professional Development Liaison Co-facilitator, CTLT Community of Practice for the Scholarship of Teaching and Learning, January 2014-present

Reviewed proposals for the Multidisciplinary Undergraduate Research Conference, February 2016

External Reviewer of dossiers for the International Program for the Scholarship of Educational Leadership: UBC Certificate on Curriculum and Pedagogy in Higher Education program (<http://international.educ.ubc.ca/soel/>), April 2016

(c) *Other service, including dates*

Member of the academic advisory committee for the 2015 meeting of the Society for Teaching and Learning in Higher Education, March-May 2015. This committee, based at UBC and Simon Fraser University, met a few times to discuss criteria for adjudicating proposals, as well as other aspects of the program, for the STLHE 2015 meeting, held in Vancouver, BC, June 2015.

## **12. SERVICE TO THE COMMUNITY**

(a) *Memberships on scholarly societies, including offices held and dates*

Member of the American Philosophical Association, 1995-present  
 Member of the Canadian Philosophical Association, 2004-present  
 Member of the Canadian Society for Women in Philosophy, 2004-present  
 Member of the American Association of Philosophy Teachers, 2005-present

(b) *Memberships on other societies, including offices held and dates*

Member of the planning committee for the WPcampus annual conferences, Fall 2015-present. WPcampus is an organization made up of people who are interested in using WordPress in higher education. <https://wpcampus.org/>

(c) *Memberships on scholarly committees, including offices held and dates*

Member of the American Philosophical Association Committee on the Teaching of Philosophy, Summer 2011-Summer 2014  
 Member of the Board, American Association of Philosophy Teachers, January 2015-present  
 Chair of the Teaching and Learning Committee, American Association of Philosophy Teachers, 2015-present

(d) *Memberships on other committees, including offices held and dates:*

Member, UBC Day Care Parent Council, June 2009-June 2012  
 VP Advocacy for Faculty, UBC Day Care Parent Council, September 2009-June 2011  
 President, UBC Day Care Parent Council, June 2011-June 2012

(e) *Editorships (list journal and dates)*

(f) *Reviewer (journal, agency, etc. including dates)*

Reviewer for *Hypatia: A Journal of Feminist Philosophy*, 2002-present  
 Reviewer for *Philosophy and Social Criticism*, 2008-present  
 Reviewer for *Teaching and Learning Inquiry*, the journal of the International Association for Scholarship of Teaching and Learning, 2014-present

(g) *External examiner (indicate universities and dates)*

(h) *Consultant (indicate organization and dates)*

(i) *Other service to the community*

Reviewed a dossier for a teaching award for a faculty member at another university, February 2014, February 2015.  
 Reviewed proposals for the 2016 conference of the Society for Teaching and Learning in Higher Education, February 2016.  
 Reviewed proposals for the 2016 conference of the American Association of Philosophy Teachers, March 2016.

### **13. AWARDS AND DISTINCTIONS**

(a) *Awards for Teaching (indicate name of award, awarding organizations, date)*

Department of Philosophy Teaching Award, University of Texas, (awarded twice, in 1997 and 1998)

Killam Teaching Prize, University of British Columbia, April 2016

(b) *Awards for Scholarship (indicate name of award, awarding organizations, date)*

P.E.O. Scholar Award, University of Texas, 1996

(c) *Awards for Service (indicate name of award, awarding organizations, date)*

(d) *Other Awards*

**14. OTHER RELEVANT INFORMATION (max. one page)**

**THE UNIVERSITY OF BRITISH COLUMBIA**  
***Publications Record***

**SURNAME:** Hendricks**FIRST NAME:** Christina**Initials:****MIDDLE NAME(S):** Lynn**Date:** December 8, 2016**1. REFEREED PUBLICATIONS***(a) Journals*

Hendricks, C. (2002). The author[‘s] remains: Foucault and the demise of the ‘author-function.’ *Philosophy Today*, 46(2), 152-169.

Hendricks, C. (2008). Foucault’s Kantian critique: Philosophy and the present. *Philosophy and Social Criticism*, 34(4), 357-382.

Hendricks, C. (2015). Teaching and learning philosophy in the open. *American Association of Philosophy Teachers, Studies in Pedagogy*, 1, 17-32. DOI: [10.5840/aaptstudies20159162](https://doi.org/10.5840/aaptstudies20159162)

*(b) Conference Proceedings*

*For the following, abstracts or full papers were reviewed for presentation at the conferences, and then there was a peer review process of the full papers to determine which papers would be published in the proceedings.*

Hendricks, C. (1997). Fluidizing the mirror: Feminism and identity through Kristeva’s looking glass. *Philosophy Today*, 41(Suppl.), 79-89.

Hendricks, C. (2006). Trust and suspicion in critical thinking as transcendence. *Philosophy of Education Yearbook 2006*, 295-302. Available online: <http://ojs.ed.uiuc.edu/index.php/pes/issue/view/12>

Hendricks, C. (2010). Core texts as critical history: How studying works by dead white men can be radical. In P.T. Flynn, J.-M. Kruth, J.K. Doyle, and J.S. Lee (Eds.), *Substance, judgment and evaluation: Seeking the worth of a liberal arts, core text education* [Selected papers from the twelfth annual conference of the Association for Core Texts and Courses] (pp. 113-119). Lanham, MD: University Press of America.

Fong, M., Miller, G., Zhang, X., Roll, I., Hendricks, C., Fels, S. (2016). An investigation of textbook-style highlighting for video. *Proceedings of the Graphics Interface Conference, 2016*. DOI: 10.20380/GI2016.26 I am involved in the design and testing of the video tool

discussed here, as well as facilitating the research and implementation of the project on a high level. I did not participate in writing this article, however.

## 2. NON-REFEREED PUBLICATIONS

### (a) *Journals*

Hendricks, C. (2003). The philosopher as anthropologist: Foucault's genealogy of our enlightenment legacy." *Listening: A Journal of Religion and Culture*, 37(2), 84-115.

Hendricks, C. (2015). Navigating between extremes: A commentary on Turgeon. *Mind, Culture and Activity*, 22(4), 299-302. DOI: [10.1080/10749039.2015.1068334](https://doi.org/10.1080/10749039.2015.1068334)

### (b) *Conference Proceedings*

### (c) *Other*

Jhangiani, R.S., Pitt, R., Hendricks, C., Key, J., Lalonde, C. (2016). Exploring faculty use of open educational resources at British Columbia post-secondary institutions [Report]. BCcampus. [http://bccampus.ca/files/2016/01/BCFacultyUseOfOER\\_final.pdf](http://bccampus.ca/files/2016/01/BCFacultyUseOfOER_final.pdf)

- The survey on which this report is based was jointly created by all the authors. The first two authors of the report did most of the writing; I wrote one section and also commented on and edited the rest.

### *Book Reviews*

Hendricks, C. (2002). [Review of *Exotic Parodies: Subjectivity in Adorno, Said, and Spivak*, by A. Varadharajan]. *Monatshefte*, 94(1), 128-129.

Hendricks, C. (2003). [Review of the book *The Enlightenment: A brief history with documents*, by M.C. Jacob]. *Teaching Philosophy*, 26(2), 179-181.

Hendricks, C. (2003). [Review of the book *Socratic Citizenship*, by Dana Villa]. *Teaching Philosophy*. 26(4), 402-406.

Hendricks, C. (2004). [Review of the book *The Feminine and the Sacred*, by Catherine Clément and Julia Kristeva]. *The Journal of Speculative Philosophy*, 18(2), 161-164.

Hendricks, C. (2004). [Review of the book *What is Philosophy?*, ed. C.P. Ragland and Sarah Heidt]. *Teaching Philosophy*, 27(4), 384-388.

Hendricks, C. (2006). [Review of the book *Love is a Sweet Chain: Desire, Autonomy, and Friendship in Liberal Political Theory*, by James R. Martel]. *The Journal of Speculative Philosophy*, 20(3), 245-247.

Hendricks, C. (2008). [Review of the book *Foucault on Freedom*, by Johanna Oksala]. *The Journal of Speculative Philosophy*, 22(4), 310-312.

Hendricks, C. (2013). [Review of the book *Philosophical Inquiries into Pregnancy, Childbirth, and Mothering: Maternal Subjects*, ed. Sheila Lintott and Maureen Sander-Staudt]. *Women's Studies*, 42(3), 353-357.

Hendricks, C. (2013). [Review of the book *Gender: Key Concepts*, by Harriet Bradley]. *Hypatia Reviews Online*. <http://hypatiaphilosophy.org/HRO/content/gender>

Hendricks, C. (2015). [Review of the book *Philosophy in Schools: An Introduction for Philosophers and Teachers*, ed. Sara Goering, Nicholas J. Shudak, and Thomas E. Wartenberg]. *Teaching Philosophy*, 38(3), 339-343.

### 3. **BOOKS**

(a) *Authored*

(b) *Edited*

Hendricks, C. and Oliver, K. (Eds.) (1999). *Language and liberation: Feminism, philosophy and language*. New York: SUNY Press.

(c) *Chapters*

Hendricks, C. and Oliver, K. (1999). Introduction. In *Language and liberation: Feminism, philosophy and language*. New York: SUNY Press.

- We co-wrote the Introduction, but I did more of the writing and edited the whole.

*The following book chapter was invited; extensive revisions were suggested by the editors (no other peer review)*

Hendricks, C. (2012). Prophecy and *parrêsia*: Foucauldian critique and the political role of intellectuals. In R. Sonderegger and K. de Boer (Eds.), *Conceptions of Critique in Modern and Contemporary Philosophy* (pp. 212-230). Basingstoke, UK: Palgrave Macmillan.

### 4. **SPECIAL COPYRIGHTS**

### 5. **ARTISTIC WORKS, PERFORMANCES, DESIGNS**

### 6. **OTHER WORKS**

7. **WORK SUBMITTED (including publisher and date of submission)**

I am working with Ozgur Ozdemir, another OER Research Fellow with the Open Education Group (<http://openedgroup.org>), on an article reporting on 50 case studies of faculty members in California higher education institutions who are using open textbooks and other open educational resources. We reported on their motivations for doing so, the impacts of doing so for them and their students, cost savings for students, and students' reactions. This article is under review at the *Journal of Computing in Higher Education*.

I am working with two faculty members from the UBC department of Physics and Astronomy, on research involving the use of an open textbook in Physics 100. We have written an article analyzing survey data about students' views of the open textbook as embedded into an EdX course website, which is under review at the *International Review of Open and Distance Learning*.

8. **WORK IN PROGRESS (including degree of completion)**