

A World of Learning



L'univers de l'apprentissage

June 18-21, 2008

du 18 au 21 juin 2008

Society for Teaching and
Learning in Higher Education



La société pour l'avancement de la pédagogie
dans l'enseignement supérieur

University
of Windsor 

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E D U C A T I O N



STLHE / SAPES at the University of Windsor 2008

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With the exception of covers and dividers, this document is printed on 100% recycled paper



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Schedule at a Glance

Wednesday, June 18

8:00am – 5:00pm	Registration	Odette School of Business
8:30am	Continental Breakfast	Odette School of Business
9:00am – 4:30pm	Conference Workshops 90 min., 3hr., or full day	Odette School of Business, McPherson Lounge, Vanier Hall, Leddy Library, Lambton Tower, Jackman Dramatic Art Centre
10:30am – 10:45am	Nutrition Break	Odette School of Business, Vanier Hall
12:15pm – 1:15pm	Lunch	Odette School of Business, Vanier Hall
1:15pm – 4:00pm	AGM for Canadian Writing Centres and Student Writing, Special Interest Group (SIG)	Toldo Health Education Centre - Rm. 203
2:45pm – 3:00pm	Nutrition Break	Odette School of Business, Vanier Hall
4:30pm – 6:00pm	EDC AGM	Toldo Health Education Centre - Rm. 203
5:00pm – 7:00pm	Welcome Reception	CAW Student Centre - Commons Area

Thursday, June 19

8:00am to 5:30pm	Registration	Odette School of Business
8:00am	Continental Breakfast	Odette School of Business
9:00am – 9:50am	Concurrent Session 1	Odette School of Business, Erie Hall
10:00am – 10:30am	Nutrition Break	Odette School of Business
10:30am – 12:00pm	Opening Plenary	Erie Hall
12:00pm – 1:30pm 12:15pm – 1:15 pm	Lunch Roundtable Discussions	Vanier Hall - University Club and 2nd Floor
1:30pm – 2:20pm	Concurrent Session 2	Odette School of Business, Erie Hall and Toldo Health Education Centre
2:30pm – 3:20pm	Concurrent Session 3	Odette School of Business, Erie Hall
3:30pm – 4:00pm	Nutrition Break	Odette School of Business
4:00pm – 4:50pm	Concurrent Session 4	Odette School of Business, Erie Hall
6:00pm – 10:00pm	STLHE Gala Banquet	St. Clair Centre for the Arts, Riverside Drive



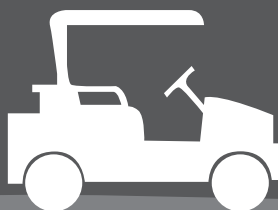
Schedule at a Glance

Friday, June 20

7:30am – 3:45pm	Registration	Odette School of Business
7:45am	Continental Breakfast	Odette School of Business
8:30am – 9:20am	Concurrent Session 5	Odette School of Business, Erie Hall
9:30am – 10:20am	Concurrent Session 6	Odette School of Business, Erie Hall
10:30am – 11:00am	Nutrition Break	Odette School of Business
11:00am – 11:50pm	Concurrent Session 7	Odette School of Business, Erie Hall
12:00pm – 1:30pm 12:15pm – 1:15pm	Lunch Roundtable Discussions	Vanier Hall - University Club and 2nd Floor
1:30pm – 2:20pm	Concurrent Session 8	Odette School of Business, Erie Hall
2:30pm – 3:20pm	Concurrent Session 9	Odette School of Business, Erie Hall
3:30pm – 3:45pm	Nutrition Break	Odette School of Business
3:45pm – 4:45pm	STLHE AGM	Odette School of Business
5:00pm – 7:00pm	Posters, Resource Session, and Reception	Ambassador Auditorium, CAW Student Centre

Saturday, June 21

8:00am	Continental Breakfast	Erie Hall
8:30am – 9:20am	Concurrent Session 10	Erie Hall
9:30am – 10:20am	Concurrent Session 11	Erie Hall
10:30am – 11:00am	Nutrition Break	Essex Hall Lobby
11:00am – 12:45 pm	Alan Blizzard / Closing Plenary	Essex Hall Theatre



We have two electric golf carts to assist people with walking / mobility issues for transfer to various buildings throughout campus.



Meetings and Special Events

Meetings open to all conference participants are identified by an asterisk (*). All other meetings and special events are by invitation.

STLHE Board of Directors Meeting

Tuesday, June 17
McPherson Lounge in Alumni Hall
University of Windsor
8:30am – 5:30pm

2008 3M National Teaching Fellows Cohort

Wednesday, June 18
Odette School of Business - Rm. 207
9:00am – 11:00am

Educational Developers Caucus Executive Meeting

Wednesday, June 18
Odette School of Business - Rm. 415
University of Windsor
12:15pm – 1:15pm

3M National Teaching Fellows Annual Assembly & MNF Teacher Scholars

Wednesday, June 18
Katzman Lounge in Vanier Hall
University of Windsor
12:15pm – 5:00pm

Canadian Writing Centres and Student Writing Special Interest Group (SIG) Annual General Meeting

Wednesday, June 18
Toldo Health Education Centre - Rm. 203
University of Windsor
1:15pm – 4:00pm

*** Educational Developers Caucus Annual General Meeting**

Wednesday, June 18
Toldo Health Education Centre - Rm. 203
University of Windsor
4:30pm – 6:00pm

*** Welcome Reception**

Wednesday, June 18
Commons Area in the CAW Student Centre
University of Windsor
5:00pm – 7:00pm

*** Opening Plenary with the CRLT Players**

Thursday, June 19
Erie Hall - Rm. 1120
University of Windsor
10:30am – 12:00pm

*** STLHE Gala Banquet**

Thursday, June 19
St. Clair Centre for the Arts
201 Riverside Drive West
6:00pm – 11:00pm

*** STLHE Annual General Meeting**

Friday, June 20
Odette School of Business - Rm. 104
University of Windsor
3:45pm – 4:45pm

3M National Teaching Fellows Dinner

Friday, June 20
Hilton Hotel, 2nd floor
277 Riverside Drive West
7:00pm – 11:00pm

The Alan Blizzard Award/Closing Plenary

Saturday, June 21
Essex Hall Theatre
University of Windsor
11:00am – 12:45pm



Shuttle Schedule

See map on back cover for drop-off and pick-up locations.

Date	Morning	Evening
Wednesday, June 18	Departure times 8:00am, 8:20am and 8:40am. Leaving the Radisson hotel to drop off on Sunset Ave., just north of Wyandotte, east side of the street, in front of the Odette School of Business.	Departure times 6:40pm, 7:00pm and 7:20pm. Leaving from the University of Windsor parking lot at Assumption Church on University Avenue.
Thursday, June 19	Departure times 8:00am, 8:20am and 8:40am. Leaving the Radisson hotel, same drop off point at the University.	Departure times 5:00pm, 5:20pm and 5:40pm. Leaving the University of Windsor, in front of Odette School of Business to the hotel.
Shuttle to the STLHE Gala Banquet	Departure from Alumni Hall at 6:00pm.	Return to Alumni Hall beginning at 9:30pm.
Friday, June 20	Departure times 7:30am, 7:50am and 8:10am. Leaving the Radisson hotel, same drop off point at the University.	Departure times 6:50pm, 7:10pm and 7:30pm. Leaving the University of Windsor, in front of Odette School of Business to the hotel.
Saturday, June 21	Departure times 7:40am, 8:00am and 8:20am. Leaving the hotel to Sunset Ave., just north of Wyandotte on the west side of the street at Erie Hall.	Departure times 1:00pm and 1:20pm. Leaving the University of Windsor, in front of Erie Hall to the hotel.



Water coolers will be available at:

Odette School of Business:
 3 in Dividends ground floor
 3 near elevators 2nd floor
 3 in basement near elevators

Erie Hall:
 1 in basement
 Saturday there will be 2-3 in Erie Hall near concournts

Vanier Hall:
 Water in all rooms



We're wireless!

The University of Windsor has wireless capability across campus, both in all our buildings and outside. For access to the wireless network, information will be provided when you arrive to the Conference. Technical assistance will be available at the information desk in the registration area. There are open access computer terminals in Alumni Hall, Toldo Health Education Learning Centre, CAW Student Centre, and the Leddy Library.

Welcome Messages

The Conference Chairs Welcome You to Windsor!

The organizing committee of the 28th Annual STLHE Conference and the University of Windsor campus community have been looking forward to your arrival. We hope that your conference experience will be rich and thought-provoking. We welcome your diversity of experience, opinion, and practice to the project of constructing a world of learning together here in Windsor.

This year's conference, *A World of Learning*, explores the assumptions, practices, challenges and possibilities of internationalization, broadened world views, and the impact of globalization trends in post-secondary settings. It also celebrates the many worlds that co-exist within any learning institution – the multiple worlds of students, faculty, staff, and community; the cultural, virtual, and conceptual worlds evoked and constructed as we learn and work together; the inevitable conflicts and negotiations that diversity of culture, opinion, and experience necessitate; and the opportunities and challenges that result from campus diversity, in all its forms.

We hope that you will have time to explore our city, its fascinating history, and its many pleasures. The riverfront Odette Sculpture Park, just minutes from the campus, is a wonderful place for a reflective stroll with your colleagues. The conference website offers suggestions for restaurants and cafés to suit every budget and palate.

We wish you all an exceptional and stimulating week.



Pat Rogers
Dean, Faculty of Education
University of Windsor



Alan Wright
Vice-Provost, Teaching and Learning
University of Windsor





Les co-présidents du congrès vous souhaitent la bienvenue à Windsor!

Le comité organisateur du 28e congrès annuel de la SAPES et tous les membres du campus de l'Université de Windsor se sont préparés à votre venue avec enthousiasme. Nous vous souhaitons une expérience riche et intellectuellement stimulante. En ce qui nous concerne, nous accueillerons avec plaisir la diversité de vos expériences, opinions et pratiques pédagogiques afin de participer ensemble à la construction d'un univers d'apprentissage ici même, à Windsor.

Le congrès de cette année dont le thème est *L'univers de l'apprentissage* explorera les hypothèses, pratiques, défis et possibilités liés à l'internationalisation, une plus grande ouverture sur le monde et l'influence des divers aspects de la mondialisation sur les milieux d'enseignement post-secondaire. Il s'agit également de mettre en valeur la coexistence des nombreux mondes au sein de toute institution d'apprentissage : les mondes multiples des étudiants, des professeurs, du personnel, de la communauté; l'évocation et l'élaboration de mondes culturels, virtuels et conceptuels lorsque nous apprenons et travaillons ensemble; les conflits qui surgissent inévitablement et les négociations qu'exige cette diversité de cultures, d'opinions et d'expériences; et, enfin, les possibilités nouvelles et les défis qui naissent de la diversité du campus sous toutes ses formes.

Veuillez prendre le temps de visiter notre ville, de découvrir son histoire fascinante et ses nombreuses attractions. Le jardin de sculptures Odette Sculpture Park au bord de la rivière, à quelques minutes seulement du campus, offre un cadre magnifique pour des promenades avec vos collègues tout en discutant et poursuivant votre réflexion. De plus, vous trouverez sur le site Web du congrès des suggestions de restaurants et de cafés adaptés à toutes les bourses et à tous les goûts.

Nous vous souhaitons une semaine exceptionnelle et des plus stimulantes.

Pat Rogers
Doyenne, Faculté de l'éducation
Université de Windsor

Alan Wright
Vice-provost, Pédagogie universitaire
Université de Windsor



Annual Conference of the STLHE Welcome Message from the President

Dear Colleagues:


I am most delighted to welcome you to the 28th Annual Conference of the Society for Teaching and Learning in Higher Education (STLHE). The annual conference is one of the highlights of our organization's activities. It typically demonstrates our values of innovation, collegiality, and inclusivity, providing us with an excellent opportunity to network with our colleagues, share best practices and resources, and engage in professional development activities in a friendly, collegial atmosphere. This year's theme, *A World of Learning*, is particularly exciting because it is consistent with the principle of diversity, which is one of the cherished values of STLHE. The program promises stimulating discussions about international and intercultural dimensions of teaching and learning in our colleges and universities.

I take this opportunity to thank members of the University of Windsor for being such excellent hosts. They have put together an outstanding professional and social program for our benefit and enjoyment. We are grateful for their warm hospitality, tireless effort, and incredible efficiency in organizing every minute detail to ensure the success of this conference. I commend them especially for their innovative green conference initiative that seeks to lighten the STLHE conference footprint on the environment. Please help me to thank conference co-chairs Alan Wright and Pat Rogers and their team of enthusiastic volunteers whenever you see them over the next four days.

Finally, I extend a special welcome to our new members. As we meet in small and large groups over the next few days, I hope that you will find us to be a welcoming community, and that you will add your voices to our discussions so that together we may devise strategies for enhancing teaching and learning in our post-secondary institutions throughout the world.

I wish you all a very stimulating and successful conference and look forward to speaking with you, individually and collectively, over the next few days.

Sincerely,



Joy Mighty,
President, STLHE/SAPES



Congrès annuel de la SAPES Mot de bienvenue de la Présidente

Chers(chères) collègues,

C'est avec un immense plaisir que je vous souhaite la bienvenue au 28ème congrès annuel de la Société pour l'avancement de la pédagogie dans l'enseignement supérieur (SAPES). Le congrès annuel représente une des activités les plus marquantes de notre organisation. Il nous offre en effet le cadre idéal pour démontrer nos valeurs d'innovation, de collégialité et d'inclusivité, renforcer notre réseau d'échanges avec nos collègues, partager les meilleures pratiques et ressources en matière de pédagogie et nous adonner à nos activités de développement professionnel dans une atmosphère amicale et collégiale. Le thème de cette année, L'univers de l'apprentissage, s'avère particulièrement passionnant dans le contexte de la diversité, l'une des valeurs prônées par la SAPES. Le programme nous promet des discussions stimulantes au sujet des dimensions internationales et interculturelles de l'enseignement et de l'apprentissage dans le cadre de nos collèges et universités.

Je saisis cette occasion pour remercier les membres de l'Université de Windsor, hôtes de ce congrès, de l'accueil remarquable qu'ils nous réservent. Ils ont mis sur pied un programme extraordinaire englobant des activités professionnelles, récréatives et sociales, un programme qui joint l'utile à l'agréable. Nous leur sommes reconnaissants de leur accueil chaleureux, leurs efforts inlassables et l'admirable efficacité dont ils ont fait preuve pour organiser ce congrès de A à Z, dans les moindres détails, de façon à en assurer le succès. Je les félicite en particulier pour leur initiative innovatrice concernant l'adoption de mesures écologiques qui visent à atténuer l'impact du congrès de la SAPES sur l'environnement. Veuillez vous joindre à moi pour remercier les co-présidents du congrès, Alan Wright et Pat Rogers, ainsi que leur équipe de bénévoles enthousiastes lorsque vous les rencontrerez au cours des quatre prochains jours.

Enfin, je tiens à souhaiter la bienvenue à nos nouveaux membres. Lors de nos réunions plénières ou en ateliers, j'espère que vous jugerez que nous sommes une organisation accueillante et que vous voudrez bien contribuer à nos débats afin que nous élaborions ensemble des stratégies destinées à améliorer l'enseignement et l'apprentissage dans les institutions post-secondaires du monde entier.

Je vous souhaite à toutes et à tous un congrès des plus stimulants et fructueux. Je serai heureuse de m'entretenir avec vous, individuellement ou en groupe, lors de ces prochains jours.

Avec mes salutations les meilleures,

La présidente, STLHE/SAPES
Joy Mighty



Office of the President



June 18, 2008

A Message from the President of the University of Windsor

It is with great pleasure that I welcome you to the University of Windsor for the 28th Annual Conference of the Society for Teaching and Learning in Higher Education/ la Société pour l'Avancement de la Pédagogie dans l'Enseignement Supérieur. This year's conference theme, *A World of Learning*, reflects the diverse and richly complex global tapestries that have come to characterize our campuses. From the work of the individual professor, to the development of policy and programmes, to the establishment of transnational, multi-institutional initiatives, post-secondary institutions are now increasingly challenged to work with and across difference, establishing responsive and proactive approaches to our diverse campus communities and to global imperatives. These efforts are both the fruits of and the impetus for change, prompting us to listen for and learn from multiple voices and perspectives in interpersonal, curricular and institutional practice.

STLHE/SAPES is a powerful force for change in teaching and learning in Canada. Its advocacy for teaching and learning has been particularly energized by its outward looking approach to ideas, people and organizations, and by a membership committed to the scholarship of teaching and learning. Your work together here will sow the seeds of a host of new initiatives and foster new growth and ideas in existing practices. It is my hope that the conference will inspire you to lead at your own institutions in the ways that STLHE itself leads: through example, advocacy, collaboration, and reflection.

The University of Windsor welcomes you as explorers, as learners, and as leaders in fostering cultures of learning around the world. I look forward to seeing you and hope to have the opportunity to hear your thoughts, insights and observations regarding your own World of Learning.

Sincerely,

Ross Paul
President



THE CITY OF WINDSOR

OFFICE OF THE MAYOR

EDDIE FRANCIS
MAYOR

THE CITY OF WINDSOR IS DELIGHTED TO WELCOME THE ANNUAL SOCIETY FOR TEACHING AND LEARNING IN HIGHER EDUCATION

It is with genuine pleasure that I welcome the Annual Society for Teaching and Learning in Higher Education Conference to Windsor. I trust that your stay will be a comfortable, enjoyable and informative one. Please rest assured that our hospitality industry will do everything they can to ensure the complete success of your event.

Windsor offers a refreshing change of pace from the large cosmopolitan cities. It boasts a potpourri of cultural diversity, provides a wide selection of interesting local attractions, fascinating historical landmarks, miles of unparalleled riverfront parks and cuisine to satisfy even the most discriminating palate.

We are proud of our brand new 100,000 square foot Convention Centre, Caesars Windsor. This first ever Canadian Caesars is the largest casino/resort/conference centre complex in Canada. Over \$400 million has gone into our Casino expansion and it includes 758 first-class guestrooms as well as a 5,000-seat entertainment venue that doubles as a trade show and exhibition hall. This luxurious resort destination offers high calibre entertainment, an array of cuisines, world-class gaming and an extraordinary level of exceptional service. We hope you get the opportunity to visit Caesars Windsor during your visit.

Once again, welcome to the City of Windsor. We are confident that all you find in our city will make your event a great success.

Sincerely,

Eddie Francis
Mayor

The STLHE Green Conference Initiative

Conferences involve global and environmental impacts. As award-winning scientist, environmentalist, and broadcaster David Suzuki notes, meetings “leave a heavy footprint on the environment” (Doyle, 2006). Given the global theme of this year’s conference, we felt that this was the ideal time to begin to minimize the conference’s environmental footprint in order to limit its ecological impact.

We established three fields of action:

- minimizing our waste generation and use of energy
- transforming thinking and action on environmental issues
- establishing lasting environmental legacies.



This year, a number of initiatives aim at reducing material use and providing participants with environmentally-friendly alternatives, including:

- a paperless conference programme option (USB), a customized electronic schedule option, and hard-copy printed on 100% recycled paper, which we will gather for recycling
- biodegradable dishware
- participation in the Windsor-Essex Waste Authority composting pilot program
- moderation of the use of air-conditioning in workshop and concurrent session rooms and ensuring lights are turned off
- use of water dispensers rather than individual bottles of water
- limits to the use of hard-copy advertisement
- creation of a re-use program for conference bags, notebooks, and pens with the organization Windsor Women Working With Immigrant Women
- purchase of reusable neck-wallets which can be returned for use at other conferences and workshops
- a compensatory tree planting /carbon offsetting programme (voluntary contribution) to limit our carbon impact.

Our website and pre-conference correspondence informed participants of ways to reduce the impact of their travel, including relatively more environmentally friendly train travel, car pooling, shuttle sharing, and bicycle riding (during the conference), and encouraged the greening of conference presentations, hotel stays, and hot beverage transportation. We encourage you to green your conference presentations, hotel stay, waste disposal and beverage transportation. Drop by Odette, near the STLHE table for more information about our carbon offsetting initiative. Conference volunteers will also be gathering data for a conference life cycle analysis in order to evaluate chosen alternatives (e.g. the use of Styrofoam versus biodegradable cups) and to calculate the ecological effect of the conference on the environment. Please do fill out the conference questionnaire and take part in the survey that will provide us with the information to complete these calculations.

We hope that these small steps will be the beginning of a new trend in STLHE conferences. Results of our analysis will be included in a new chapter of the STLHE conference final report, providing insight into sustainable conference practices which we hope will serve as one element of the environmental legacy of our initiative. At our own university, this process has also enabled us to work together with Catering and Conference and Facilities Services to develop more environmentally sustainable options that can be applied to future conferences, to form partnerships with groups piloting sustainable initiatives, and even to get some trees planted. Please consider participating in Lindita Prendi’s workshop on greening conferences – she’s the force behind our efforts in this area. In all of these ways, we hope to reduce the environmental impact of this year’s conference, while enriching its opportunities for global learning.



On Campus Information and Resources

Items marked with an * can be found on the campus map on the back page of the programme.

Emergency Services

City of Windsor: Dial 911

On Campus:

Campus Police (Emergency): (519) 253-3000 ext. 4444

Campus Police (Non-Emergency): (519) 253-3000 ext. 1234

Computer Facilities

Computers are available at the Leddy Library Main Computer Lab open from 8:00am – 10:00pm. Terminals are available in Alumni Hall. To get wireless access code please visit the conference info desk.

Photocopying

The Document Imaging Centre located at the basement of Chrysler Hall South provides many copying services. Printing and photocopy machines are also available in the main floor of the Leddy Library.

* Bookstore

The U of W Bookstore is attached to the Odette School of Business and on the corner of California and Wyandotte Street West. Discount coupon will be available at the conference info desk.

Store hours: Mon-Fri 8:30am – 7:00pm

Sat-Sun 11:00am – 7:00pm

Food Services

The Market Place

A food court located in the CAW Student Centre has many popular options including Pizza Pizza, Pita Pit, Bernie's Grill, Teriyaki Experience, Torpedoe's, plus a soup and salad bar. Hours: Mon-Fri 11:00am – 2:00pm.

A Tim Hortons counter is also located in CAW Student Centre. Hours: Mon-Fri 8:00am – 4:00pm.

* Fitness

Buy day passes at Alumni Hall for the St. Denis Athletic & Community Centre

* Parking

Parking Lots for Visitors – \$8.00 per day in Visitor Lot Between 7:00am – 4:00 pm Mon-Fri. \$8.00 deposit on entry. After 4:00pm – \$4.00 deposit on entry.

Student Centre Pharmacy

The pharmacy is located in the basement of the CAW Student Centre. Telephone: 519-253-3000 ext: 3644

Off Campus Information and Resources

Banks

CIBC

100 Ouellette Avenue
 (519) 977-7000

Bank of Montreal

200 Ouellette Avenue
 (519) 973-3305

Scotiabank

388 Ouellette Avenue
 (519) 973-5300

TD Canada

5790 Wyandotte St E
 (519) 944-4355

RBC

245 Ouellette Avenue
 (519) 255-8608

Note: There are bank machines in the CAW Student Centre and the University Bookstore.

Hospitals

Windsor Regional Hospital

1995 Lens Avenue
 (519) 254-5577

Hôtel-Dieu Grace Hospital

1030 Ouellette Avenue
 (519) 973-4444



Off Campus Information and Resources (cont'd)

Walk-In Clinics

Riverside After Hours Walk-In Clinic

7775 Wyandotte Street East
(519) 974-4122

Hours: Mon–Wed 9:00am – 8:00pm, Thu–Fri 9:00am – 5:00pm, Sat 9:00am – 1:00pm.

West Windsor Urgent Care Centre

2055 Huron Church Road
(519) 255-9185

Hours: Mon–Fri: 8:00am – 8:00pm
Sat–Sun: 10:00am – 4:00pm

Liquor Stores

LCBO

400 University Avenue West
(519) 253-2221

The Beer Store

1780 College Avenue
(519) 253-6142

Movie Theatres

Palace Cinemas

300 Ouellette Avenue
(519) 977-1300

Cineplex Odeon Devonshire Mall

3100 Howard Ave.
(519) 967-0197

Pharmacy

Shoppers Drug Mart Pharmacy

1675 Wyandotte St. West
(519) 253-4477
Mon–Sun 9:00am – 10:00pm

Pubs/Bars/Restaurants

Please check the STLHE Conference website for further information.

Sales Tax

Ontario Provincial Sales Tax is 8% + Federal Goods and Services Tax is 6%.

Taxi Services

Canadian Checker Cab

(519) 254-7777
1-866-829-4787

Veteran Cab

(519) 256-6261

LA Taxi

(519) 978-2000

Transit Windsor

Five Transit Windsor bus routes bring passengers to the University of Windsor:

Transway 1C, Transway 1C Express, Crosstown 2, Crosstown 2 Express and Central. You can find more information about bus routes at <http://www.citywindsor.ca/DisplayAttach.asp?AttachID=10095>

Windsor Tourism

<http://www.visitwindsor.com/main.htm>

MAYHEW

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Wednesday June 18, 2008

There will be 15-minute breaks at 10:30am and 2:45pm, and a lunch break from 12:15pm until 1:15pm.

Workshops (full day) – 9:00am – 4:30pm

Session Number and Title	Venue	Presenter(s)
W01 Documenting the World of Learning: Using Illustrated Journals as a Mode of Active Inquiry	Vanier Hall - Rose Rm.	Lyn Baldwin
W02 Intercultural Interactions in Academic Classrooms: Examining Expectations, Assumptions, and Approaches	Vanier Hall - Oak Rm.	Kyra Garson
W03 A "Dramatic" Approach to Teaching and Learning: Frameworks, Metaphors, and Multiple Intelligences in Action	Jackman Dramatic Art Centre	Glenys McQueen-Fuentes
W04 Teaching for Critical Thinking	Alumni Hall - McPherson Lounge	Geraldine H. Van Gyn, Carole Ford
W05 An Experiential Workshop Using the Problem-Based Learning Approach to Teaching and Learning	Leddy Library - G101A	Patricia Wall, Martha Crealock

Workshops (morning half day) – 9:00am – 12:15pm

Session Number and Title	Venue	Presenter(s)
W06 Beyond the Template: The 3M National Teaching Fellowship Awards Selection Committee in Action	Vanier Hall - Katzman Lounge	Arshad Ahmad, Ron Marken, Roger Moore, Denise Stockley, Eileen Herteis, Claude Lamontagne
W07 Striking a Balance Between Flexibility and Quality in Higher Education Science: Students Know What They Want, but Do They Know What They Need?	Odette - B04	Nicholas Baker
W08 Institutional Helps and Hindrances to Effective Inquiry-Based Learning: What Are They and How Do We Harness Them?	Odette - B02	Alison Holmes
W09 Games and Simulations in Higher Education	Odette - 108	David Kaufman, Louise Sauve
W10 From Idea to Action: How to Internalize the Statement of Principles on Key Professional Skills for Canadian Researchers	Odette - 210	Sunny Marche, Pierre Bilodeau
W11 Linking Cooperative Learning to the Research on How Students Learn	Odette - 110	Barbara Millis
W12 Designing Your Course for Democracy	Odette - B06	Janice Newton

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.

Wednesday June 18, 2008

Workshops (morning half day) – 9:00am – 12:15pm (cont'd)

Session Number and Title	Venue	Presenter(s)
W13 Walking Lightly in Greening Educational Development: Promising Practices	Erie Hall - 2137	Lindita Prendi, Paul Henshaw
W14 Global Views, Personal Perspectives: Connecting to Our Inner Strengths	Lambton Tower - G137B (Studio B)	Nicola Simmons

Workshops (afternoon half day) – 1:15pm – 4:30pm

Session Number and Title	Venue	Presenter(s)
W15 TA Leadership: Peer Learning and Autonomy in TA Development	Odette - B02	Kris Erickson, Matt Feagan, Tanya Lewis
W16 Developing Learning Outcomes	Odette - B06	Donna Green, Shelagh Towson, Wilfred Innerd
W17 'Hot' Issues in Faculty Development	Lambton Tower - G135C (Studio A)	David Kaufman, Stephen Bostock, Joy Mighty, Alan Wright, Alison Holmes
W18 Challenging the Self: Advancing Diversity-Sensitive Teaching Practices	Odette - B04	Geraldine (Jody) Macdonald, Judith MacDonnell
W19 Enquiry-Based Learning to Enhance the First-Year Experience	Odette - 210	Karen O'Rourke, Ivan Moore
W20 Applying 'Interteaching' to Undergraduate Education	Odette - 110	Alan Scoboria, Fuschia Sirois
W21 Advancing Scholarship and Practice in Educational Development: Toward a National Research Agenda	Odette - 108	Ros Woodhouse, Carole Dence

Workshops (quarter day) – 9:00am – 10:30pm

Session Number and Title	Venue	Presenter(s)
W22 Enhancing the First-Year Experience: Responsive Curriculum Change as a Tool to Create and Sustain Student Motivation to Learn	Lambton Tower - G120	Catherine Sanderson
W23 Critical Pedagogy: From the Ground Floor to Global Perspectives	Lambton Tower - G137A	Erica Stevens Abbitt

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.



Wednesday June 18, 2008

Workshops (quarter day) – 10:45am – 12:15pm

Session Number and Title	Venue	Presenter(s)
W24 Understanding and Promoting Civility in University Classrooms	Lambton Tower - G137A	Zopito Marini
W25 Open-Ended Contract Marking: A Time-Saving Way to Increase and Assess Student Learning	Lambton Tower - G120	Linda B. Nilson
W26 "Oh The Places You 'Il Go:" The Learning Worlds of Educational Developers	Odette - 112	Dieter J. Schönwetter

Workshops (quarter day) – 1:15pm – 2:45pm

Session Number and Title	Venue	Presenter(s)
W27 The Life Course: Engaging First-Year Students Through Blended Learning	Lambton Tower - G137A	Sharon Mayne Devine, Aldo Caputo, Richard Gorrie
W28 Teaching in the Intercultural Classroom: A Workshop for Faculty and TAs	Odette - 112	Svitlana Taraban-Gordon
W29 Developing Short Assessment Scenarios for Those of Us Who Are Time Poor but Imagination Rich	Lambton Tower - G120	Julia Tum

Workshops (quarter day) – 3:00pm – 4:30pm

Session Number and Title	Venue	Presenter(s)
W30 Le SoTL en pratique : comment le développer?	Lambton Tower - G120	François Georges, Marianne Poumay
W31 Constructing "The Students" as Human Subjects Research Objects: The Problem of Ethics in a Global Frame	Lambton Tower - G137A	Trevor Holmes, Michael Potter
W32 Developing a Framework of Teaching Expectations for Higher Education in Canada	Odette - 112	Gary A. Hunt, George Gordon, Alan Wright

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.

W01 Documenting the World of Learning: Using Illustrated Journals as a Mode of Active Inquiry

Lyn Baldwin, Thompson Rivers University

Wednesday, June 18 • 9:00am – 4:30pm
Vanier Hall - Rose Rm.

For both students and faculty, the world of learning can skitter by with little overt notice on our part. In the world of learning, primary observations undiluted by preconceived notions should form the basis of much of our scholarship; however, many of us appear all too willing to disregard our own observations in favor of the latest theory or idea. Using journals to transcribe the day's activities has deep roots in our culture, and the nature of journals may vary tremendously both in subject matter and style. This workshop will explore the use of illustrated journals as a tool to promote students' active inquiry within various disciplines. Participants will be invited to complete a series of writing and drawing exercises ranging from simple contour drawings to "sound maps" to writing exercises that use the first line of a poem as an invitation to a longer work. We will begin indoor and then make forays into nearby natural areas and urban environments. The overall intent of the workshop is to use our experience completing the drawing and writing exercises as a foundation for a group-wide discussion on how to incorporate illustrated journals into participants' teaching practice.

W02 Intercultural Interactions in Academic Classrooms: Examining Expectations, Assumptions, and Approaches

Kyra Garson, Thompson Rivers University

Wednesday, June 18 • 9:00am – 4:30pm
Vanier Hall - Oak Rm.

Participants are invited to review current, accepted cross-cultural and communication models with respect to expectations and interactions in academic environments. Reflection, discussion, and group activities will engage participants in thoughtful consideration of cultural influences in higher education settings. Participants will be encouraged to consider alternative pedagogical strategies for creating inclusive classrooms that engender learning and success for all students, regardless of previous academic experience or cultural background.

W03 A "Dramatic" Approach to Teaching and Learning: Frameworks, Metaphors, and Multiple Intelligences in Action

Glenys McQueen-Fuentes, Brock University

Wednesday, June 18 • 9:00am – 4:30pm
Jackman Dramatic Art Centre

French theatre pedagogue, Jacques Lecoq (1921-99), developed a series of play-building frameworks that, when applied to any source, become stepping stones for analyzing, exploring, interpreting, and translating personal and collective views about that source into original performances. Equally effective for education, these frameworks are applicable for any age, experience, cultural background, or subject area. Meant to deepen and broaden personal and collective understanding of the associations, implications, complications, and consequences involved in the source material, the frameworks can employ a variety of communications systems - movement, sound, music, signs, codes, images, metaphors, writing, speaking, or visual arts, layered or separately. This extended workshop will permit participants to explore and reflect upon several key frameworks in small groups, and to synthesize their groups' discoveries into multifaceted, wrap-up presentations, and final reflections. Participants are invited to submit source suggestions - teaching units, topics, social issues - and explain their reasoning (perhaps teaching topics they find particularly boring, difficult, or controversial). To underscore the universality of these scaffoldings, each group will choose a separate source; special care will be taken to highlight the associative learning capabilities of these approaches into areas of global concern, such as inclusivity, empathy, and diversity, as outlined in the conference guidelines.



W04 Teaching for Critical Thinking

Geraldine H. Van Gyn, University of Victoria
Carole Ford, University of Victoria

Wednesday, June 18 • 9:00am – 4:30pm
Alumni Hall - McPherson Lounge

Research (Paul, Elder & Bartell, 1996; Van Gyn, 2003) suggests that faculty in higher education are unaware of the need for explicitness and intellectual scaffolding in teaching for critical thinking. As faculty continually engage in critical thinking as part of their research and writing, it has become embedded in their practice; yet most find it quite difficult to explicate and/or model the processes associated with successful critical thinking. This workshop will provide an opportunity for faculty and faculty developers to examine their perspectives on critical thinking and to confront the need for explicitness. We will follow an educational development model (Saroyan & Amundsen, 2004; Van Gyn & Ford, 2006) that will help faculty clearly articulate their description of CT and corresponding criteria as they prepare to teach for critical thinking. Aligned instructional and assessment strategies that will enable students to attain these criteria will be considered. Faculty developers will benefit from this session as it will enable them to use a well-researched and systematic process to engage faculty in preparing to teach for critical thinking.

W05 An Experiential Workshop Using the Problem-Based Learning Approach to Teaching and Learning

Patricia A. Wall, University of Saskatchewan
Martha Crealock, University of Saskatchewan

Wednesday, June 18 • 9:00am – 4:30pm
Ledy Library - G101A

"All life is Problem Solving" - Karl Popper

Problem-based learning (PBL) has been adopted in professional curricula around the world since its introduction at McMaster University 40 years ago. This flexible student-centred form of teaching encourages a deeper understanding of concepts and independent shared learning in the context of a problem or puzzling situation, most often in a small group with a faculty "tutor." Research suggests that students learn at least as well as in traditional classrooms and better in some aspects. Steps in the PBL process include: 1) exploring the problem or situation; 2) identifying what you already know and knowledge gaps; 3) planning learning (needs, goals, resources and tasks); 4) individual or group self-study; 5) sharing new knowledge effectively; 6) applying knowledge to the situation; and 7) assessing the new knowledge, its application and the learning process.

This practical workshop will show how PBL can work in many courses. Participants will learn the central tenets of PBL, have an experience of it using a simulated problem or case, and discuss how it could be applied to their courses. An opportunity will be provided to play the role of a learner and spend part of the day doing research.

** This workshop will be limited to 36 participants, so please arrive early to ensure a spot! **

W06 Beyond the Template: The 3M National Teaching Fellowship Awards Selection Committee in Action

Arshad Ahmad, Concordia University
Ron Marken, University of Saskatchewan
Roger Moore, St. Thomas University
Denise Stockley, Queen's University
Eileen Herteis, Mount Allison University
Claude Lamontagne, University of Ottawa

Wednesday, June 18 • 9:00am – 12:15pm
Vanier Hall - Katzman Lounge

Does your nominee or potential nominee have what it takes to be a 3M National Teaching Award winner? Go behind the scenes with the 2008 Selection Committee to see how we read the dossiers and then interpret what we have read. We invite you to meet committee members and learn how successful nominees are selected and

why some are not. Fulfillment of the stated criteria in the call for nominations is necessary but not always sufficient to win the competition.

This session is designed to help nominators and educational developers to: a) move beyond the stated criteria in the call for nominations and to enhance the quality of dossiers; b) increase understanding of how 3M National Teaching Fellows are selected; and c) share existing practices for interpreting dossiers.

W07 Striking a Balance Between Flexibility and Quality in Higher Education Science: Students Know What They Want, but Do They Know What They Need?

Nicholas Baker, University of Queensland

Wednesday, June 18 • 9:00am – 12:15pm
Odette - B04

Contemporary students are demanding more and more flexibility in the teaching and learning environment of higher education institutions. This is in part a response to the increased expectations of students who have experienced such learning environments in schools, and partly due to the myriad of competing interests that modern students face. Science educators are faced with the need to make science more attractive to students, while at the same time maintaining the rigour and quality in degrees that will produce employable graduates.

Flexible teaching and learning is often seen as the 'anytime, anywhere' approach, which is attractive to students with multiple demands on their time, but do these approaches really provide the same quality of education that traditional approaches do? Are student demands a valid reason for radically changing the way science has been taught for hundreds of years, and if so, what might a flexible approach to science education look like? This workshop explores the issues and possibilities surrounding flexible teaching and learning in science higher education.

W08 Institutional Helps and Hindrances to Effective Inquiry-Based Learning: What Are They and How Do We Harness Them?

Alison Holmes, University of Canterbury

Wednesday, June 18 • 9:00am – 12:15pm
Odette - B02

Much has been written about inquiry-based learning, its design and implementation in the classroom, and its positive effects on student learning (Pawson et al., 2006; Oliver, 2005; Justice et al., 2008). However, there is much less written about the conditions necessary for the successful implementation of inquiry-based learning across a curriculum, a department, or an organisation. Distilling from the literature into the individual successes of inquiry-based learning activities in the classroom, certain factors appear as helps or hindrances to the process (Oliver, 2007). These factors manifest themselves as teacher preparedness (Baumfield, 2007; Wyatt, 2005), the impact of student evaluations, assessment regulations (Brown, 2008), the attitudes of managers, and technological infrastructure (Wyatt, 2005).

The aim of this workshop is to explore the real and perceived helps and hindrances to the implementation of and engagement with inquiry-based learning and to share and develop appropriate strategies to ensure that the student learning experience is as successful as possible. Participants will be engaged with the concept of inquiry-based learning, undertake activities, and have substantial opportunity for discussion within the workshop.



W09 Games and Simulations in Higher Education

David Kaufman, Simon Fraser University
Louise Sauve, Université du Quebec

Wednesday, June 18 • 9:00am – 12:15pm
Odette - 108

The potential to support and promote learning with technology-supported, collaborative games and simulations is widely recognized in the literature. However, integrating these activities into existing classroom-based, clinical, and professional programs can be challenging. As they become more entrenched in popular culture, games and simulations are emerging as tools for learning outside and within academia. Educators reason that the popularity, engagement characteristics, and wide accessibility of digital games and simulations can provide powerful learning tools if understood and properly exploited, particularly for newer “digital native” generations of learners. Moreover, games and simulations would appear to be excellent learning tools because they often embody established learning theories. Their exploration, collaboration, complex problem solving, practice, and feedback through “safe” failure, and learner decision-making scaffold constructivist learning, situated cognition, cognitive apprenticeship, and experiential learning, development of self-efficacy, and learner-centredness. However, schools and universities seem slow in investigating their potential, facing obstacles such as instructors' lack of familiarity, difficulties positioning particular games in a set curriculum, long development times for a “custom” game or simulation, and lack of specialized technology to support gameplay. This workshop will explore these issues and the potential of using these formats in higher education.

W10 From Idea to Action: How to Internalize the Statement of Principles on Key Professional Skills for Canadian Researchers

Sunny Marche, Dalhousie University
Pierre Bilodeau, Natural Sciences and Engineering Research Council

Wednesday, June 18 • 9:00am – 12:15pm
Odette - 210

Canada's three major research funding agencies, the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC), and the Social Sciences and Humanities Research Council (SSHRC), in collaboration with the Canadian Association of Graduate Studies (CAGS) and the Society for Teaching and Learning in Higher Education (STLHE), held a workshop in July 2007 to discuss how to move forward with a new skills development initiative. This workshop led to the development of a Statement of Principles identifying a specific set of professional skills thought to be of critical importance for Canadian researchers. The Statement of Principles was meant to be used as a guideline by institutions, departments and individuals to reflect on their ongoing activities associated with the development of these skills, and to identify and fill potential gaps in their planning for the future.

The present workshop will provide an opportunity for members of the STLHE to discuss the Statement of Principles in more detail. It should also enable them to identify specific actions that they could either initiate or pursue as leaders and/or partners to implement some aspects of the Statement of Principles on professional skills of critical importance for this group.

W11 Linking Cooperative Learning to the Research on How Students Learn

Barbara Millis, University of Nevada, Reno

Wednesday, June 18 • 9:00am – 12:15pm
Odette - 110

This workshop will explore research on the biological basis of learning, particularly discussing Bransford, Cocking and Brown's *How People Learn*, and the implications for teaching and learning, while modeling specific practices that will enhance the learning process.

This highly interactive workshop will draw eclectically from practices also associated with classroom assessment, cooperative learning, and writing across the curriculum. Participants will become familiar with the tenets of cooperative learning and its power to enhance learning—and more—when it is carefully sequenced to promote deep learning. The facilitator, who is an internationally recognized expert on structured group work, will

model at least three specific activities and an innovative classroom management approach that faculty developers can share with faculty or use in their classrooms. Resources will be provided.

W12 Designing Your Course for Democracy

Janice Newton, York University

Wednesday, June 18 • 9:00am – 12:15pm
Odette - B06

If a liberal arts education should, among other things, prepare our students to participate in a meaningful way in democracy in a global context, what does that mean for how we design our courses? This workshop invites participants to explore the implications of this question from a variety of perspectives, in particular clarifying what democratic skills and attitudes might be most meaningful across a range of disciplines. An upper-level course in Canadian politics will be used to demonstrate how democratic skills and attitudes can be explicitly integrated into course design through learning objectives, classroom activities, assignments, and grading techniques. Workshop participants will have an opportunity to reflect on how they might apply or adapt these ideas to a course they teach in their own discipline. We will also explore what the question means for the process of how we teach, reflecting on how to improve course design and pedagogical practices to foster meaningful democratic skills and attitudes among our students. Participants from a wide range of disciplines are encouraged to participate.

W13 Walking Lightly in Greening Educational Development: Promising Practices

Lindita Prendi, University of Windsor
Paul Henshaw, University of Windsor

Wednesday, June 18 • 9:00am – 12:15pm
Erie Hall - 2137

Conferences are a great way to exchange ideas, communicate research findings, network, learn, and share. However, the teaching and learning community has become increasingly aware of the importance of environmental sustainability. It is essential to have fruitful conferences and meetings and at the same time decrease their ecological impact.

Based on this year's STLHE Green Initiative and offered by its coordinator, this workshop will explore our experiences in planning and holding a sustainable conference. It will focus on the importance of green meetings, ways to achieve them, and challenges faced along the way.

During the workshop, participants will have the opportunity to calculate the carbon emission produced by their travel. They will explore multiple ways of reducing the ecological footprint of conferences, both at the individual and the conference level.

One of the intended outcomes of this workshop is to increase awareness of the importance of sustainable development. Delegates will be introduced to eco-friendly alternatives and develop insights into sustainable lifestyle choices. Participants will reflect on the conference's green practices and on ways they might be applied to their daily work activities and events they themselves organize in the future.

W14 Global Views, Personal Perspectives: Connecting to Our Inner Strengths

Nicola Simmons, University of Waterloo

Wednesday, June 18 • 9:00am – 12:15pm
Lambton Tower - G137B (Studio B)

Palmer (1998) advised academics to consider the spirit of teaching; Brookfield (1995) proposed teaching authentically. How do we connect to these notions in ways that foster strengthening, rather than depleting, our personal resources? A global view of our scholarship requires not only greater breadth of vision, but also greater depth, particularly about who we are, and how our perspectives affect our professional wellness. In increasingly changing contexts, are we connected to a place in ourselves that feeds our spirit and in doing so, nourishes our work?



In this workshop, you can expect a combination of individual and small group activities, and discussions in both small and large groups. We will undertake lifemapping exercises, role/identity/needs graphing, discussion of our stresses and supports, metaphors for our work, and group brainstorming on increasing our personal resources. Some activities will take place outdoors if weather permits; all activities will support reflection on who we are as scholars and where we find strength, whether we be faculty members, faculty developers, librarians, students, or administrators. Together, we will explore supports and personal resources for successfully navigating the challenging times.

W15 TA Leadership: Peer Learning and Autonomy in TA Development

Kris Erickson, Ryerson University
Matt Feagan, Ryerson University
Tanya Lewis, Ryerson University

Wednesday, June 18 • 1:15pm – 4:30pm
Odette - B02

Participants in this workshop will explore the challenging and exciting dimensions of TA development, with a particular focus on the value of peer learning. This workshop will use a problem-based learning approach to work through specific issues in TA development from a learner-centred perspective. Participants will work together to explore the complexity of the TA role, assess the strengths and weaknesses of various modes of support and development, and discuss the role of peer learning in TA development.

This workshop will include a presentation on the results of an evaluation conducted on the Arts TA Development program at Ryerson, and a critical assessment of the use of a peer learning model of TA development. This model has involved the enhanced development of a layer of TA mentors who serve as a resource for incoming TAs and assist in the planning of the programme. TA peer leaders from the Ryerson program will play a key role in facilitating the workshop and addressing issues.

W16 Developing Learning Outcomes

Donna Green, Davenport University
Shelagh Towson, University of Windsor
Wilfred Innerd, University of Windsor

Wednesday, June 18 • 1:15pm – 4:30pm
Odette - B06

Having a destination in mind when one starts driving greatly increases the likelihood that one will reach the destination. Similarly, when one is teaching, clearly identifying what it is that the students should learn by the end of the course greatly increases the likelihood that the students will learn what is desired.

In both cases, however, one can get to the destination or learning desired using various roads and various teaching methodologies.

In this three hour workshop faculty will reflect on one course they teach, clearly identify how they'd like students to change as a result of taking this course, and will learn to and write one or more learning outcomes for that course.

W17 'Hot' Issues in Faculty Development

David Kaufman, Simon Fraser University
Stephen Bostock, Keele University
Joy Mighty, Queen's University
Alan Wright, University of Windsor
Alison Holmes, University of Canterbury

Wednesday, June 18 • 1:15pm – 4:30pm
Lambton Tower - G135C (Studio A)

In a recent book by Sorcinelli et. al. (2006), five issues from a survey are reported that are important for faculty developers (and their institutions), but which are not currently being addressed. In order of priority, these are:

- 1) training and supporting part-time and adjunct faculty;
- 2) changing faculty roles and rewards;
- 3) departmental leadership and management;
- 4) balancing multiple faculty roles; and
- 5) interdisciplinary collaborations.

These issues will be discussed and participants will work together to develop potential actions to address them. Each presenter will provide a brief overview of one of the issues, outlining it more specifically and explaining why it is important. This will be followed by small group discussions of the issues, with each group describing how their issue is being handled at the institutions represented by group members. Each group will generate other strategies for addressing their issue and will report their ideas to the large group.

W18 Challenging the Self: Advancing Diversity-Sensitive Teaching Practices

Geraldine (Jody) Macdonald, University of Toronto
Judith MacDonnell, York University

Wednesday, June 18 • 1:15pm – 4:30pm
Odette - B04

Diversity-sensitive teaching practices foster positive student experiences. This workshop will focus on advancing diversity-sensitive teaching practices related to five diversities: sexual orientation, class, race, learning orientation, and spiritual/ecological values. The theoretical framework that will guide this workshop will be transformative unlearning and new learning. The advancement of a diversity-sensitive teaching practice begins with and returns to knowing the self and extends to being able to understand, empathize with, and connect with the "other." It is enhanced by conscious self-reflection, feedback from peers, and engagement in experiential learning experiences that challenge the meaning of power within relationships. Participants are asked to come to the workshop with an open mind and heart, to participate as they feel comfortable, but also to anticipate and welcome the discomforts/tensions associated with transformative unlearning and new learning.

The presenters will begin by sharing diversity-sensitive teaching narratives related to one of the five identified diversities. Participants will be invited to share relevant personal/teaching narratives and participate in arts/movement/play based experiential learning initiatives followed by debriefing. At the conclusion of the workshop participants will be encouraged to identify a change statement that will guide the advancement of their diversity-sensitive teaching practice.

W19 Enquiry-Based Learning to Enhance the First-Year Experience

Karen O'Rourke, Leeds Metropolitan University
Ivan Moore, Sheffield Hallam University

Wednesday, June 18 • 1:15pm – 4:30pm
Odette - 210

Enquiry-based learning (EBL) represents a shift from passive methods to involve students in the construction and transmission of their own knowledge and understanding by engaging in a supported process of enquiry. Students in their final year at the University of Manchester were then asked to comment on their experiences, and responses were quite varied. In this workshop we will collectively explore the extent to which EBL approaches can effectively: bridge the 'gaps' in student knowledge and variation in experience; provide stepping stones (transitions) into and through higher education; de-mystify research and reduce the disparity between theory and practice; consolidate fragmented learning opportunities e.g. in modular structures and from extra-curricular activities; integrate students academically, socially, and culturally; connect interprofessional, interdisciplinary and service learning; and energize and enthuse students and their teachers.



W20 Applying 'Interteaching' to Undergraduate Education

Alan Scoboria, University of Windsor
Fuschia M. Sirois, University of Windsor

Wednesday, June 18 • 1:15pm – 4:30pm
Odette - 110

'Interteaching' is a recently developed teaching approach that is informed by educational methods drawn from behavioural instruction, cooperative learning, and reciprocal peer tutoring. Interteaching shifts responsibility for the presentation of material away from the instructor and places the initial expectation for learning and discussion of material upon students. The instructor's role is re-cast as providing structure, encouraging engagement with material, facilitating student-to-student discussion of material, and assisting with the comprehension of challenging information. Before the class session, students receive readings and a "preparation guide." In class, they discuss the questions on the guide with a partner, while the instructor circulates to answer questions. Students then complete a report to the instructor indicating areas of difficulty or desire for more information. At the next class, the instructor starts by giving a brief lecture focused upon challenging material.

In this workshop, participants will be introduced to interteaching through an interactive demonstration. The facilitators will briefly provide evidence in support of the method, and will describe their experience with the methods in undergraduate and graduate psychology courses. Participants will have the opportunity to discuss the application of interteaching in their own work, and to raise questions unique to their educational environments.

W21 Advancing Scholarship and Practice in Educational Development: Toward a National Research Agenda

Ros Woodhouse, York University
Carole Dence, University of Ottawa

Wednesday, June 18 • 1:15pm – 4:30pm
Odette - 108

We invite our educational development colleagues to participate in an inquiry process to identify and prioritize research issues in educational development, and to develop collaborative strategies for inquiry into these issues. We will use thematic discussions of ongoing and emerging challenges, approaches and practices in educational development to stimulate questions about our work, and the underlying theoretical and empirical bases that support our practices and approaches. Small groups will then work to identify and prioritize research issues and questions. Participants will then self-select into small groups to follow up on specific research issues, with the tasks of identifying methods of inquiry and strategies to support collaborative research across Centres.

W22 Enhancing the First-Year Experience: Responsive Curriculum Change as a Tool to Create and Sustain Student Motivation to Learn

Catherine Sanderson, Leeds Metropolitan University

Wednesday, June 18 • 9:00am – 10:30am
Lambton Tower - G120

Student-centredness is considered to be at the heart of academic practice and the phrase 'student-centred learning' prolifically appears in documentation ranging from university mission statements to course and module handbooks, explaining the rationale for approaches to assessment, learning and teaching, and curricula design.

This workshop will challenge perceptions of student-centred learning. Student focus groups and formative tasks on personal and professional development modules carried out at Leeds Met and elsewhere (Sander et al., 2000), provide interesting data on students' perception of the concept.

Case studies based on research on the first-year student experience will be used to stimulate discussion of how common student-centred academic practices are, from the student perspective. Participants will be invited to suggest changes to assessment learning and teaching strategies, curricula design, and academic processes that may help to make the university experience more user-friendly, therefore enhancing student engagement and achievement. Barriers to change and the implications for staff development will also be considered.

The session will finish with a report on the implementation of a radical curriculum change in the first year of the Biomedical Sciences course at Leeds Met, predominantly in response to student views.

W23 Critical Pedagogy: From the Ground Floor to Global Perspectives

Erica Stevens Abbitt, University of Windsor

Wednesday, June 18 • 9:00am – 10:30am
Lambton Tower - G137A

Critical pedagogy can be defined as teaching that challenges received ideas, promotes “co-produced” learning between students and teacher, and encourages an organization of knowledge that radiates outward, linking insights based in a specific field to other disciplines, and the social fabric of our world.

The workshop leader has had several years' experience shaping an interdisciplinary, critical model for theatre history studies. This model links theory with practice, connecting drama with other fields, such as cultural studies, history, women's studies, psychology and social justice. It raises several questions pertinent to educators in other fields. Can we revitalize curriculum by connecting to other disciplines? Does our field have the potential to serve as a “portal” to help us to understand human behaviour, social interaction and global realities? What critical pedagogy techniques can we use to activate the classroom and serve these goals?

This 90-minute workshop would involve four tasks: 1) a brief powerpoint covering some of instructor's experience using critical pedagogy in the classroom; 2) a group discussion leading to a list of words and goals linked to critical pedagogy across different disciplines; 3) a series of participatory exercises in break-out groups putting some of these concepts into practice; and 4) a de-briefing session summing up our explorations and suggesting how key concepts and techniques can help educators encourage students to challenge assumptions, develop new models of thinking, and “look up” from the specific concerns of their field towards a more global perspective.

W24 Understanding and Promoting Civility in University Classrooms

Zopito Marini, Brock University

Wednesday, June 18 • 10:45am – 12:15pm
Lambton Tower - G137A

The purpose of this workshop is to explore the nature of incivility on university campuses with a view to discussing prevention strategies. The larger literature on bullying behaviour will be used as a conceptual framework to highlight the continuum of antisocial acts associated with incivility in our classroom, which can range from minor annoyances (e.g., ringing of cell phones), to serious occurrences (e.g., insulting and demeaning comments). Incivility is becoming a growing concern for students, professors, and university administrators since it can affect students' academic and personal development, resulting in short-term disengagement from a course as well as long-term unfulfilled educational goals (Hirschy & Braxton, 2004).

Civility can be defined as the ability to act as a “citizen” of a group and function in a positive manner so that individual engagement can benefit both the individual and the group. In this workshop, we will explore pedagogical practices as well as individual characteristics that are likely to contribute to the onset and maintenance of incivility. We will also discuss the form and function of incivility, and explore a range of preventative designs to foster civility in our seminars, labs, and classrooms.

W25 Open-Ended Contract Marking: A Time-Saving Way to Increase and Assess Student Learning

Linda B. Nilson, Clemson University

Wednesday, June 18 • 10:45am – 12:15pm
Lambton Tower - G120

In contract marking, students' marks depend on the quantity and difficulty of the assignments they complete, plus their test performance, if applicable. If the assignments and tests are well structured, they should mirror



student learning. The “open-ended” descriptor means that students do not commit to a certain mark at the beginning of the course. Compared to traditional evaluative marking, open-ended contract marking can increase students' motivation to learn, their sense of responsibility for their learning, their time-on-task, and their actual learning, as well as reduce the instructor's marking time. This system is also well suited to more creative assignments that students would find high-risk. In this workshop, participants will learn how to design an open-ended contract marking system that will reap the potential benefits while avoiding the possible pitfalls of this type of system. In addition, educational developers who attend will be able to facilitate a workshop for their own faculty on using open-ended contract marking.

W26 “Oh The Places You’ll Go:” The Learning Worlds of Educational Developers

Dieter J. Schönwetter, University of Manitoba

Wednesday, June 18 • 10:45am – 12:15pm
Odette - 112

A limited amount of literature is provided for the wide range of expectations in the professional life of an educational developer (ED). Guided by developmental theories (Erikson's psychosocial stages; Rosch and Reich's enculturation stages) and limited research on educational developers, participants will explore the past, present, and future of the ED's career. Following a short theoretical and empirical introduction on EDs' career development stages, EDs will identify significant turning points in their careers. Various interactive methods, such as discussion groups, fish bone exercises, and group reporting will be used. First, participants will reflect and share significant events leading to an ED career. Second, participants will consider and impart influential elements in sustaining their careers. Third, participants will reveal important resources that are perceived as necessary to be successful EDs. By capturing these significant experiences, elements, and resources represented at various critical points in their careers, EDs will have the critical tools and resources for success. These experiences, in turn, will direct future EDs in what to anticipate, the potential barriers to be aware of, and resources and tools to embrace. Significant elements will be compiled and circulated to participants following the conference to guide new EDs.

W27 The Life Course: Engaging First-Year Students Through Blended Learning

Sharon Mayne Devine, University of Guelph
Aldo Caputo, University of Waterloo
Richard Gorrie, University of Guelph

Wednesday, June 18 • 1:15pm – 2:45pm
Lambton Tower - G137A

Life: Health & Well-Being is a first-year, first semester course offered at the University of Guelph, integrating the theory, application and research of various aspects of health-related topics across the life span, including sexuality, communication, nutrition, and stress management, emphasizing relevance to the lives of young adults. The course is designed to facilitate the transition to university and is offered in a blended format combining the traditional lecture with a significant online component. The hybrid format is used to maximize student participation, expand the possibilities for learning, and effectively “shrink” the size of the 300-student course.

In this workshop, we will explore the issues first-year students struggle with in making the transition to university, outline the principles of blended learning, and describe the online components of the life course that assist students in making this important transition. There will be an opportunity to explore the ways participants can adapt their own course to a hybrid format.

W28 Teaching in the Intercultural Classroom: A Workshop for Faculty and TAs

Svitlana Taraban-Gordon, University of Waterloo

Wednesday, June 18 • 1:15pm – 2:45pm
Odette - 112

The growing emphasis on the internationalization of higher education in Canada means that virtually all Canadian classrooms are being transformed into intercultural learning spaces. As an instructor, you are likely to

teach not only domestic cohorts of students, but also students who are new Canadians, international (visa) students, and internationally trained professionals, among other groups. What do you need to know about cross-cultural differences in teaching, learning, assessment and communication styles in order to teach effectively in the intercultural classroom? In this workshop, participants will be introduced to the main intercultural theories developed by Hall (1959), Hofstede (1980) and Bennett (1993). Drawing on these theoretical frameworks, we will discuss cross-cultural differences in teacher-student and student-student interactions as well as assessment practices. Participants in the workshop will receive handouts and other useful resources related to teaching in the intercultural classroom.

W29 Developing Short Assessment Scenarios for Those of Us Who Are Time Poor but Imagination Rich

Julia Tum, Leeds Metropolitan University

Wednesday, June 18 • 1:15pm – 2:45pm
Lambton Tower - G120

The UK Centre for Events Management at Leeds Metropolitan University has transferred the concept of Objective Structured Clinical Scenarios (OSCE) to a summative assessment for event management students (PASS). This is underpinned by pedagogic research and statistical data from the past three years, and is ongoing.

The workshop will explain the concept and the process, and participants will have the opportunity to discuss this. They will also have the opportunity to create structured scenarios for their own teaching discipline. It is essential that assessment is relevant to students' studies and desired learning objectives and so how to create a model where marking can be consistent and reliable will be discussed.

Time will also be given to discuss and understand how to structure the assessment day, how large numbers of students can be assessed in a timely manner, and how staff are motivated and inspired by the results.

W30 Le SoTL en pratique: comment le développer?

François Georges, Université de Liège
Marianne Poumay, Université de Liège

Wednesday, June 18 • 3:00pm – 4:30pm
Lambton Tower - G120

Le courant du Scholarship of Teaching and Learning (SoTL) influence nos formations continuées pour enseignants: nous les organisons dorénavant de façon à susciter un réel développement professionnel par la pratique réflexive, la recherche en classe et une systématique communication sur les avancées des enseignants. Pour outiller ces formations, autant la littérature (essentiellement anglophone) est abondante et les intentions largement partagées, autant les exemples concrets d'activités ne font pas légion.

Dans cet atelier, nous proposerons aux accompagnateurs (developers) de vivre avec nous deux activités (contrastées) que nous estimons efficaces dans le développement de la capacité réflexive des enseignants et de leur faculté d'analyse du vécu d'apprentissage de leurs étudiants/élèves. Toutes deux porteront sur les compétences que l'enseignant doit mobiliser pour soutenir l'autonomisation en ligne des apprenants, notamment sur ses capacités d'analyse, de questionnement et d'interprétation de traces d'apprentissage. Le vécu de ces activités sera ensuite discuté et rapproché des expériences de chacun. Nous espérons que ces exemples d'activités, combinés aux réactions du groupe, donneront aux accompagnateurs des idées de transfert vers leur propre pratique. Enrichir la formation et l'accompagnement de nos enseignants devrait nous permettre de tendre vers le SoTL et d'améliorer continuellement la qualité des enseignements dans le supérieur.



W31 Constructing "The Students" as Human Subjects Research Objects: The Problem of Ethics in a Global Frame

Trevor Holmes, University of Waterloo
Michael Potter, University of Windsor

Wednesday, June 18 • 3:00pm – 4:30pm
Lambton Tower - G137A

This master class explores the costs of reifying the identity of the North American student as a particular subject, needing protection in policy and subject to constant production as an object of the researcher's gaze. The Scholarship of Teaching and Learning (SoTL), allied with the neoliberal university's research agenda, constructs the category "student" as surely as any of the more traditional educational and legal discourses. Few dispute that ethical review is a necessary protection for a captive population. What may need interrogating are the following three moves made as SoTL forms itself as an *inter*national movement:

1. The assumption that North American consequentialism is the only ethical frame that matters (a kind of colonization of the field that might also, perhaps more appropriately in a European context, be framed by deontology, for example).
2. The manner in which policy and practice each construct a version of the student that is herself without agency as a scholar in her own right, able to investigate teaching and learning.
3. The assumption that a professorial ethic of care is absent without a review board to verify it, and verify it in a particular way recognizable to science and social science rather than humanities.

W32 Developing a Framework of Teaching Expectations for Higher Education in Canada

Gary A. Hunt, Thompson Rivers University
George Gordon, University of Strathclyde, Scotland
Alan Wright, University of Windsor (contributor)

Wednesday, June 18 • 3:00pm – 4:30pm
Odette - 112

Although several Canadian Universities offer graduate level certificates on teaching in higher education, there is no national framework of expectations or provision for national certification of post-secondary teachers.

The purpose of this session is to engage participants in discussion of strategies for developing a framework of expectations for the preparation of teachers in higher education in Canada. What role can a group within STLHE play in developing a national initiative? How can a national consultation process be structured for getting the best feedback?

Welcoming Reception



5:00pm – 7:00pm
CAW Student Centre - Commons Area
With Martha Minogue, *harpist*



Notes



Thursday June 19, 2008

Concurrent Session 1 – 9:00am – 9:50am

Session Number and Title	Venue	Presenter(s)
C1.01 Crossing Barriers: A Case Study in Peer-Led Learning and Librarian-Faculty Collaboration	Odette - 108	Tamsin Bolton, Tina Pugliese, Veronika Mogyorody, Robert Nelson
C1.02 Education Students and Their Teachers: Comparing Views on Participative Assessment Practices	Erie Hall - 2125	Christine Brew
C1.03 Coastal Collaboration East and West: Supporting the Scholarship of Teaching and Learning in the Maritimes and Vancouver Island	Odette - B04	Richard Gale, Doug Hamilton, Eileen M. Herteis, Lynn Taylor, Nancy Sly, Pierre Zundel, Teresa Dawson
C1.04 Is the World a Text? Transformational Re-Readings of Experience in First-Year Cultural Studies	Odette - B06	Trevor Holmes
C1.05 Engaging Students in the Health and Social Sciences Across Disciplinary and Institutional Boundaries	Odette - 110	Brenda Leibowitz, Ronelle Carrollissen
C1.06 Beyond the Five Paragraph Essay: From Assignment to Elaboration in Undergraduate Writing Practice	Odette - B03	Sara Matthews, Deborah Knott, Leora Freedman
C1.07 An Issue of Identity: Women in Computer Science	Odette - 112	Joanne Nakonechny, Steve Wolfman
C1.08 Teaching Practical Evaluation Skills Through Field Courses: Assessing Students' Level of Self-Efficacy as a Learning Outcome	Erie Hall - 2130	Wansoo Park, Connie Kvarfordt, Irene Carter, Sung Hyun Yun
C1.09 Facilitated Study Groups: A Peer-Instruction Model for Undergraduate Education	Odette - B02	Lisa Romkey
C1.10 Broadening Diversity Training of Teacher Candidates in the Faculty of Education	Lambton Tower - G135C (Studio A)	Lauren Segedin
C1.11 Changing Student Culture and Technology: Influences on Teaching and Learning	Odette - 210	Brooke White, Clayton Smith

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.

C1.01 **Crossing Barriers: A Case Study in Peer-Led Learning and Librarian-Faculty Collaboration**

Tamsin Bolton, University of Windsor
Tina Pugliese, University of Windsor
Veronika Mogyorodý, University of Windsor
Robert Nelson, University of Windsor

Thursday, June 19 • 9:00am – 9:50am
Odette - 108

The end result of most campus information literacy programs is to somehow integrate information literacy components into the curriculum through librarian-instructor collaboration. While one-shot research sessions taught by librarians are definitely helpful in many contexts, for deeper learning to truly occur students must have the opportunity to have these skills reinforced throughout a semester. However, both workload issues for librarians and the time available in the classroom make this difficult. This session will discuss an innovative course at the University of Windsor called Mentorship & Learning, in which senior students are trained in the theory and practice of learning and group facilitation. Students then put these skills into action as mentors in a first-year course called Ways of Knowing. Through in-class, small group break-out sessions, mentors help to reinforce content just heard in lecture and also work with students in the areas of feedback, questioning, and research. Data collected over a three year period has shown the impact that these mentors have had on first-year students. Witnessing this has led us, the designers and instructors of the course, to see the potential use of these senior student mentors in the transfer of information literacy skills.

C1.02 **Education Students and Their Teachers: Comparing Views on Participative Assessment Practices**

Christine Brew, La Trobe University

Thursday, June 19 • 9:00am – 9:50am
Erie Hall - 2125

Beliefs about validity of participative assessment (self and peer) have an epistemological dimension. They reflect perspectives about who has the expert knowledge and, hence, authority to grade and provide feedback. Planning for change in assessment modes creates complex challenges. Assessment in higher education serves a diverse range of functions: summative (e.g. grading, ranking for external professional bodies, awarding/withholding qualifications), and formative (providing feedback on progress). The session will involve a presentation and discussion of the implications from a comparative survey of 200 pre-service primary teachers and 30 staff. Seven interviews with staff and a student focus group provided some convergent validation. Overall, staff members were far more supportive of participative assessment practices; they had increased their use in recent years and were planning more. While survey data suggest reasons for staff support for participative assessment were largely pedagogical, staff interviews reflected the importance of an efficiency factor when used for summative purposes. Students' more cautious support reflected skepticism, a perceived need for teacher feedback too and minimal use only. Session participants will be engaged in a discussion on their experience with participative assessment, reasons for their use (pedagogical/efficiency), and how they grapple with competing functions of assessment in that context.



C1.03 **Coastal Collaboration East and West: Supporting the Scholarship of Teaching and Learning in the Maritimes and Vancouver Island**

Richard Gale, Douglas College
Doug Hamilton, Royal Roads University
Eileen Herteis, Mount Allison University

Lynn Taylor, Dalhousie University

Nancy Sly, Camosun College

Pierre Zundel, University of New Brunswick

Teresa Dawson, University of Victoria

Thursday, June 19 • 9:00am – 9:50am
Odette - B04

All learning, like politics, is local, requiring communication and collaboration on the community and regional levels. This is especially true when it comes to understanding, investigating, and expanding student learning through classroom scholarship. Although collaboration in support of the scholarship of teaching and learning has been ubiquitous throughout Canada, new connections and partnerships have developed in recent years in an attempt to refine and redefine how institutions build capacity, link with partners, and support the needs of the region. This session offers two examples of new collaborative connections: one in the Maritimes, where a nascent consortium of campuses seeks to address needs and opportunities for faculty scholarship, and the other on Vancouver Island, where universities and colleges are building a shared approach for preparing scholars of teaching and learning. Presenters offer insight into why they sought these alliances, how they operate, what they hope to accomplish, and, above all, what others can learn about shared support for teaching and learning scholarship. Much of this session will be devoted to helping STLHE participants consider their own contexts and the potential that exists for developing collaborative endeavors that are “greater than the sum of the parts.”

C1.04 **Is the World a Text? Transformational Re-Readings of Experience in First-Year Cultural Studies**

Trevor Holmes, University of Waterloo

Thursday, June 19 • 9:00am – 9:50am
Odette - B06

In a highly-rated introductory cultural studies course, students completed time-released, online “mini-journal” entries tied either to their own learning challenges or to specific topics of the week. At the end, they returned to their entries as “data” for critically self-reflective final exam questions in which they integrated course and meta-learning. The guided reflections also prepared them for field observations in an art gallery, a new suburban development, a health care centre, and a nature centre. The associated written assignment encouraged connections between the world, their prior experience, and newfound critical analysis skills based on theoretical concepts. Another occasion for transformation through reflection was the assessment criteria sheet and accompanying reflective report for tutorial and online engagement, both of which will be available at this session. Participants will answer mini-journal and self-assessment questions, explore their links to content, and suggest ways to adapt similar transformational learning strategies to their own courses and assignments within them. The overarching concern of the course is to “read” the world and ourselves in new and interdisciplinary ways. Questions about whether the world and selves really are texts open to interpretation would be welcome, but should not be barriers to attendees seeking practical tips.

C1.05 **Engaging Students in the Health and Social Sciences Across Disciplinary and Institutional Boundaries**

Brenda Leibowitz, Stellenbosch University
Ronelle Carolissen, Stellenbosch University

Thursday, June 19 • 9:00am – 9:50am
Odette - 110

The Community, Self, and Identity project is an example of interinstitutional and interdisciplinary collaboration between academics in the Departments of Psychology, Social Work, Occupational Therapy, and a member of

the Centre for Teaching and Learning, in the Western Cape in South Africa. The project, targeting fourth-year students at two universities with varied histories in terms of political affiliation, privilege, and resourcing, involved a short course using blended learning in which the concepts of “community,” “self,” and “identity” were interrogated. A combination of theoretical and experiential approaches were deployed. A key technique, which facilitated students’ exploring their own socio-economic backgrounds, was used as a participatory learning technique at the first contact session. The use of the “community maps” allowed for students to consider issues of community in relation to their own backgrounds, and to share with students from different social class, race, and cultural backgrounds. The conversations which ensued fed into email discussions amongst students and into the final reflective academic essay assignment. This session will provide participants with an overview of the whole project, an opportunity to experience the community maps, and a glimpse into how the data produced in the course was captured electronically and used for research purposes.

C1.06 **Beyond the Five Paragraph Essay: From Assignment to Elaboration in Undergraduate Writing Practice**

Sara Matthews, University of Toronto
Deborah Knott, University of Toronto
Leora Freedman, University of Toronto

Thursday, June 19 • 9:00am – 9:50am
Odette - B03

What do writing assignments ask of our students? In the context of the globalized university, undergraduates bring a wide variety of cultural and linguistic experiences to their writing practice. This diversity, however, is not always reflected in the pedagogy of writing assignments. If writing is a process through which thinking is elaborated rather than a technical reproduction of thought, how can writing practice draw on the diversity of students' experience while meeting the goals of academic development? This question will be considered from the perspective of writing instructors at New College Writing Centre, University of Toronto, who are developing innovative ways of working with students from broad disciplinary and linguistic backgrounds in their writing development. In this session, participants are invited to reflect on the development of academic assignments that involve writing pedagogy. Together we will consider how writing practice can be used to foster critical literacies in a variety of undergraduate disciplinary settings. A number of approaches to writing as the record of diverse thinking will be discussed, such as: 1) writing with indirect structure; 2) situating the self in a text; and 3) designing assignments as records of intellectual discovery.

C1.07 **An Issue of Identity: Women in Computer Science**

Joanne Nakonechny, University of British Columbia
Steve Wolfman, University of British Columbia

Thursday, June 19 • 9:00am – 9:50am
Odette - 112

Women are not a growing part of the Computer Science (CS) student body. Although women's enrollment in CS at UBC at ~22% is above the North American norm of 18%, given UBC's implementation of numerous initiatives recommended in the research literature, we felt women's participation should be higher. Our group was awarded a UBC ISOTL research grant to study what factors might influence women's participation in CS. Given our preliminary research indicating that retention of women is not problematic at UBC, we began to focus on how to recruit more women. Our literature review provided us with a strong direction for our research: identity construction. Our research question now became, "How can women construct an identity for themselves in CS?" In this session we will examine how social and disciplinary cultural patterns relating to role models, group identity construction and teaching assumptions preclude women's construction of a CS identity. We will discuss what major factors inhibit women's participation in CS, limit their scholastic and psychological resilience in academia and the workforce, and discuss designing instructional responses.



C1.08 Teaching Practical Evaluation Skills Through Field Courses: Assessing Students' Level of Self-Efficacy as a Learning Outcome

Wansoo Park, University of Windsor
Connie Kvarfordt, University of Windsor
Irene Carter, University of Windsor
Sung Hyun Yun, University of Windsor

Thursday, June 19 • 9:00am – 9:50am
Erie Hall - 2130

Teaching practical evaluation skills in real world settings has been addressed in literature as an effective way to help students bridge the gap between evaluation knowledge and its practical application (Gredler & Johnson, 2001). The importance of these practical skills is even greater in a professional discipline. Practicum experience has been found to be one of the methods used in the field to enhance practical learning of program evaluation (Trevisan, 2004). Through field practicum courses, students gain valuable hands-on program evaluation skills in agency settings, and build competencies in this area. To date, there is limited empirical research investigating students' level of self-efficacy in conducting research and program evaluation as a result of completing a course. Self-efficacy is defined as confidence in one's ability to successfully perform a skill, in this case, to conduct practice or program evaluations. Presenters of this session will discuss how this Field Seminar Course is taught in a way that includes a practical learning component of research and evaluation that is based on an agency's need. This includes students' writing a proposal paper and presenting a poster to the public. In addition, faculty members who taught the seminar course assessed students' attitudes about self-efficacy in conducting research. This presentation aims to discuss the structure and process of the course and report the learning outcomes.

C1.09 Facilitated Study Groups: A Peer-Instruction Model for Undergraduate Education

Lisa Romkey, University of Toronto

Thursday, June 19 • 9:00am – 9:50am
Odette - B02

Facilitated study groups (also known as the Supplemental Instruction Method) are designed to provide subject-specific support and enrichment to students, particularly in subjects that students typically find challenging. Facilitated study groups are led by upper-year students who have achieved academic success and demonstrate an interest in teaching and learning. The aim of the study group is to provide students with a forum for working on problem-solving in a collaborative manner, with a facilitator who promotes the review of challenging concepts. Research has demonstrated that a subject-specific approach is needed to support learning how to learn, and that students should be competent in constructing knowledge within a discipline.

This presentation will explore the facilitated study group model, and in particular, the experiences of the facilitators. The role and methodology of facilitator training and study group planning will be discussed. The benefits of peer instruction, and engaging current students in the teaching and learning process, will be explored through an interactive discussion on the method. The presentation will include survey data from students who participated in the study groups, and a discussion of challenges and strategies to consider in the future. Finally, issues with study groups and faculty relations will be explored.

C1.10 Broadening Diversity Training of Teacher Candidates in the Faculty of Education

Lauren Segedin, University of Western Ontario / Greater Essex County
District School Board

Thursday, June 19 • 9:00am – 9:50am
Lambton Tower - G135C (Studio A)

For many students from racially and ethnically minoritized communities, the Euro-centric focus of public education can be an alienating experience (Zine, 2002). Educators, like all humans, are socially and culturally located within the spheres they move. However, these spheres often do not reflect those of their students. Feelings of differentiation, in which alienation and a lack of understanding may occur through a simple lack of common experience shared between educators and students. This lack of understanding often results in students'

disengagement and a lack of success in school. To combat this, teachers must receive substantial diversity training before their careers begin and this must be provided through faculties of Education.

While diversity training may differ between each Faculty of Education, it is often limited. A broad base of knowledge must be offered to teacher candidates. This base must encompass the systemic barriers that limit student success as well as the individual life experiences of the students. Through learning the multiple realms of the world of education, teacher candidates will be prepared to meet the needs of the diverse student population they will serve.

C1.11 Changing Student Culture and Technology: Influences on Teaching and Learning

Brooke White, University of Windsor
Clayton Smith, University of Windsor

Thursday, June 19 • 9:00am – 9:50am
Odette - 210

In the culture of today's students, communication is driven by technology. Their communication tools provide easy access to limitless information, instant feedback, and an ability to live in a "just in time" environment when it comes to the acquisition of knowledge. How do the expectations of these students impact pedagogy? This session will review the characteristics of current student culture, and the expectations students bring with them as learners. A panel of current students will offer some personal insights, providing a basis for participant discussion of how technology can enhance pedagogical practices and support active learning experiences.



Opening Plenary

The First Lecture

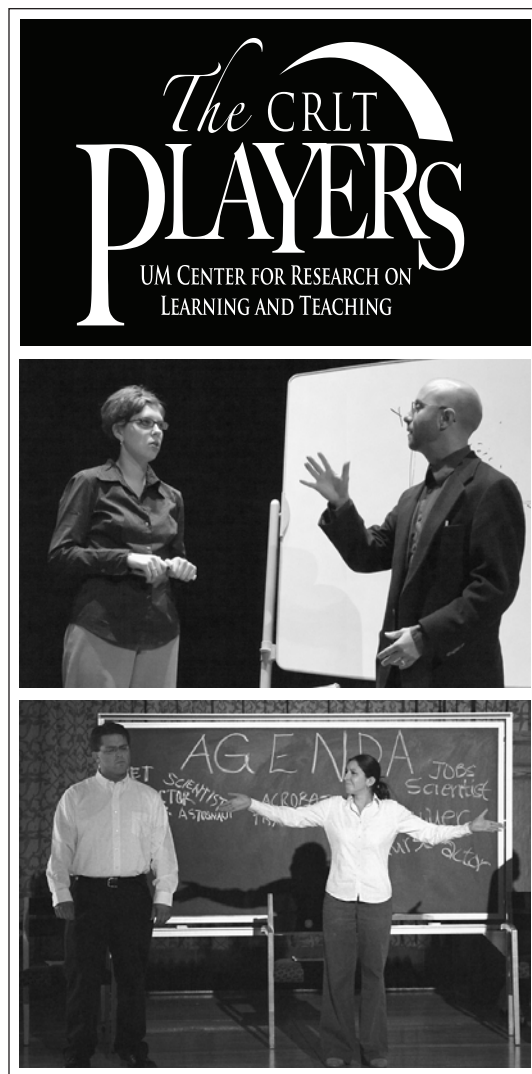
Performed by the Center for Research on Learning and Teaching (CRLT) Players
University of Michigan

Thursday, June 19, 10:30am – 12:00pm
Erie Hall, Rm. 1120

The First Lecture uses music, lights, multimedia, and high energy performance to engage questions related to student diversity and learning, as well as pedagogical innovation. Based on interviews and focus groups with award-winning faculty, the performance weaves challenging and illuminating classroom moments with broader perspectives and philosophies regarding teaching and learning. An interactive workshop follows the production, providing the audience with an opportunity to react to the student and faculty narratives, while reflecting on their own teaching philosophies.

About the Players

Through performances, workshops, seminars, and individual consultations, the University of Michigan's Centre for Research on Learning and Teaching Theatre Program provides educators and administrators with an innovative and dynamic approach to spark dialogue, promoting inclusivity, and effecting positive change in and out of the classroom and department. The CRLT Players perform regularly at the university as well as nationally and internationally, exploring the experiences of underrepresented students and faculty in post-secondary settings. In 2005–2006, the Players performed more than 85 times for over 5,000 faculty, graduate students, and administrators both at the University of Michigan and on many other campuses. The troupe has been featured at conference meetings of the National Science Foundation in Washington, DC, and was a keynote presenter at the Professional and Organizational Development Network in Higher Education (POD), the Association for Theatre in Higher Education (ATHE), and the Carnegie Association for the Advancement of Teaching Summer Academy. In 2006, the American Council of Education and TIAA-CREF awarded the CRLT Theatre Program the Theodore M. Hesburgh Certificate of Excellence, a national award for the recognition of excellence in faculty development.



We are proud to be hosting this groundbreaking troupe, whose work is sure to inspire creative thinking, dialogue, and exchange on the complexities, challenges, and richness of living, teaching, and learning in the diverse environments of contemporary campuses.



Notes



Thursday June 19, 2008

Roundtable Discussions 1 – 12:15pm – 1:15pm

Session Number and Title	Venue	Presenter(s)
R1.01 University Transfer Credits: Are Students Abandoned in a Scuffle of Brand Loyalty?	Vanier - Katzman Lounge	Christine Arnold
R1.02 La SAPES et la francophonie	Vanier - Rose Rm.	Corinne Beauquis
R1.03 Curriculum Development in Sri Lanka: Issues for the Effectiveness of International Collaborations	Vanier - Centennial Rm.	Stephen Bostock
R1.04 Exploring the Pros and Cons of Implementing Synchronous, Online Tutoring in Writing Centres	Vanier - Katzman Lounge	Christina Halliday, Liv Marken, Linda McCloud-Bondoc, Liesje de Burger
R1.05 Engaging New Faculty in Reflection and Inquiry About Their Teaching	Vanier - Oak Rm.	Clive Hickson, Margaret Wilson
R1.06 Chinese Students' Conceptions of Learning and Their Learning Experience in Western Universities	Vanier - Oak Rm.	Dadong Hou, Mark W. Aulls
R1.07 Bringing Magic to ESL Classrooms: Issues Regarding Classroom Teachers in the Implementation of Role-Play	Vanier - Winclare Hall	Yi Lin
R1.08 Faculty Assignment Advice: An Equitable Response to Students	Vanier - Winclare Hall	Geraldine A. Jody Macdonald, Joanne Louis
R1.09 The "Third Ear" Decolonizes: Integrating Deaf Students into Post-Secondary Classes	Vanier - Oak Rm.	Zeinab McHeimech
R1.10 Creating or Revising a Learning-Centered Syllabus	Vanier - Winclare Hall	Barbara Millis
R1.11 Telling Others Who You Are and What You Do	Vanier - Katzman Lounge	Rosalie Pedersen
R1.12 The Future of Critical Care Nursing Education: An Innovative Collaborative Simulation Strategy	Vanier - Winclare Hall	Kathryn A. Pfaff, Judy Bornais, Sandra Goldsworthy, Leslie Graham
R1.13 GradWRITE! Helping Graduate Students Write Right	Vanier - Winclare Hall	Jana Seijts, Paul Schmidt
R1.14 Problem-Based Learning: Theory and Application Across the Curriculum	Vanier - Winclare Hall	Patricia A. Wall, Martha Crealock

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.

Note: Winclare is upstairs in Vanier Hall. All other roundtable rooms are downstairs. Lunch will be served on both floors to accommodate roundtable participants' needs.

R1.01 **University Transfer Credits: Are Students Abandoned in a Scuffle of Brand Loyalty?**

Christine Arnold, Brock University

Thursday, June 19 • 12:15pm – 1:15pm
Vanier Hall - Katzman Lounge

Have higher education students seeking credit transfer been abandoned in a scuffle of brand loyalty? University policies and procedures for credit transfer claims are cumbersome and inconsistent (Kompf, 2006). Institutional admissions offices engage in intense competition for the brightest students with the most spending power (Noble, 1998). While the European Union is engaging the voice of their consumer, Canadian universities have failed to establish a common 'currency.' With a number of universities abandoning their credit transfer systems entirely and others unsure of the cost and credits deemed transferable, it is time to raise questions about existing policies. I asked 25 university presidents provincially, nationally, and internationally which administrative units determine whether credits are viable for transfer, whom the policies serve, what foreseeable changes are needed, and given globalization, would institutions consider following the European model? Resulting session discussion will include generating a list of recommendations for Canadian transfer credit policies.

R1.02 **La SAPES et la francophonie**

Corinne Beauquis, University of Toronto Scarborough

Thursday, June 19 • 12:15pm – 1:15pm
Vanier Hall - Rose Rm.

Depuis que je suis membre de la SAPES (c'est-à-dire depuis 2001), j'ai pu constater les difficultés éprouvées par les organisateurs de la conférence annuelle pour inciter les participants à présenter des communications en français. J'aimerais profiter du fait que se trouveront réunis de nombreux participants engagés, à divers niveaux, à défendre les intérêts de la pédagogie pour inviter une réflexion sur les enjeux et le devenir du français au sein de la Société. La question posée sera la suivante: pourquoi et comment améliorer le rayonnement du français au sein de la SAPES?

Difficulté à communiquer en français? Crainte de ne pas avoir d'auditoire? Les raisons qui incitent les membres à ne pas présenter en français peuvent varier. Nous tenterons dans une première étape d'identifier les causes d'une telle désaffection de la langue française comme langue de communication. Dans un deuxième temps, nous tenterons d'établir des stratégies pour que nos membres se laissent séduire par le français et l'envisagent comme outil. Il serait par conséquent souhaitable pour engager une discussion fructueuse que différents agents, issus soit de l'équipe de direction de la SAPES, soit d'organismes institutionnels de soutien, ou encore des membres, participent à cette table ronde.

R1.03 **Curriculum Development in Sri Lanka: Issues for the Effectiveness of International Collaborations**

Stephen Bostock, Keele University

Thursday, June 19 • 12:15pm – 1:15pm
Vanier Hall - Centennial Rm.

In the context of a consultant working in a developing country, what are the issues for supporting curriculum and educational development? Curriculum development is never easy, but what are the additional difficulties when working in a developing country? This discussion will start from the session leader's experiences supporting the development of new BSc programmes in two Sri Lankan universities. The context included the official agenda and the needs of employers, through to pathways and module structures, to teaching and assessment methods, and the readiness of the Faculty to change their practices. Example issues impacting the effectiveness of such international collaborations are: which Western concepts are of value (e.g., programme values, intended learning outcomes, the student experience, recruitment and progression, student support)? What can be done before, during, and after visits? What are the differences of discourse and practice, and can they be resolved?



What is the role of local faculty developers? What is the real status of the consultant and how can that best be used? These and other questions will be discussed to develop insights of use to participants considering providing consultancy in curriculum development outside of their own institutions or countries.

R1.04 Exploring the Pros and Cons of Implementing Synchronous, Online Tutoring in Writing Centres

Christina Halliday, Ontario College of Art & Design

Liv Marken, University of Saskatchewan

Linda McCloud-Bondoc, Athabasca University

Liesje de Burger, Durham College and University of Ontario Institute of Technology

Thursday, June 19 • 12:15pm – 1:15pm

Vanier Hall - Katzman Lounge

In the Summer and Fall 2007 issue of *Inkshed*, Doug Brent notes the "interpretive flexibility" of new technologies: the manner in which the meaning of a new technology remains malleable, for a time, to a community of users (p. 13). Brent also alludes to the tension between performance and textuality in writing pedagogy when technology is introduced. On the one hand, writing instructors know that face-to-face instruction facilitates student learning. On the other, the use of technology in writing instruction has shown us that a text-based learning environment, involving the creation, interpretation, and evaluation of written texts, also promotes student learning.

Skype and Elluminate make it possible for writing centre and writing program administrators to implement synchronous writing tutoring at a time when they have "interpretive flexibility" for the Canadian writing pedagogy community. Skype and Elluminate also allow us to measure the benefits of live, face-to-face instruction versus technology mediated instruction. What's gained and what's lost with online tutoring versus face-to-face? How can we facilitate synchronous online tutoring in writing centres so that it blends the best of both face-to-face and on-line tutoring? Framed by these concerns and questions, our session will allow participants to interpret and consider the use and significance of new, online synchronous technologies for Canadian writing centres.

R1.05 Engaging New Faculty in Reflection and Inquiry About Their Teaching

Clive Hickson, University of Alberta

Margaret Wilson, Norquest College

Thursday, June 19 • 12:15pm – 1:15pm

Vanier Hall - Oak Rm.

Similar to faculty development offerings at other North American post-secondary institutions, the University of Alberta has delivered orientations and short programs that primarily focus on teaching techniques. While this type of professional development is an important element of enhancing teaching, the literature stresses the need for learning opportunities that encourage reflection as well as time for practice and experimentation. Building upon programs and services already in existence, a formally structured teaching program, called the new professor Teaching program (npTp), was developed and piloted with new faculty. The purpose of the npTp was to engage new professors in the understanding of the academic scholarship of teaching and provide a supported environment for innovation in their teaching. A research study was undertaken to understand how this new program engaged newly hired faculty in reflection and stimulated inquiry about their teaching. This roundtable session will detail the structure of the program and allow for participant discussion and synthesis of the research findings. Participants will also be asked to reflect upon what programs are offered at their home institutions to support new faculty in their teaching and to discuss the potential application of programs such as npTp.

R1.06 Chinese Students' Conceptions of Learning and Their Learning Experience in Western Universities

Dadong Hou, McGill University
Mark W. Aulls, McGill University

Thursday, June 19 • 12:15pm – 1:15pm
Vanier Hall - Oak Rm.

International students are an extensive presence on university campuses around the world. In recent years, mainland Chinese students have become the largest group amongst international students in many countries (UNESCO, 2007). In Canada, 23% of international students are from China (Citizenship & Immigration, 2006), not including the Canadian and permanent resident students who got their first degree in China. As an important student resource, students with international educational backgrounds add value to higher education by adding diversity to the academy and promoting the internationalization of the host institutions. Meanwhile, the different expectations and requirements in the host institutions bring challenges to the students' learning.

In this roundtable session, the participants will explore the difficulties Chinese students have encountered in their learning in western universities and how these difficulties correspond to their conceptions of learning. It intends to expand our knowledge of cross-cultural conceptions of learning and their correspondence to perceived challenges to learning in western universities. By identifying problems and generating recommendations for solutions, the participants will have a deeper understanding of Chinese students and will raise their awareness of the resources available at their university for international students.

R1.07 Bringing Magic to ESL Classrooms: Issues Regarding Classroom Teachers in the Implementation of Role-Play

Yi Lin, University of Windsor

Thursday, June 19 • 12:15pm – 1:15pm
Vanier Hall - Winclare Hall

This session will explore the practical concerns of teachers using role-play in a real classroom context, and investigates the potential problems and possible solutions. A sample role-play project, "Christmas," will be used to demonstrate the integration of role-play into the teaching of different English courses. This sample role-play illustrates how students can and will be able to move from more to less structured role-play to learn various skills of the target language.

R1.08 Faculty Assignment Advice: An Equitable Response to Students

Geraldine (Jody) Macdonald, University of Toronto
Joanne Louis, University of Toronto

Thursday, June 19 • 12:15pm – 1:15pm
Vanier Hall - Winclare Hall

This roundtable will provide a forum to consider an effective strategy for providing equitable access to faculty advice about assignments. The presenters will share narratives about a strategy that they developed that allows them to provide feedback to students in an individual and inclusive manner within their teaching/learning context. This strategy ensures all learners have access to uniform faculty feedback regarding exams, oral presentations, and scholarly papers. The strategy incorporates the technology of electronic mail and classroom systems, such as BlackBoard, with traditional in class education strategies. This strategy involves initial review of assignment guidelines in class, on-going review of assignments via on-line postings initiated by students, and guidelines for responding to students who continue to request individual feedback about assignment guidelines. The presenters will highlight how this strategy supports their diverse learners as well as propose a positive response for dealing with learner exceptions. Participants will be invited to share professional narratives in triads and dialogue about their own teaching/learning contexts, and consider if this strategy might contribute positively to their teaching practice.



R1.09 The “Third Ear” Decolonizes: Integrating Deaf Students into Post-Secondary Classes

Zeinab McHeimech, University of Windsor

Thursday, June 19 • 12:15pm – 1:15pm
Vanier Hall - Oak Rm.

I borrow the term “third ear” from Kanta Kochhar-Lindgren in “Hearing Difference Across Theatres,” whose main concern deals with the positionality of the Deaf in theatre; however, I invoke this notion within a pedagogical setting, or space. Kochhar-Lindgren envisions this ear “as an interpretive activity for a cross-sensory listening across domains of sound, silence, and the moving body in performance along the categories of race, ethnicity, deafness, and disability” (423). Upon entering this “third space” we, both the instructors and students, leave behind the homogenized space we were constructed in: the class becomes the ultimate location for the disruption of hegemonic narratives. Ultimately, it should serve to decolonize pre-dominant perceptions of what it means to be Deaf or even normal. I propose that we not only reconfigure our conception of the ear, but must re-shape our conception of the mouth as the speech organ and begin to see the body in its entirety as a speech organ.

The discussion session will centre on ways to redefine silence within a classroom. The focus will then turn to writerly bodies, i.e., why teachers should become more aware of their students’ writerly bodies, rather than merely the text or linguistic positions of their students.

R1.10 Creating or Revising a Learning-Centered Syllabus

Barbara Millis, University of Nevada, Reno

Thursday, June 19 • 12:15pm – 1:15pm
Vanier Hall - Winclare Hall

No matter how you regard your syllabus - as a roadmap, a contract, or a negotiated document - virtually all higher education venues are exhorting faculty to move toward learning-centered teaching. Our syllabus is the starting point, as well as the ending point, for defining expectations for ourselves and our students, expressing learning options, laying out assessment strategies, and so much more. This interactive session will provide a grounding in syllabus “basics,” but will also encourage discussions about pedagogical choices and their ramifications for teaching and learning.

R1.11 Telling Others Who You Are and What You Do

Rosalie Pedersen, University of Calgary

Thursday, June 19 • 12:15pm – 1:15pm
Vanier Hall - Katzman Lounge

Researchers often have trouble telling others about their work. Yet, quickly connecting with others is often critical to networking and building relationships. In fact, the draft Tri-agency Statement of Key Professional Skills for Researchers (November 2007) points out the need to be able to effectively share knowledge with the general public, decision makers, and peers. I often ask researchers if their grandmothers understand what they do - and the researchers laugh. Why is that? During this interactive workshop, participants will learn how to introduce themselves so that others understand what they do.

R1.12 The Future of Critical Care Nursing Education: An Innovative Collaborative Simulation Strategy

Kathryn A. Pfaff, University of Windsor
Judy Bornais, University of Windsor
Sandra Goldsworthy, Durham College
Leslie Graham, Durham College

Thursday, June 19 • 12:15pm – 1:15pm
Vanier Hall - Winclare Hall

Innovations in health care education include the use of high fidelity simulators. Such technology has been used in aviation and anaesthesiology where there is no margin for error and consumer safety is paramount. Similarly, critical care units are fast-paced settings where high risk low frequency interventions may compromise patient safety through increased risk for error. Other issues include the high costs associated with educating novice nurses and a forecasted shortage of critical care nurses.

This roundtable discussion will describe a newly formed provincial simulation collaboration that involves 10 college and university partners. As part of Durham College's Critical Care e-learning program, the delivery method addresses the issues impacting critical care nursing through the provision of flexible and accessible critical care education to all nurses in Ontario. This innovative program combines self-paced e-learning modules, simulation and practicum components. The use of PDA's at the bedside provides point of care access to resource information.

This session will provide an overview of the development of the program, case-based scenarios, and related technologies. Participants will have the opportunity to engage in discussion related to the triumphs and challenges involved in developing and maintaining a collaborative education program.

R1.13 GradWRITE! Helping Graduate Students Write Right

Jana Seijts, University of Western Ontario
Paul Schmidt, University of Western Ontario

Thursday, June 19 • 12:15pm – 1:15pm
Vanier Hall - Winclare Hall

The Writing Support Centre (WSC; part of Student Development Services), provides a comprehensive range of writing support that ensures both the academic success and retention of graduate students at the University of Western Ontario. To that end, the WSC has created the GradWRITE! Initiative - a collection of services geared to assisting graduate students through the different stages of their advanced education:

- a) new graduate students learning about their role as graduate writers;
- b) new and returning graduate students seeking writing support through their course work; and
- c) graduate students who have completed their course work and are in the process of writing their advanced papers.

This roundtable discussion introduces participants to the GradWRITE! Initiative, its rationale and objectives, and implementation plan.

R1.14 Problem-Based Learning: Theory and Application Across the Curriculum

Patricia A. Wall, University of Saskatchewan
Martha Crealock, University of Saskatchewan

Thursday, June 19 • 12:15pm – 1:15pm
Vanier Hall - Winclare Hall

"Advances are made by answering questions. Discoveries are made by questioning answers." - Bernard Haisch

Problem-based learning (PBL) is a flexible, student-centred approach, which encourages independent shared learning in the context of a problem or puzzling situation, most often in a small group with a faculty "tutor." This method has been adopted in professional programs around the world. Research suggests that students learn as well as in traditional classrooms and better in relation to some expected outcomes. Steps in the process include: 1) exploring the problem or situation; 2) identifying what you already know, and knowledge gaps; 3)



planning learning (needs, goals, resources, and tasks); 4) individual or group self-study; 5) sharing new knowledge and applying it to the situation; and 6) assessing the new knowledge, its application, and the learning process. Because all disciplines solve problems, we propose that PBL is a teaching methodology that can be used across all disciplines.

While it may include reflections from participants from the proposed June 18 Conference Workshop on PBL, this roundtable is open to all. We invite those with other PBL experience to contribute and those who are curious about using this technique outside of the applied disciplines.



Notes



Thursday June 19, 2008

Concurrent Session 2 – 1:30pm – 2:20pm

Session Number and Title	Venue	Presenter(s)
C2.01 Redefining School Leadership: Examining Synergies Among Technological, Pedagogical, and Assessment Protocols in an Innovative Masters in School Leadership	Odette - B02	Brenda Beatty, Christine Brew
C2.02 Fly on the Wall	Erie Hall - 2125	Dave Berry, Cynthia Korpan
C2.03 Innovative Teaching Techniques: Mind Mapping, Learning Objects, and Proverbs	Erie Hall - 2130	Ernest N. Biktimirov
C2.04 High Tech / High Touch: Learning through Simulation Technology	Toldo - 203	Judy Bornais, Kathy Pfaff, Susan Dennison, Jason Killings, Mary Williams, Alexandra Dodd
C2.05 How May We Help You? Using Servant Leadership in Higher Education	Odette - 108	Donna Ellis
C2.06 <i>Silences</i>	Odette - 212	Alex Fancy, Arshad Ahmad, Aline Germain-Rutherford, Clarissa Green, Ron Marken
C2.07 Assessing the Learning in an Open Space Classroom	Odette - 112	Pamela Gravestock, Tony Chambers, Emily Gregor-Greenleaf
C2.08 Introducing TAs to Active Learning: A Workshop Model from the Teaching Assistants' Training Program (TATP)	Erie Hall - 2127	Martha Harris, Ankur Saxena
C2.09 Assessing Post-Secondary Student Engagement in the Toronto Governance Community	Odette - B04	Jordan Katz
C2.10 To Thine Own Self Be True: Self-Assessment in the Context of Peer-Assessment	Odette - B03	Dwayne E. Pare, Steve Joordens
C2.11 Dossier de progression et dossier de réussite: deux outils complémentaires au service de la professionnalisation enseignante dans le supérieur	Odette - 210	Marianne Poumay, François Georges
C2.12 Teaching International Students at Saint Mary's: Opportunities and Challenges	Odette - 110	Roxanne Richardson
C2.13 Scholarly Teaching and Scholarship of Teaching and Learning: Is There a Connection?	Erie Hall - 2126	Susan Vajoczki, Paola Borin, Erika Kustra, Lynn Martin, Faria Sana, Philip Savage
C2.14 Listening to Visible Minority Students: Voices of Our Ethnically, Culturally, and Linguistically Diverse Learners on Learning-Centred Practice	Odette - B06	Shijing Xu, Zuochen Zhang

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.

C2.01 **Redefining School Leadership: Examining Synergies Among Technological, Pedagogical, and Assessment Protocols in an Innovative Masters in School Leadership**

Brenda Beatty, Monash University
Christine Brew, La Trobe University

Thursday, June 19 • 1:30pm – 2:20pm
Odette - B02

Personal and professional isolation associated with educational administration threatens leaders' well-being and effectiveness and, correspondingly, the health of school cultures. Secure leaders, who create safe spaces for collaborative inquiry among teachers, can powerfully influence the quality of instruction and student learning. Now in its fifth year, the Monash Masters in School Leadership is designed to build upon a foundation of inner leadership, collaborative learning processes, networking, and action research as modalities through which school leadership is redefined as learning in connection with others. A cohort structure and complementary communications technologies aid in the achievement of these ends. Face-to-face intensive sessions and asynchronous online spaces allow cohort learning connectivity to develop and deepen. Distant learners, who cannot attend evening sessions, report experiencing these sessions "like being there" due to the use of a real time audio and video web-based net-meeting system. Analysis of databases, surveys, and interviews with enrollees and graduates points to a notable impact on knowledge acquisition, transformational effects, grades, retention, career trajectories, school improvement as well as emotional and intellectual epistemological shifts. These impacts are associated with synergies among particular program elements, the consideration of which provides the focus for this session.

C2.02 **Fly on the Wall**

Dave Berry, University of Victoria
Cynthia Korpan, University of Victoria

Thursday, June 19 • 1:30pm – 2:20pm
Erie Hall - 2125

It is not often that we are able to observe colleagues in their undergraduate classrooms. To do so out of discipline gives observers a sampling of teaching practices that will enable them to define their own style. The Lecture Club format provides that necessary structure that allows such cross-disciplinary visits to focus on method rather than content.

This presentation will allow attendees to experience, first-hand, the Lecture Club process. Initially, attendees will listen to a 'lecture' about the presenters' own experience as members and facilitators of two Lecture Club sessions. Following the 'lecture,' the audience will be divided into small groups and will discuss their observations, identifying techniques and teaching styles that could be applicable to their own practice. The session will conclude with a discussion and analysis of the Lecture Club process. It is expected that the experience will enable participants to make an informed choice to adopt the concept of the Lecture Club in their own regime of effective teaching practices.

C2.03 **Innovative Teaching Techniques: Mind Mapping, Learning Objects, and Proverbs**

Ernest N. Biktimirov, Brock University

Thursday, June 19 • 1:30pm – 2:20pm
Erie Hall - 2130

This session will consist of three segments discussing innovative teaching techniques: mind mapping, learning objects, and proverbs.

In the first segment, a brief history of mind mapping and its main rules will be discussed. Next, different ways of using mind mapping in teaching and learning will be demonstrated, based on my experience and the experiences of other instructors. In the conclusion of this segment, participants will work in small groups to draw a mind map of the mind-mapping technique. In the second segment, I will define and present a learning object



that was developed at Brock University for teaching a topic in finance. I will discuss my empirical results on the learning impact of this learning object. In the final segment, I will share my experience with using English and Chinese proverbs in teaching finance to Canadian and Chinese students respectively. In conclusion, the participants will have an opportunity to offer English proverbs that can be used to illustrate concepts in their disciplines.

C2.04 High Tech/High Touch: Learning through Simulation Technology

Judy Bornais, University of Windsor
Kathryn A. Pfaff, University of Windsor
Susan Dennison, University of Windsor
Jason Killings, University of Windsor
Mary Williams, University of Windsor
Alexandra Dodd, University of Windsor

Thursday, June 19 • 1:30pm – 2:20pm
Toldo - 203

The use of high fidelity human simulators is the latest technological tool in the area of health education, with numerous colleges and universities integrating simulation into their curriculum. Simulation affords students an opportunity to learn in a safe environment, which in turn improves their confidence in delivering patient care in the actual clinical setting (Henneman, Cunningham, Roche, & Curnin, 2007). Achievement and retention of clinical skills have also been demonstrated through the use of high fidelity simulation (Wayne, Siddall, Butter, Fudala, Wade, Feinglass, & McGaghie, 2006)

This presentation will introduce the audience to high-fidelity simulation technology through hands-on participation in a case-based scenario. Discussions proceeding the scenario will engage the audience in a debriefing and self-reflective process. The session will conclude with an opportunity for questions and answers regarding the development, maintenance, and use of simulation scenarios in health education.

This unique technological tool allows for standardized of the student learning experience. Simulation may provide a wonderful opportunity for collaborative interdisciplinary learning. The use of simulation may have implication for other professional programs and disciplines.

C2.05 How May We Help You? Using Servant Leadership in Higher Education

Donna Ellis, University of Waterloo

Thursday, June 19 • 1:30pm – 2:20pm
Odette - 108

Servant leadership is a model of leadership which many of us who work in the field of higher education may already use without being aware of the label. It involves putting those whom you “lead” first, thereby building a climate of trust, community, caring, and respect (Autry, 2001; Greenleaf, 1970/2003; Spears, 2003). In this session, participants will learn about basic characteristics of servant leadership, which include being able to clearly articulate goals, listening with understanding, demonstrating acceptance and empathy, having foresight and the ability to make connections, having confidence in one's identity, and being present and useful. With the assistance of peers, participants will then analyze the utility and applicability of these characteristics to their style and context as leaders or teachers, whether they are administrators, educational developers, or faculty members.

C2.06 *Silences*

Alex Fancy, Mount Allison University
Arshad Ahmad, Concordia University
Aline Germain-Rutherford, Université d'Ottawa
Clarissa Green, University of British Columbia
Ron Marken, University of Saskatchewan

Thursday, June 19 • 1:30pm – 2:20pm
Odette - 212

A dramatic reading from *Silences in Teaching and Learning* which will be launched at the 2008 STLHE Conference, followed by facilitated discussion. A “groundbreaking,” “risk-taking” book: these are the words of Betsy Warland who has edited *Silences* on behalf of the Council of 3M National Teaching Fellows. Clarissa Green expresses, on behalf of the Editorial Committee, the hope that *Silences* will “provoke more questions than answers, [and] invite reflections and conversations” on a critical subject that is rarely explored. The readers hope this will be the first of many conversations around a book that allows the reader to encounter the numerous silences that can threaten, inspire, and shape teaching and learning.

Lecture dramatisée d'extraits de “Silences dans l'académie”, qui sera lancé lors du congrès de la SAPES, suivie d'une discussion. “C'est un livre innovateur, dont la publication est un risque,” a constaté Betsy Warland que le Conseil des récipiendaires du Prix d'enseignement 3M a invitée à éditer “Silences.” Clarissa Green précise ainsi l'objectif du comité éditorial: “provoquer plus de questions que de réponses, et inviter des conversations et réflexions” sur un sujet important qui passe le plus souvent sous silence. Les interprètes espèrent que la conversation aura de nombreuses suites, car ce livre invite le lecteur à sonder les nombreux silences qui menacent, inspirent et définissent l'enseignement et l'apprentissage.

C2.07 *Assessing the Learning in an Open Space Classroom*

Pamela Gravestock, University of Toronto
Tony Chambers, University of Toronto
Emily Gregor-Greenleaf, University of Toronto

Thursday, June 19 • 1:30pm – 2:20pm
Odette - 112

The open space approach asks all members of a class, including the instructor, to co-construct the course. Participants brainstorm course topics, categorize themes for discussion, identify readings, determine appropriate means of assessment, and contribute to the delivery of the course content. In addition, all course work is designed and produced collaboratively through a collective writing and editing process. This approach helps to ensure that the diverse backgrounds and perspectives of all students are respected and can be incorporated into the course. While the result can be a rich and rewarding experience when those involved are committed to its success, this unconventional method of designing, delivering, and assessing courses in a post-secondary context challenges administrative structures and personal assumptions. This session will describe and discuss the rewards and challenges of an open space classroom.

The presenters in this session were members in an open space course during the Winter 2007 term, and will share their experiences.

In particular, the session will discuss:

- the open space process;
- collaborative writing and editing processes and technologies;
- the learning process in open space classrooms;
- faculty and student roles in open space classrooms; and
- evaluation challenges and opportunities.

Participants in this session will also engage in a simulated open space classroom experience.



C2.08 Introducing TAs to Active Learning: A Workshop Model from the Teaching Assistants' Training Program (TATP)

Martha Harris, University of Toronto
Ankur Saxena, University of Toronto

Thursday, June 19 • 1:30pm – 2:20pm
Erie Hall - 2127

The importance of active learning has been well documented. The challenge is training relatively novice teachers - such as graduate student TAs - to incorporate active learning techniques into their own teaching. This 50-minute concurrent session will model a two-part workshop series that was recently offered to University of Toronto TAs. Prior to the workshops, TAs were asked to self-assess their comfort level using interactive techniques in the classroom. In the first session, TATP staff demonstrated selected interactive teaching strategies and then allowed TAs to practice using these techniques in break-out microteaching sessions. In the second session, TAs delivered a mini-lesson (evaluated by TATP staff) to the group using their newly-honed interactive teaching skills; this was followed by a roundtable where TAs provided feedback on the training process and their experiences using interactive techniques. In this session, documented changes in the TAs' self-efficacy and teaching performance will be shared, and participants will leave with concrete strategies for developing a similar workshop model in their own institutions.

C2.09 Assessing Post-Secondary Student Engagement in the Toronto Governance Community

Jordan Katz, University of Toronto

Thursday, June 19 • 1:30pm – 2:20pm
Odette - B04

The relationship that the post-secondary student holds with his/her community is an integral part of a comprehensive education, yet is often overlooked or undervalued from both the student and administrative perspective. Though the concept of 'community involvement' is a fluid one for many students, the post-secondary institution can play an important role in promoting community service and learning through practice, in order to supplement the student's classroom education. This workshop seeks to examine the benefits of student involvement and engagement in a civic and socio-political sense in relation to the post-secondary student experience. With the city of Toronto as a case site, this project seeks to identify current avenues for student engagement and examine ways in which the student experience can be enriched as a result of these opportunities. Drawing on case-based interviews with students and course administrators, current university-community internship and service learning opportunities will be reviewed on the basis of their intended goals and outcomes. Finally, the project will assess and consolidate these findings and recommend future areas of improvement or discussion, with particular attention to the post-secondary student experience.

C2.10 To Thine Own Self Be True: Self-Assessment in the Context of Peer-Assessment

Dwayne E. Pare, University of Toronto Scarborough
Steve Joordens, University of Toronto Scarborough

Thursday, June 19 • 1:30pm – 2:20pm
Odette - B03

peerScholar is an online peer-assessment tool that allows writing assignments to be performed in an economically and pedagogically superior manner in any size lecture setting. Our previous research has shown that peer given marks acquired within peerScholar are similar in both level and rank order to those provided by an expert marker (Paré & Joordens, 2008) and that students are satisfied with the grades they receive. The current research extends our findings by including a self-assessment task where students assess their own compositions just before, and just after, marking the compositions of their peers. Specifically, we examine how these self-assessments impact the manner in which students mark their peers, whether self-assessments become more accurate as a function of the marking experience, and whether the inclusion of self-assessment increases marking reliability.

C2.11 Dossier de progression et dossier de réussite: deux outils complémentaires au service de la professionnalisation enseignante dans le supérieur

Marianne Poumay, Université de Liège
François Georges, Université de Liège

Thursday, June 19 • 1:30pm – 2:20pm
Odette - 210

Dans le Master Complémentaire en pédagogie de l'enseignement supérieur de l'université de Liège (voir <http://www.formasup.eu/>), les enseignants du supérieur sont en réflexion sur leur pratique. Ils innovent dans leur propre enseignement, mènent une recherche et communiquent sur ces avancées.

Un « dossier de progression » (Tardif, 2006) leur permet de dialoguer avec un accompagnateur personnel tout au long du développement de leur projet et de leur question de recherche. Ce dossier est informatisé, permettant une instrumentation de ce dialogue (10 items ont été isolés et illustrés de théorie et d'exemples) et une organisation asynchrone, adaptée aux contraintes de ces enseignants.

En fin d'année, un « dossier de réussite » rassemble les preuves du développement professionnel de ces enseignants. La constitution de ce dossier, présenté sous forme de portfolio, est largement facilitée par le parallélisme entre les deux instruments : progression et réussite portent sur une série de critères communs, repris dans un référentiel de compétences, fil rouge de la formation.

La présentation portera sur les outils, mais aussi sur les réflexions sous-jacentes susceptibles d'être transférées à des collègues d'autres universités (cohérence et articulation de nos instruments entre eux, modularisation et internationalisation des formations).

C2.12 Teaching International Students at Saint Mary's: Opportunities and Challenges

Roxanne Richardson, Saint Mary's University

Thursday, June 19 • 1:30pm – 2:20pm
Odette - 110

International students comprise about 15% of the undergraduate student population at Saint Mary's, well above the national average. As international students try to adapt psychologically and socioculturally to their new environment, many experience great anxiety. The literature suggests that these students have less interaction than they would like with their Canadian counterparts and are not comfortable with the more "informal" Canadian classroom culture. Furthermore, many international students have a language barrier to overcome, making it more difficult for them to analyze and synthesize course material. Active learning techniques deemed appropriate for Canadian students can present obstacles for their international classmates. What can be done in the classroom to accommodate both Canadian and international students better? Are different teaching strategies required? From my experience, community projects, in-class assignments, debates, and other active learning techniques can be modified to accommodate a diverse student population that includes international students. However, do these modifications compromise the integrity of the course or the degree program? It is hoped that a lively discussion of these issues will help us address the problems better at our own universities.

C2.13 Scholarly Teaching and Scholarship of Teaching and Learning: Is There a Connection?

Susan Vajoczki, McMaster University
Paola Borin, McMaster University
Erika Kustra, McMaster University
Lynn Martin, McMaster University
Faria Sana, McMaster University
Philip Savage, McMaster University

Thursday, June 19 • 1:30pm – 2:20pm
Erie Hall - 2126

Do scholarly teachers engage in the scholarship of teaching and learning? Do teachers who engage in the scholarship of teaching and learning actually teach in a more scholarly fashion? What is the predicted future



trend for teacher involvement in scholarly teaching, and in the scholarship of teaching and learning? How are institutions going to help these people succeed?

Scholarly teaching is teaching that is based on reflective practice. This reflective practice is informed by literature and often based on experience. The scholarship of teaching and learning extends beyond scholarly teaching and involves public dissemination regarding how students learn and how teaching influences student learning.

In this session we will examine the results of an institution-wide survey of over 300 instructors at McMaster University, comparing scholarly teaching and scholarship of teaching and learning behaviours. Preliminary results indicate a very strong relationship between practitioners of scholarly teaching and scholarship of teaching and learning, and that engagement in scholarship of teaching and learning is rising by 30%.

C2.14 Listening to Visible Minority Students: Voices of Our Ethnically, Culturally, and Linguistically Diverse Learners on Learning-Centred Practice

Shijing Xu, University of Windsor
Zuochen Zhang, University of Windsor

Thursday, June 19 • 1:30pm – 2:20pm
Odette - B06

The purpose of our presentation is to share with the audience members findings of our research project supported by University of Windsor's Centred on Learning Innovation Fund. With the aim "to improve and adapt learning experiences to meet the needs of our diverse student base" (CTL, 2007), we interviewed 20 students who are visible minorities and those who do not speak English as their first language enrolled in the undergraduate and graduate programs in the Faculty of Education, University of Windsor. We interviewed the participants individually and/or in focus groups to hear their voices regarding learning-centred approaches and their learning experiences. With the belief that students can improve the quality of their learning when their personal, cultural, and professional knowledge is valued, we asked our research participants to share with us their learning experiences at previous institutions and their experiences at the University of Windsor, where learning-centered pedagogy is highly valued and promoted. Our study is focused within the Faculty of Education, but the findings generated from the video-taped data together with ideas and insights could be something constructive to the building of a learning-centred community that enhances the learning of all students across campus.



Notes



Thursday June 19, 2008

Concurrent Session 3 – 2:30pm – 3:20pm

Session Number and Title	Venue	Presenter(s)
C3.01 Beyond the Recipe: Selecting the 3M National Teaching Fellow	Erie Hall - 2127	Arshad Ahmad, Ron Marken, Denise Stockley, Claude Lamontagne, Eileen Herteis, Roger Moore
C3.02 Virtual Education: Teaching and Learning in Second Life	Erie Hall - 2130	Mike Atkinson, Jonathan Kidd
C3.03 L'utilisation d'un portofolio électronique dans un programme simultané pour la formation des enseignants Using an e-Portfolio in a Concurrent Teacher Education Program	Odette - 210	Corinne Beauquis, Reed Thomas
C3.04 Community College Graduates Seeking Four-Year University Degrees: What Do They Need to Succeed?	Odette - B03	Irene Carter, James Coyle, Donald Leslie
C3.05 Course Challenge: A Fast but Not Furious Way to Update University Curriculums	Odette - B06	Cathie Fornssler
C3.06 Clickers: Conversation & Collaboration	Odette - 212	Laurie Freeman-Gibb, Julie Smit, Ken Cramer, Darrel Laurendeau
C3.07 Global Learning for Global Citizenship: Some Initiatives	Odette - 112	Daphne Pan
C3.08 But Can You Understand Them? A Look At Plain Language and How to Teach It	Odette - 110	Rosalie Pedersen
C3.09 Why is Teaching So Hard to Change?	Odette - 108	Tom Russell
C3.10 Global Citizenship or Sustainable Development?	Erie Hall - 2126	Bland Tomkinson
C3.11 Whose Music? Diversity in a Foundation Course	Odette - B02	Elizabeth Wells

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.

C3.01 **Beyond the Recipe: Selecting the 3M National Teaching Fellow**

Arshad Ahmad, Concordia University
Ron Marken, University of Saskatchewan
Denise Stockley, Queen's University
Claude Lamontagne, University of Ottawa
Eileen Herteis, Mount Allison University
Roger Moore, St. Thomas University

Thursday, June 19 • 2:30pm – 3:20pm
Erie Hall - 2127

As the 2008 3M National Teaching Fellowship Selection Team, we highlight that the fulfillment of the call for nominations criteria is not in itself a guaranteed recipe for success. We draw attention to originality and personality and other key ingredients that make a dossier unforgettable and award winning. Unsubstantiated buzz words, for example, provide empty calories and meaningless filler. Participants will leave with strategies to assist potential nominees and nominators in determining who the rising stars on your campus are and how to showcase them. This will not be a lecture; it is hoped that this will be a highly interactive session in which participants are encouraged to ask questions, raise issues, and engage in dialogue. Anyone interested in enhancing the quality of dossiers and sharing existing practices is welcome.

C3.02 **Virtual Education: Teaching and Learning in Second Life**

Mike Atkinson, University of Western Ontario
Jonathan Kidd, University of Western Ontario

Thursday, June 19 • 2:30pm – 3:20pm
Erie Hall - 2130

What would it be like to attend a virtual class? Not just an online version of a class, but an actual class with teachers and students housed in a virtual environment. This seems far-fetched, but in fact this is possible in a web-based world such as Second Life (SL).

SL is, essentially, a multi-user gaming environment. Currently, there are two million registered users, each employing one or more avatars to represent them in the virtual world. Gender balance is almost equal and participation is global. Individuals can move freely around the virtual spaces and can interact with others by text messaging and real-time voice communication. There are 27 university "campuses" in SL.

In this session, we will begin with a guided tour of SL, examining some of the learning spaces. We will then invite participants to consider the pros and cons of teaching in SL and discuss how one might effectively use these spaces. Finally, we will present the results of an ethnographic study in which we interview people who have attended presentations in SL.

SL provides us with a unique opportunity to teach and learn in almost any way you can imagine, and may just be the next phase in true online education.

C3.03 **L'utilisation d'un portfolio électronique dans un programme simultané pour la formation des enseignants Using an e-Portfolio in a Concurrent Teacher Education Program**

Corinne Beauquis, University of Toronto Scarborough
Reed Thomas, OISE/UT

Thursday, June 19 • 2:30pm – 3:20pm
Odette - 210

Depuis septembre 2007, l'Université de Toronto propose un nouveau programme simultané pour la formation des enseignants dans divers domaines de spécialisation (les sciences, l'éducation physique, la culture et le système éducatif, la musique, le français et la Chrétienté et la culture). Ce projet ambitieux réunit sept unités institutionnelles distinctes de l'université et offre aux futurs enseignants la possibilité de préparer le diplôme de la Faculté d'Éducation en même temps qu'un baccalauréat dans leur domaine de spécialisation.



Dès la première année et jusqu'à la cinquième année, les étudiants doivent élaborer un portfolio électronique, qui témoignera du développement de chacun dans le domaine de la pédagogie (incluant l'apprentissage et l'enseignement) au travers de documents pertinents à la future carrière d'enseignant. Après avoir sélectionné et identifié leurs documents selon des critères proposés, les étudiants sont invités à réfléchir à la portée de ces documents et partagent ensuite leurs réflexions avec un partenaire qui a alors le loisir de faire ses propres commentaires sur les données. Le système Blackboard est utilisé pour mettre en ligne et partager documents et commentaires. Nous rendrons compte des étapes de production des données, des forces de ce programme, des divers niveaux de collaboration nécessaires au bon déroulement de ce projet, ainsi que de notre apprentissage et de nos futures interventions

Veuillez noter que la présentation sera en français, mais le document distribué sera disponible en français et en anglais. Nous répondrons aux questions en français et en anglais.

C3.04 **Community College Graduates Seeking Four-Year University Degrees: What Do They Need to Succeed?**

Irene Carter, University of Windsor
James Coyle, University of Windsor
Donald Leslie, University of Windsor

Thursday, June 19 • 2:30pm – 3:20pm
Odette - B03

St. Clair Community College's Child and Youth Worker (CYW) program graduates often seek admission to the University of Windsor's Bachelor of Social Work (BSW) program. Issues arise when the CYW students or graduates inquire about transfer credits in their application to the BSW program. In acknowledging the varying needs of community colleges and universities, the presenters succinctly refer to the literature on learning outcomes and admission policies. The participants will be challenged in an interactive exercise that uses learning outcomes as a means to respond to the differences between St. Clair Community College's CYW and the University of Windsor's BSW programs. Participants are provided with the description of a prospective CYW graduate to the BSW program, and asked to chart similarities and differences in program learning outcomes between the two programs. After this exercise, the participants are asked to comment on the barriers facing the CYW program graduate applying to the BSW program. As well, participants will be encouraged to share suggestions on how to create and use program learning outcomes that allow for a smoother transition from community college to university.

C3.05 **Course Challenge: A Fast but Not Furious Way to Update University Curriculums**

Cathie Fornssler, University of Saskatchewan

Thursday, June 19 • 2:30pm – 3:20pm
Odette - B06

Universities want to encourage faculty to keep curricula up-to-date and innovative, yet faculty dread the prospect of arguing about course and program changes with college and university curriculum committees - which are overworked and overwhelmed with detail. The "course challenge procedure" at the University of Saskatchewan is a collegial yet autonomous way to approach peer review and approval of new courses, prerequisite changes, and program changes. It is a university procedure which encourages more faculty members to be informed about curricular changes in other units, yet also allows faster approval. The challenge can be implemented as a web-based, email or paper distribution system, and can be used as the basis for integrated curriculum approval processes at the department, college, and university levels.

In this presentation, the administrator who has supervised the implementation and use of the course challenge procedure at the University of Saskatchewan for the last 10 years, will describe how well-received this system is now at the University of Saskatchewan, and will discuss its benefits and issues.

C3.06 Clickers: Conversation & Collaboration

Laurie Freeman-Gibb, University of Windsor
Julie Smit, University of Windsor
Ken Cramer, University of Windsor
Darrel Laurendeau, University of Windsor

Thursday, June 19 • 2:30pm – 3:20pm
Odette - 212

This interactive presentation will introduce participants to how clicker technology is being used by instructors from different faculties, by providing examples of interactive slides, the use of participant lists, examples of student feedback, classroom observations, and results from current research that support improved student performance. The necessary support structure will also be presented along with how clicker technology was integrated with current systems at the University of Windsor. We will show how the classroom can be metaphorically reduced in size, yet still remain large in number through the use of clickers. Electronic polling permits introverted students the same relative contribution to classroom discussion as extroverted students, which provides a more equitable learner-centred environment. We will show you how to challenge the class with uncomfortable questions, yet still get honest responses through the anonymity which these devices provide. Since clickers can be associated with individual students, results from clicker responses can even be used for summative or formative student evaluation.

C3.07 Global Learning for Global Citizenship: Some Initiatives

Daphne Pan, National University of Singapore

Thursday, June 19 • 2:30pm – 3:20pm
Odette - 112

The National University of Singapore has been accelerating its efforts at becoming a “global knowledge enterprise.” With the irresistible impact of technology and the relentless breaking down of boundaries, it has had to think and be global, particularly as Singapore is merely a “little red dot.” Initially, the focus was on global networking - cultivating global alliances and partnerships in research and teaching - and building global campuses but, increasingly, more attention is paid to developing global education in a much broader and more meaningful sense: one that aims at developing the individual's potential as well as his/her awareness of and capacity for responsible global citizenship.

This presentation aims to share the experience of implementing three of the more prominent ‘globalising’ initiatives: service learning, student exchange, and the setting up of University Town. It will highlight some of the challenges and issues, resolved and yet to be optimally resolved. The findings, while somewhat preliminary - given the relatively short time that the initiatives have been formally in place—and despite or perhaps because of differences in culture and context, could offer some basis for ‘global’ comparison and learning of higher education in, about and for our global village.

C3.08 But Can You Understand Them? A Look At Plain Language and How to Teach It

Rosalie Pedersen, University of Calgary

Thursday, June 19 • 2:30pm – 3:20pm
Odette - 110

Plain language. What is it? Why is it important? How can we successfully teach this valuable skill to instructors and TA's from Canada and around the world?

The ability to speak and write in plain language is a professional skill most graduate students and faculty need, whether they teach, research, or work in the for-profit world.

The University of Calgary offers a 12-hour workshop that helps both English-speaking and international participants learn to speak and write in familiar language so that they can explain their work to general audiences in a clear and engaging way. This skill is important to improving teaching ability, creating interest in research areas, generating funding, and working with colleagues, especially those from other disciplines or backgrounds.



During the session, participants will learn why the University of Calgary developed the 12-hour workshop, how it works, and why it is successful. Participants will also have an opportunity to discuss related opportunities and challenges at their institutions.

C3.09 Why is Teaching So Hard to Change?

Tom Russell, Queen's University

Thursday, June 19 • 2:30pm – 3:20pm
Odette - 108

There are many excellent resources that encourage faculty to change their teaching approaches and illustrate how others have done so. Websites such as *Positive Pedagogy* and DVDs such as Mazur's *Interactive Teaching* are powerful supplements to the many resources offered by universities' instructional development centres, yet many professors continue to teach as they themselves were taught. This session provides an opportunity to share personal experiences of the difficulties of changing teaching approaches and an introduction to research that helps to explain why changing our teaching is much more complex than common sense might suggest. Research indicates that the apprenticeship of observation, named by Lortie in 1975, runs far deeper than commonly imagined, while our innate tendency to reduce cognitive dissonance reduces the potential influence of evidence supporting innovative practices. In a culture that frowns on making or admitting mistakes, discussing the quality of teaching and learning with those we teach becomes even more challenging. The overall goal is to build a shared framework for understanding why changes are so hard to make, despite the growing availability of innovative practices well-supported by research. From such a framework, new initiatives for facilitating and supporting change may be developed.

C3.10 Global Citizenship or Sustainable Development?

Bland Tomkinson, University of Manchester

Thursday, June 19 • 2:30pm – 3:20pm
Erie Hall - 2126

Global warming has begun to feature strongly in everyday life, but is by no means the only 'wicked' global problem. Concepts of sustainable development and global citizenship overlap with each other, and that overlap represents many of the complex challenges that the world faces. Among other attributes, wicked problems have no 'right' or 'wrong' answers and no well-defined set of potential solutions. Tackling such issues requires a different outlook and universities have a role in shaping future graduates to meet such global challenges. Drawing on the experience of designing and running a pilot module for engineering and science students, this session will explore inter-disciplinary approaches to tackle problems. Using parts of one of the student exercises as an experiential learning tool, we will address some of the issues of designing and implementing such an approach. An accompanying written paper will support this with some of the evaluations of a Royal Academy of Engineering pilot project, an associated Delphi exercise, and a look at some of the crucial elements in the design of such curricula.

C3.11 Whose Music? Diversity in a Foundation Course

Elizabeth Wells, Mount Allison University

Thursday, June 19 • 2:30pm – 3:20pm
Odette - B02

Students come to university with diverse tastes, experiences, and backgrounds, yet we often want them to embrace a body of aesthetics, philosophies, or ideologies that reflect the material we want to teach them. By using their own backgrounds as a basis for exploration, discovery, and sharing, students can learn from each other's tastes and experiences. This session discusses two assignments designed for a first-year foundation course in music history and literature. Although they are music-specific, these assignments could be tailored to virtually any field of study within a first-year foundation course. "Personal Music History" and "Music Repertoire Assignment" allow students to bring the music they know and love, as well as their life experiences, to the study of a



new body of musical literature. Diversity of taste and background, when shared with others, helps students to understand each other's unique perspectives and cultural diversity. This session will engage participants in such an exercise as they reflect on their own passions and histories with music of all kinds.

Notes



Thursday June 19, 2008

Concurrent Session 4 – 4:00pm – 4:50pm

Session Number and Title	Venue	Presenter(s)
C4.01 The Student as True Self and False Self: A Psychoanalytic View of Learning and Anti-Learning	Erie Hall - 2126	Guy Allen, Alex Fancy
C4.02 Bringing Together Language and Content: Interdisciplinary Collaborations in ESL Programming	Erie Hall - 2127	Catherine Black, Lori Riva, Nicole Collins, Rebecca Smollett, Doreen Balabanoff
C4.03 50 Ways to Lure Your Learner	Odette - 112	Alice Cassidy
C4.04 Community Service Learning in Human Geography: Integrating Experiential Learning into Large Courses	Erie Hall - 2130	Lisa Christmas, Phaedra Hitchings
C4.05 Multiple-Choice Testing: Is It a Necessary Evil?	Odette - 110	David DiBattista
C4.06 Using Skills Portfolios and Projects in Fourth-Year University Transition to Work Capstone Courses	Odette - B06	Frederick Evers, Janet Wolstenholme
C4.07 Dialogue interculturel en milieu académique: pour une intégration réussie des professeurs étrangers	Odette - 210	Aline Germain-Rutherford, Barbara Kerr, Judy Britnell, Gillian Siddall, Gwen Wojda, Marina Elgenking, Bev Brewer, Donatille Mujawamariya, Peter Murphy
C4.08 IT as the Missing Lab Partner in Undergraduate Biology	Odette - 212	Jon G. Houseman, Bradley Buschlen
C4.09 Addressing the Unique Needs of Graduate Writers	Odette - B04	Adrienne Jones, Liv Marken
C4.10 Teacher Talk for ITAs: The Language of Teaching in Engineering and the Sciences	Erie Hall - 2125	Nadine Le Gros
C4.11 Reflecting on Practice: The Use of Journals at a Problem-Based Learning School in Singapore	Odette - B03	Magdeleine Lew Duan Ning
C4.12 The Practicum/Clinical Component of Professional Preparation: Undergraduate Students' Experiences	Odette 108	Edwin G. Ralph
C4.13 Interest, Learning, and Achievement in Problem-Based Learning: A Pilot Study	Odette - B02	Jerome Rotgans

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.

C4.01 The Student as True Self and False Self: A Psychoanalytic View of Learning and Anti-Learning

Guy Allen, University of Toronto
Alex Fancy, Mount Allison University

Thursday, June 19 • 4:00pm – 4:50pm
 Erie Hall - 2126

Donald Winnicott, British paediatrician and psychoanalyst, theorizes that environment influences how people develop. Cultural life, Winnicott says, begins with “play.” Play involves a paradox: 1) orderly boundaries that separate the play area from the world; and 2) freedom and openness in the “transitional space” where play happens. Play involves risk, and the boundaries make risk possible. “Good enough” caregivers (teachers) maintain boundaries and avoid over-directing the freely experimental play that goes on within.

Where the caregiver (teacher) is negligent or interfering, children (and students) will project a False Self. The False Self defends the True Self by “compliance with environmental demands” - obedience. Within good boundaries, the True Self - “only the True Self can be creative” - explores its relation with the world through creative play. The True Self “makes use of” the teacher, and may attack (test) the teacher. The “good enough” teacher, Winnicott says, absorbs the attack without retaliation.

What encourages or discourages True Selves to take risks in our classrooms? What can we do to make our classrooms places where people will take the risks development involves?

Two 3M Fellows will present Winnicott’s thought and ask about your experiences of students as True and False Selves.

C4.02 Bringing Together Language and Content: Interdisciplinary Collaborations in ESL Programming

Catherine Black, Wilfrid Laurier University
Lori Riva, Ontario College of Art and Design
 Nicole Collins, Ontario College of Art and Design
Rebecca Smollett, Ontario College of Art and Design
 Doreen Balabanoff, Ontario College of Art and Design

Thursday, June 19 • 4:00pm – 4:50pm
 Erie Hall - 2127

The English for Art and Design (EAD) program is offered to ESL students entering first year at the Ontario College of Art and Design. Now in its second year, the EAD program is a result of the successful collaboration between OCAD academic support staff from the Writing and Learning Centre, and instructors from the Faculty of Liberal Studies and Faculty of Art/Design. Throughout the five-week program, students are encouraged to practice language skills in context while receiving ESL support directly related to course content. Our interdisciplinary, collaborative approach brings several models of teaching to the classroom and assembles a ‘team’ of instructors. This student-centred approach allows us to meet the needs of a linguistically and culturally diverse group of students. We hope to bring our findings to support staff and faculty who might want to develop a similar program or incorporate into their own teaching some of the strategies we have found effective. Our presentation will focus on how the EAD program prepares students for our curriculum, with strategies that draw upon the students’ strengths and experiences to help our group become more confident, independent, self-directed learners. Group work will follow.

C4.03 50 Ways to Lure Your Learner

Alice Cassidy, University of British Columbia

Thursday, June 19 • 4:00pm – 4:50pm
 Odette - 112

“Hop on the bus, Gus. Make a new plan, Stan.”* What are some techniques to hook or ‘lure’ learners and to keep them motivated? Knowing how diverse our students, their interests, backgrounds, and preferred learning



styles are, no one technique will be successful all of the time. Come to this session to be actively involved in a large number of 'ways' to have students engage with the course material and objectives. In the process, share some examples from your practice and leave with 'more spice' to add to your teaching repertoire. We all want to help students learn. Let's see if we can leave this session with 50 ways to do just that. "The answer is easy if you take it logically." Cubing, flexible assignments, jigsaw, snowball, statue, "think of a time," ticket to class: there's seven to get us started. * Lyrics by Paul Simon

C4.04 Community Service Learning in Human Geography: Integrating Experiential Learning into Large Courses

Lisa Christmas, University of Saskatchewan
Phaedra Hitchings, University of Saskatchewan

Thursday, June 19 • 4:00pm – 4:50pm
Erie Hall - 2130

There is an increasing expectation by employers that students will emerge from University as well-rounded, engaging, civic-oriented individuals who will make a contribution to the global community. These expectations are changing the nature of the University experience and therefore require instructors to examine their pedagogy and potentially adapt new instructional methods. Community service learning (CSL) can assist students with the creation and enhancement of meaningful connections between course material and real-world issues, and provide a context for exploration of civic engagement principles. At the University of Saskatchewan, students in a first-year Human Geography class are offered the opportunity to engage in CSL volunteer activities, and receive course credit for their participation, as an alternative to the traditional course assignments. This presentation reviews the methodology used to integrate CSL into course and classroom experiences, discusses benefits to the students, including the challenges faced in linking CSL to the broad nature of the discipline, and identifies discipline-specific and transferable skills acquired through their service. This session ends with a participant discussion, including the examination of evaluation methods and improved integration between classroom and community service learning.

C4.05 Multiple-Choice Testing: Is It a Necessary Evil?

David DiBattista, Brock University

Thursday, June 19 • 4:00pm – 4:50pm
Odette - 110

Multiple-choice tests are the most widely used form of objective assessment in university settings. However, many instructors use multiple-choice questions with great reluctance, believing them to be a necessary evil that must be tolerated because of the large classes that are so common nowadays. Critics of multiple-choice testing point to its shortcomings. For example, they say that its use emphasizes memorization at the expense of higher-level thinking and that test scores can be inflated by guessing. But is multiple-choice testing truly a necessary evil, or is it in fact a valuable tool that can be used to assess students' performance effectively and efficiently? In this session, we will critically evaluate multiple-choice testing, examining both its shortcomings and strengths. A balanced consideration of the evidence suggests that the shortcomings of multiple-choice testing are often either overstated or avoidable, whereas the strengths are often overlooked by instructors.

C4.06 Using Skills Portfolios and Projects in Fourth-Year University Transition to Work Capstone Courses

Frederick Evers, University of Guelph
Janet Wolstenholme, University of Guelph

Thursday, June 19 • 4:00pm – 4:50pm
Odette - B06

Capstone courses, which emphasize the transition from university to the workplace, are an excellent way to help fourth-year university students as they complete their studies and prepare for the working world. In the University of Guelph and University of Guelph-Humber courses described in this session, students complete a skills portfolio and a project related to their discipline that allows them to integrate their knowledge and skills

developed during their undergraduate programs. The skills portfolio uses "The Bases of Competence," a model of the advanced skills used by university graduates in the workplace: Managing Self, Communicating, Managing People and Tasks, and Mobilizing Innovation and Change. Each base competency consists of four or five more specific advanced skills and students reflect on and report behaviours related to each skill based on their education and work experiences. The portfolio also includes other elements related to the search for a career position. Session participants will be encouraged to discuss capstone courses, fourth-year projects, and portfolios used at their institutions.

C4.07 **Dialogue interculturel en milieu académique: pour une intégration réussie des professeurs étrangers**

Aline Germain-Rutherford, Université d'Ottawa
Barbara Kerr, Université d'Ottawa
Judy Britnell, Ryerson University
Gillian Siddall, Lakehead University
Gwen Wojda, Lakehead University
Marina Elgenking, Seneca College
Bev Brewer, Seneca College
Donatille Mujawamariya, Université d'Ottawa
Peter Murphy, Ryerson University

Thursday, June 19 • 4:00pm – 4:50pm
Odette - 210

Dans un contexte de mondialisation, la mobilité professionnelle des enseignants augmente. Au Canada, le recrutement de professeurs étrangers s'intensifie et nos institutions accueillent de plus en plus d'enseignants étrangers, parfois déroutés par une culture académique différente de la leur. Pour mieux comprendre les défis auxquels ces enseignants font face, et pour aider au développement d'environnements académiques culturellement inclusifs, un projet de recherche, financé par le gouvernement de l'Ontario, fut initié pour identifier les barrières et défis auxquels sont confrontés les professeurs étrangers; encourager le dialogue interculturel; valoriser les accomplissements des nouveaux professeurs dans les institutions postsecondaires ontariennes de plus en plus multiculturelles. SuccessInAcademia.ca., né de cette recherche, est une ressource en ligne qui s'adresse aux enseignants et administrateurs désirant faciliter et contribuer au développement d'un milieu de travail inclusif, mais aussi aux conseillers pédagogiques qui travaillent avec les enseignants nouvellement arrivés dans une institution. Seront présentés ici les résultats de la recherche, ainsi que les trois volets de cette ressource: un premier espace où administrateurs, professeurs et étudiants décrivent leur vécu en contextes académiques pluriculturels; un espace de réseautage; un espace expérientiel offrant ressources et activités de développement professionnel pour aider le nouveau professeur canadien ou étranger à s'imprégner des dimensions culturelles inhérentes à une carrière académique dans les institutions postsecondaires de l'Ontario.

C4.08 **IT as the Missing Lab Partner in Undergraduate Biology**

Jon G. Houseman, University of Ottawa
Bradley Buschlen, University of Ottawa

Thursday, June 19 • 4:00pm – 4:50pm
Odette - 212

In 2004, the University of Ottawa's Biology Department moved into its new undergraduate teaching facilities, which includes ten labs with a capacity for 392 students. What makes these new state-of-the-art labs unique is that each of the 196 workstations is a combination of wet bench and microscopy station found in the traditional bio lab and a computing workstation. Students work in pairs with a compound and dissecting microscope, each with a digital camera connected to the workstation's computer - a part of the undergraduate science computing network. In this presentation, we take a look at the history of the project, implementing information technologies and student reactions to the new facilities. As well, we take a look at how the presence of the computer and instructional technologies at the work bench have changed the dynamics of the interaction between student pairs and the demonstrators and instructors during a lab session. We will also explain how the facilities have allowed us to create a unified online support system for our undergraduate labs.



C4.09 Addressing the Unique Needs of Graduate Writers

Adrienne Jones, University of Ottawa
Liv Marken, University of Saskatchewan

Thursday, June 19 • 4:00pm – 4:50pm
Odette - B04

High rates of graduate student attrition are a concern of many North American universities. One variable that has been linked to student attrition is inadequate preparation in research and writing, a shortcoming which can negatively impact academic success. Universities are looking for ways of ensuring that graduate students receive the training and support necessary to develop these essential skills. It is important for writing centres to recognize and address the needs unique to graduate student writers and to identify ways in which they can support graduate students. This concurrent session will explore the needs of graduate writers as identified in the literature and through institutions' experiences, and will examine the opportunities and challenges of writing centres in addressing these needs. Discussion will focus on best practices and the implementation of graduate writing support.

C4.10 Teacher Talk for ITAs: The Language of Teaching in Engineering and the Sciences

Nadine Le Gros, University of Western Ontario

Thursday, June 19 • 4:00pm – 4:50pm
Erie Hall - 2125

The linguistic difficulty international teaching assistants (ITAs) have communicating with their undergraduate students extends beyond pronunciation: the issue is one of omitting key phrases necessary for clear communication. The phrases required for successful teacher talk serve the functions of defining, illustrating, restating, summarizing, etc., and help orient students to the intentions of instructors. I will introduce participants to a language program and materials that help international teaching assistants improve their pedagogic discourse and structure their speech to increase clarity of communication with undergraduates.

We will share strategies developed for and employed in two unique classes entitled "The Language of Teaching in the Sciences" and "The Language of Teaching in Engineering." We will watch short movies of teaching assistants, laboratory technicians, and professors in the sciences and engineering defining concepts, explaining lab activities, doing board work, handling one-on-one interactions, etc., and analyze the scenes for language use. Participants will receive handouts of the transcripts and the pages of lexical phrases that ITAs can incorporate into their dialogue to successfully fulfill their teaching tasks. These ideas and materials will enable participants to enhance the quality of their ITA training programs.

C4.11 Reflecting on Practice: The Use of Journals at a Problem-Based Learning School in Singapore

Magdeleine Lew Duan Ning, Republic Polytechnic, Singapore

Thursday, June 19 • 4:00pm – 4:50pm
Odette - B03

The purpose of this study is to report tutors' and students' perceptions on the use of journals at a Singapore institution of post-secondary education using problem-based learning. Students had to write in a daily reflection journal in response to a journal question. They were asked to detail factual information or to be reflective about their learning and development. To that end, focus-group interviews with tutors (n=7) and students (n=15) were conducted. The participants were asked about the perceived purposes and functions of and experiences with journal writing. The collected data was qualitatively analyzed and the results of the analysis demonstrate that the didactic purpose of the reflection journal as a tool to encourage and record reflection in learning resonates among tutors and students alike. Nonetheless, they have different views on the use of the reflection journal as a summative tool. Tutors use it in part when deriving students' daily grade, also taking into consideration the three other elements of the daily assessment (i.e. tutor judgment, self-evaluation, and peer evaluation). To add on, the reflection journal was identified as being most significant for the daily grade by students whereas the other elements of daily assessment were perceived as less influential.

C4.12 The Practicum/Clinical Component of Professional Preparation: Undergraduate Students' Experiences

Edwin G. Ralph, University of Saskatchewan

Thursday, June 19 • 4:00pm – 4:50pm
Odette - 108

The practical/clinical program has long been a key component of professional undergraduate education. Novice practitioners regularly report that their practicum experiences were critical in preparing them for their first position in their respective professional roles.

The presenter of this session is the principal investigator in a SSHRC cross-disciplinary, three-year study examining the future of the clinical/practicum component of pre-service education for the professions. He will first synthesize one part of this broader cross-Canada study, namely an investigation of the responses of several hundred post-practicum students from three disciplines (engineering, nursing, and teacher-education) regarding what they identified as the most positive and negative aspects of their recently-completed practicums.

Attendees from all professional disciplines are invited to come prepared to respond to the findings of this study by sharing/comparing the perspectives of their own students regarding their respective practicum experiences.

The goal is that this interdisciplinary exchange of views will mutually encourage practicum-program organizers across all professional-training fields to value the student voice as a key contributor to program improvement.

C4.13 Interest, Learning, and Achievement in Problem-Based Learning: A Pilot Study

Jerome Rotgans, Republic Polytechnic

Thursday, June 19 • 4:00pm – 4:50pm
Odette - B02

The objective of this study was to investigate how situational interest develops and advances in a problem-based learning environment. The study was conducted at Republic Polytechnic, where students work on one problem a day. An on-line task measurement approach was applied to determine students' levels of situational interest as well as task engagement. In total, 10 measurement points were selected where students ($N = 62$) had to respond to a 6-item self-report questionnaire. In addition, a pre- and post-concept recognition test was administered to determine students' learning achievements. Data was statistically analyzed using a structural equation modeling approach. The initial results of the pilot study suggest that students have an "epistemic curiosity" that is highest when the problem statement is presented. Gradually, during the course of the day, this epistemic curiosity gets saturated, particularly during the self-study period. However, for some students, situational interest increased just before the tutor provided a summary and elaboration of the learning activities for the day. The level of situational interest at this point was the best predictor for students' daily performance. Implications of these findings for problem-based learning will be discussed.



STLHE Gala Banquet

6:00pm – 10:00pm

Thursday, June 19

St. Clair Centre for the Arts

201 Riverside Drive West

With The Vanessa Harnish Trio

Shuttles have been arranged for pick-up from Alumni Hall at 6:00pm, and return to Alumni Hall beginning at 9:30pm. The St. Clair Centre for the Arts is adjacent to the Radisson and Hilton Hotels.

Parking passes will be provided at the event, for \$5 fee maximum at the City parking garage on Pitt Street opposite the back door to the Hilton Hotel.





Notes



Friday June 20, 2008

Concurrent Session 5 – 8:30am – 9:20am

Session Number and Title	Venue	Presenter(s)
C5.01 What's All the Clicking About? A Study of Personal Response System Use at the University of Toronto	Erie Hall - 2126	Carl-Georg (Charly) Bank, Jason Harlow, Lena Paulo Kishnir
C5.02 Beyond Cultural Awareness: Helping Faculty Communicate Across Cultures in the Classroom	Erie Hall - 2125	Nanda Dimitrov
C5.03 Reflections on Teaching from a Global Perspective	Odette - B03	Diane Enns
C5.04 From Classroom to Community: The Practice of Engagement	Odette - 210	Alex Fancy
C5.05 Universal Instructional Design: A Methodology for Inclusive Instruction	Odette - 110	Anthony Gomez
C5.06 (Inter)Action: An Initiative for Student Engagement Beyond the Classroom	Odette - B04	M. Heather Hartley
C5.07 Communication Café: A Proactive Approach to Engaging ESL Students	Odette - 212	Elaine Khoo, Heather-Lynne Meacock, Adam Liu, Elaine Yi Liu, Sangeetha Sriganesha
C5.08 Developing A Global Learning Partnership: Faculty Reflections & Assessment Guidelines	Odette - 108	Geraldine (Jody) Macdonald
C5.09 Active Learning: Active Citizenship	Odette - B02	Mike McManus
C5.10 Does Inquiry-Based Learning Strengthen Teaching-Research Links?	Odette - 112	Rachel Spronken-Smith
C5.11 Globalization, Higher Education, Plagiarism: What Are the Connections?	Odette - B06	Tyler Tokaryk, Cleo Boyd
C5.12 Encouraging Undergraduate Class Participation with Positive Reinforcement	Erie Hall - 2130	Nichole Wright, Marcia Gragg, Ken Cramer

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.

C5.01 **What's All the Clicking About? A Study of Personal Response System Use at the University of Toronto**

Carl-Georg (Charly) Bank, University of Toronto
Jason Harlow, University of Toronto
Lena Paulo Kishnir, University of Toronto

Friday, June 20 • 8:30am – 9:20am
Erie Hall - 2126

Handheld personal response systems (clickers) have become increasingly popular in undergraduate teaching as a tool for engaging students and creating enriched learning environments. When used by students during lectures, clickers provide instructors with an easy and effective way to assess student comprehension. Instructors and students no longer have to wait until scheduled tutorials or tests to demonstrate mastery in subject areas. Over 30 instructors at the University of Toronto were interviewed about their use of clickers in classes with a total enrolment of over 5,000 students. Students in these classes were also surveyed about their perception of the value of this technology.

The objectives of our study are to assess: 1) the logistics of using this teaching tool; 2) the pedagogical value of this tool and associated teaching strategies; and 3) students' perceptions of the efficacy of this tool on their learning. We discuss some of the successes and failures of this technology as a teaching and learning tool. Participants are invited to share their experiences and teaching strategies with respect to using clickers in their classes.

C5.02 **Beyond Cultural Awareness: Helping Faculty Communicate Across Cultures in the Classroom**

Nanda Dimitrov, University of Western Ontario

Friday, June 20 • 8:30am – 9:20am
Erie Hall - 2125

Workshops on "diversity in the classroom," offered at most Canadian and American universities, focus primarily on increasing participants' awareness of cultural differences. Faculty members often walk out of these workshops wondering "but what can I do in my class if a student does....?" While raising cultural awareness is an important step towards effective cross-cultural communication in the classroom, it is important to provide faculty members with an opportunity to practice interacting with students from diverse cultural backgrounds, to develop strategies for responding to unexpected or ambiguous communication episodes, and to reflect on methods used to assess and support the learning of students from diverse cultural and linguistic backgrounds. During the session, participants will take part in role plays that may help faculty acquire cross-cultural communication competence by engaging them in behavioural and affective learning.

C5.03 **Reflections on Teaching from a Global Perspective**

Diane Enns, McMaster University

Friday, June 20 • 8:30am – 9:20am
Odette - B03

In this session, I will address the challenges of teaching global issues, particularly in a course on global feminism that focuses on the relationship between Western feminism, Islamic feminism, and "Third World" feminism. How do we enable students to transcend their own worldviews, established throughout an educational history that constantly reinforces a centre and a periphery? At the same time, how do we teach in such a way that globalization processes are not simply equated with Western imperialism, which results in students berating their own imperialist tendencies when studying global issues, again reinforcing a center/periphery binary?

Through discussion with the audience, I hope to clarify what it means to teach from a "global perspective," and think of practices of teaching that will enable students to "turn the world upside down" - to understand another worldview and view themselves from that perspective.



By the end of this session, participants will have had ample opportunity to ask theoretical and practical questions about globalization in education, and to share experiences of the challenges they have encountered as their own institutions adopted a globalization paradigm.

C5.04 From Classroom to Community: The Practice of Engagement

Alex Fancy, Mount Allison University

Friday, June 20 • 8:30am – 9:20am
Odette - 210

Based on the recently published Permchart, "An Instructor's Guide to Engagement in Teaching and Learning: From Actor to Spectator," this interactive session will explore strategies for helping our classrooms and courses become micro-communities that prepare all participants (teachers and students) for social engagement that is as rewarding and as beneficial as possible. We will explore classroom engagement strategies that can enhance the energy exchange with and among our students; course and class planning from a performative viewpoint; short- and long-term teaching and learning rhythms; and critical junctures in our dialogue with students.

La session interactive permettra aux participants d'identifier, d'échanger et d'explorer des stratégies de formation de communautés dans nos salles de classe. Ainsi enseignants et étudiants peuvent-ils élaborer ce que Gramsci aurait appelé "des institutions pré-figuratives" qui anticipent la vie communautaire et engagée. Nous examinerons surtout l'amélioration de l'échange d'énergie que nécessite toute activité pédagogique; la performance qui est un atout pour toute personne qui planifie un cours ou une classe; et des moments critiques qui jalonnent le dialogue que nous entretenons avec nos étudiants.

C5.05 Universal Instructional Design: A Methodology for Inclusive Instruction

Anthony Gomez, University of Windsor

Friday, June 20 • 8:30am – 9:20am
Odette - 110

Universal instructional design (UID) consists of a set of instructional practices for teaching today's diverse learners. Originating in architecture, the seven principles of UID are designed to engage all learners, regardless of their individual learning styles and backgrounds. By presenting academic content within the framework of UID, instructors can save time, increase comprehension by their students, and foster greater fairness and equity in their classroom. Much of the latest instructional technology, such as course-management software and clickers, is well-suited to the implementation of UID. This methodology is also effective in the instruction of students with disabilities, as it favours the removal of barriers to learning for all students.

C5.06 (Inter)Action: An Initiative for Student Engagement Beyond the Classroom

M. Heather Hartley, University of Windsor

Friday, June 20 • 8:30am – 9:20am
Odette - B04

Paulo Freire wrote about the educational process as a means of developing student's critical consciousness and transforming students into aware individuals who want to and have the opportunity to participate and contribute in the social and political arenas of the world community. This conference session will present the development and implementation of the (Inter)Action Initiative undertaken in an advanced documentary film/video course. Working with the CitizenShift staff at the National Film Board of Canada, the documentary class developed a dossier on the topic of "activism" and created and uploaded content (writings, interviews, video material) to the CitizenShift interactive website. Other CitizenShift users could comment on the students' contributions and add other material relevant to the topic to build an on-going dialogue on issues related to social justice activism.

The (Inter)Action Initiative includes students' development of considered, thoughtful comments on the work of other artists and activists as well as students' reflection on their goals, learning and growth.

Participants in this session will complete individual work and take part in a discussion to develop strategies applicable to their courses for disseminating student work.

C5.07 Communication Café: A Proactive Approach to Engaging ESL Students

Elaine Khoo, University of Toronto at Scarborough
Heather-Lynne Meacock, University of Toronto Scarborough
Adam Liu, University of Toronto at Scarborough
Elaine Yi Liu, University of Toronto at Scarborough
Sangeetha Sriganesha, University of Toronto at Scarborough

Friday, June 20 • 8:30am – 9:20am
Odette - 212

Diversity in our student population becomes a fully realized asset when students from different cultural backgrounds feel included in the academic community, rather than being left in the margins. However, language- and culture-related factors hinder the active participation of many ESL students as well as those first in their families to study in university. The Communication Café offered by the Writing Centre at U of T Scarborough since 2005 is a voluntary, motivating program that empowers such students (as well as others) to achieve greater fluency, confidence, critical thinking skills, and vocabulary to meet their academic needs. By providing a no-risk environment for development, the Café attracted a high level of participation (over 620 visits in a semester). Empowered Café students are able to participate in the mainstream academic discourse, and take leadership positions. Following the presentation about the Café at STLHE Conference 2007, this session reports on further exciting developments that have engaged ESL students in previously unexplored ways. In this highly interactive presentation, participants will experience the multiple levels of student engagement and how that engagement changes students' roles in the learning community. Participants will also be invited to discuss programs in their institutions that aim to serve similar needs.

C5.08 Developing A Global Learning Partnership: Faculty Reflections & Assessment Guidelines

Geraldine (Jody) Macdonald, University of Toronto

Friday, June 20 • 8:30am – 9:20am
Odette - 108

Post-secondary students today are actively seeking global learning opportunities. In responding to student demand, faculty members must consider a series of diverse issues in order to ensure the development of sustainable global partnerships that will promote a positive global learning experience. This presentation begins with the presenter's narrative about her dynamic experience in identifying potential global learning partners between her home university in Toronto and universities in Ireland, preparing for a visit to Ireland to meet with the potential global partners, and the identification of issues relevant to a positive student experience. The importance of identifying reciprocal learning opportunities for global partners' students will be included. Participants are invited to share relevant experiences and to constructively dialogue about suggested global partnership assessment guidelines designed to guide faculty initiation of sustainable global partnerships that promote positive learning experiences within global learning contexts.

C5.09 Active Learning: Active Citizenship

Mike McManus, Sheffield Hallam University

Friday, June 20 • 8:30am – 9:20am
Odette - B02

The Active Learning: Active Citizenship (ALAC) project is concerned with producing multi-media resources for the teaching of citizenship and politics in higher education. The project team recognised that the deliverables of the project should consist of more than just a set of resources and should be more fully integrated with active learning. To this end, students were involved in the project in a variety of ways, as co-producers and researchers as well as subjects. We have integrated the project into a range of modules in social science, education and



politics degree programmes. The use of student-generated teaching resources for use by other students is an area of interest in the Scholarship of Teaching and Learning as it involves inviting students into the “Teaching Commons” (Huber & Hutchings, 2005). The aim of this session is to enable participants to explore some of the resources produced by the project and to consider the experiences and reflections of the students and staff who were involved this exercise so as to discuss the issues involved in this approach.

C5.10 Does Inquiry-Based Learning Strengthen Teaching-Research Links?

Rachel Spronken-Smith, University of Otago

Friday, June 20 • 8:30am – 9:20am
Odette - 112

In recent years many prominent higher educationalists have promoted the use of inquiry-based learning (IBL) as a way to strengthen teaching-research links. However, there are few reports of exactly how inquiry can do this – rather it is assumed that this is the case. This session will discuss case studies of IBL to see whether teaching-research links were in fact strengthened through this approach. Three cases are considered: a stage two inquiry course on 'Political Communication in New Zealand;' a stage three medicine module on 'Endocrinology' and a stage three 'Ecology Field Studies' course. In the Political Communication course, IBL strengthened the teaching-research nexus – explicitly for the teacher and implicitly for the students. In the Endocrinology module, which is taught via case-based learning, the use of inquiry did not strengthen the nexus for either teachers or students. The Ecology course involved 'authentic' inquiry and strengthened the nexus for both teachers and students. This research has raised some issues for teachers and researchers interested in IBL. Several key questions will be discussed including: what is IBL? What is the relation between IBL and PBL? What features of course design would result in a strong two-way link?

C5.11 Globalization, Higher Education, Plagiarism: What Are the Connections?

Tyler Tokaryk, University of Toronto Mississauga
Cleo Boyd, University of Toronto Mississauga

Friday, June 20 • 8:30am – 9:20am
Odette - B06

Henry Giroux argues that the growth of neo-liberal capitalism across the globe is transforming higher education into "the handmaiden of corporate culture." Other theorists maintain that the globalization of education is responsible for a range of academic vices, including the growth of plagiarism. What is the relationship between globalization and plagiarism in higher education? Do students from non-Western countries really view plagiarism differently than students from Western cultures? Does the language of corporate culture in the university really transform education into a "product" students feel entitled to "take" once they have paid their tuition? This interactive session will investigate the assumptions, perceptions, and practices surrounding the "problem" of plagiarism in the globalized university, and will focus on how the discourse of "globalization" has changed the tenor of the debate surrounding plagiarism. The focal point of this talk will be the results of a comprehensive survey administered to humanities and social sciences faculty at the University of Toronto Mississauga. The survey, investigating faculty perceptions of the relationship between plagiarism and globalization, will serve as a point of departure for collaborative discussion of best practices for understanding and preventing plagiarism in the university.

C5.12 Encouraging Undergraduate Class Participation with Positive Reinforcement

Nichole Wright, University of Windsor
Marcia Gragg, University of Windsor
Ken Cramer, University of Windsor

Friday, June 20 • 8:30am – 9:20am
Erie Hall - 2130

Undergraduate classes often involve a professor lecturing to 100-plus students, resulting in minimal student engagement. It was observed in a 4th year Behaviour Modification class that awarding “tickets” (reinforcers) for class participation yielded greater student involvement. A similar strategy was used in a larger undergraduate



lecture with 96 students under more controlled conditions. Class participation was defined as students' relevant comments or questions during class. Class participation was measured for five weeks, in two 80-minute classes/week. Baseline was collected for two classes. In the "Unaware Phase" (lasting two classes), participation tickets were given to students without explanation. In the "Informed Phase" (collected over four classes), it was explained that class participation would earn individual students tickets for a draw for gift certificates. Participation was measured for two classes without ticket distribution. Finally, a group discussion invited students to share their opinions of the ticket strategy. Frequency of instructor questions remained relatively constant, and class attendance was consistently 60-70 students/class. Class participation rose from 35 relevant student comments/questions per week during Baseline, to 47 during the Unaware Phase, to 53 during the Informed Phase, and finally to 70 during Final Baseline. Systematic and concrete positive reinforcement effectively increased class participation.

Notes



Friday June 20, 2008

Concurrent Session 6 – 9:30am – 10:20am

Session Number and Title	Venue	Presenter(s)
C6.01 Dealing with Disruptive Students	Odette - B03	Mike Atkinson, Gary Poole
C6.02 The Validity of Student Course Evaluations: An Eternal Debate?	Erie Hall - 2126	Andrew M. Boggs, Pamela Gravestock, Emily Gregor-Greenleaf
C6.03 Learning Cells: Active and Student-Centred Learning	Odette - 108	Joseph A. Buijs
C6.04 Interactive Groups: Examining and Interrogating Issues of Equity and Diversity	Odette - B06	Gail Frost, Maureen Connolly
C6.05 The Metaphors of Business Ethics: Exploring Perspective-Taking in Teaching with Cases	Erie Hall - 2130	S. Michel Hébert
C6.06 Procès Métaphysique du Silence en Classe: Lecture et Discussion d'une Brève Fiction / Silence in Class Under Metaphysical Scrutiny: Reading and Discussion of a Brief Fiction	Odette - 210	Claude Lamontagne
C6.07 Narrative and Multiple Intelligences: Eight Innovative Ways to Encourage Dialogue and Connections	Odette - 112	Alice Macpherson, Allen Stevens
C6.08 What Do Incoming Graduate Students Ask Their Supervisors, and What Should They Ask?	Erie Hall - 2125	Gayle McIntyre
C6.09 Self-Reflective Teaching: Building a Metaphorical Repertoire in the Classroom	Odette - B02	Josh Mehler, Daniel Richards
C6.10 Mentoring: A Powerful Tool to Retain First-Year Students	Odette - B04	Barbara Niewitecka, Geri Salinitri
C6.11 Writing Curriculum for an Introductory Course on Indigenous Literature for Students Far and Wide: Opening the Novice's Sceptical Mind to Open University	Odette - 212	Ginny Ratsoy
C6.12 Lessons Learned in Program Evaluation Assessment: Capturing Multiple Perspectives in a World of Dental Hygiene Students' Learning	Odette - 110	Dieter J. Schönwetter

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.

C6.01 Dealing with Disruptive Students

Mike Atkinson, University of Western Ontario
Gary Poole, University of British Columbia

Friday, June 20 • 9:30am – 10:20am
Odette - B03

Issues surrounding classroom management are among the most difficult to address in the university classroom. How do you deal with disruptive students? Should you ignore minor problems (e.g., reading the newspaper) while addressing more serious issues (continuous talking, complete lack of attention, off-topic behaviour) immediately? Are laptops in the classroom beneficial or merely another source of disruption? How do you establish “rules” for conduct in the classroom?

In this interactive session, we will examine these issues through role play, group discussion, and focused questioning. Participants will be presented with a series of disruptive incidents and asked to provide possible solutions, both privately and in group discussion. The presenters will model both appropriate and inappropriate methods to deal with these situations. In addition, participants will be invited to provide some examples of situations they have found particularly challenging in their own classrooms.

C6.02 The Validity of Student Course Evaluations: An Eternal Debate?

Andrew M. Boggs, Higher Education Quality Council of Ontario
Pamela Gravestock, University of Toronto
Emily Gregor-Greenleaf, University of Toronto

Friday, June 20 • 9:30am – 10:20am
Erie Hall - 2126

Student evaluation of courses and teaching is a contentious issue in higher education. Recently, *Ivory Tower Blues: A University System in Crisis* (Côté & Allahar, 2007) went as far as to assert that professorial fear of student evaluations is a major contributing factor to rampant grade inflation across North America. Controversy centers on the (perceived) validity of student course/teaching evaluations: are students capable of providing accurate assessments of teaching ability and course content? The answer to this question has practical implications. For faculty, student evaluations can influence promotion and tenure decisions. For students, evaluations may influence course selection and are often the only opportunity students have to provide feedback on quality of instruction. This session will look at research on student course/teaching evaluation validity, including information about instrument development, interpretation and factors often understood to influence evaluation results. The presentation will follow a parliamentary debate format, with the presenters advocating for two sides of the question: are student evaluations valid measures of teaching effectiveness? Participants will be given the opportunity to offer their own thoughts and experiences (speeches from the floor) and to vote for the argument they feel is more compelling (division of the house).

C6.03 Learning Cells: Active and Student-Centred Learning

Joseph A. Buijs, University of Alberta

Friday, June 20 • 9:30am – 10:20am
Odette - 108

Learning cells are structured group discussions. They allow an opportunity for equal and active participation, promote group interaction and shared learning, and contribute to reflective and critical understanding. Based on the experience of using learning cells in several philosophy courses, this workshop will lay out how learning cells were structured and used, present some feedback on what students thought of the experience, and offer some hints and cautions toward the effective use of learning cells. To illustrate, this workshop will invite attendees to participate in a brief mock learning cell session, and on that basis, invite discussion on how learning cells could be a useful, complementary learning technique in different disciplines.



C6.04 Interactive Groups: Examining and Interrogating Issues of Equity and Diversity

Gail Frost, Brock University
Maureen Connolly, Brock University

Friday, June 20 • 9:30am – 10:20am
Odette - B06

Teachers and learners alike bring past experiences into present teaching and learning contexts. Group work is an experience that brings equal measures of joyful anticipation and mournful trepidation. In this session we will explore challenges associated with managing and assessing group work - in particular in contexts of high learner diversity - and we will present, generate, and discuss strategies for instructors across a spectrum of modalities and options (e.g., high-tech, online, face to face, logs and journals, ongoing and single class). Through a series of interactive, partner and individual activities, we hope to describe existing practices and open possibilities for their adaptation and re-imagining.

C6.05 The Metaphors of Business Ethics: Exploring Perspective-Taking in Teaching with Cases

S. Michel Hébert, University of Western Ontario

Friday, June 20 • 9:30am – 10:20am
Erie Hall - 2130

Courses in business ethics typically rely on cases to analyze and propose solutions to moral problems. This method draws on paradigm cases whose conclusions have long developed into accepted principles of action, i.e. 'one ought to pursue the course that will produce the best outcome.' Students are then called to contrast the morally relevant features in paradigm cases with the features of cases in need of decision. The case method in ethics has its pitfalls, however. The trouble is that the principles embedded in ethical theories and professional codes do not apply themselves nor do they specify the circumstances that justify their revision. Moreover, the case studies approach often emphasizes theory and controversy at the expense of observation and understanding, driving many students to abandon critical attitudes for more skeptical or cynical ones. The session explores activities that emphasize the role of unexamined beliefs and values in identifying and responding to case studies. Participants are asked to look at how metaphors are linked to beliefs and how, sometimes, they can limit critical reflection. The purpose of the exercise is to show students how to examine case studies with an eye to the perspective they bring to the table.

C6.06 Procès Métaphysique du Silence en Classe: Lecture et Discussion d'une Brève Fiction / Silence in Class Under Metaphysical Scrutiny: Reading and Discussion of a Brief Fiction

Claude Lamontagne, University of Ottawa

Friday, June 20 • 9:30am – 10:20am
Odette - 210

A short mind-provoking fiction inspired by Cicero's definition of divinatory silence will be read (in both French and English if the audience is bilingual). Once read, the fiction will become the object of open discussion and debate (in both French and English if the audience is bilingual). The fiction highlights the metaphysical shortcomings of naïve realism and narrow positivism in debating the role of silence in the pedagogical encounter. It calls for a forceful denunciation of any claim to the possibility of silent learning, as can be found, for instance, in most forms of current institutional practice.

C6.07 Narrative and Multiple Intelligences: Eight Innovative Ways to Encourage Dialogue and Connections

Alice Macpherson, Kwantlen Polytechnic University
Allen Stevens, Kwantlen Polytechnic University

Friday, June 20 • 9:30am – 10:20am
Odette - 112

Narrative is a versatile teaching strategy and can be used to engage both instructors and students in a process of reflection on their learning, teaching practices, and their effects as a key way to enhance "learning in practice" (Moon, 1999) starting with the premise that our lives are full of significant stories that help us bridge to the future (Witherall & Noddings, 1991). The lenses of Gardner's *Multiple Intelligences* (1983, 2004) provide eight ways to approach our personal reflective narratives and these eight intelligences are simple, elegant, and powerful tools to open up dialogue and increase opportunities for deep learning and sharing. Participants will come away with ideas and resources that they can utilize in strategic situations where narrative will engage self and others in active and connected stories that illustrate the breadth and scope of their content within the wider world.

C6.08 What Do Incoming Graduate Students Ask Their Supervisors, and What Should They Ask?

Gayle McIntyre, University of Western Ontario

Friday, June 20 • 9:30am – 10:20am
Erie Hall - 2125

The research on graduate student/supervisor relationships stresses the importance of clarifying expectations early in students' graduate education in order to facilitate success and avoid conflict at later stages. This session will review existing literature on students' perceptions of graduate supervision and data from focus groups, and 185 surveys of incoming graduate students about what they expect at the outset of the supervisory relationship. This session will focus on the questions students ask during their first meetings with supervisors and how to support effective mentoring practices in the supervisory relationship by clarifying expectations between graduate students and their supervisors. Participants will discuss the gaps that exist between what students know and what supervisors expect them to know, and will brainstorm strategies educational developers and faculty can use to help graduate students discover earlier in their education the "unwritten rules" for success.

C6.09 Self-Reflective Teaching: Building a Metaphorical Repertoire in the Classroom

Josh Mehler, University of Windsor
Daniel Richards, University of Windsor

Friday, June 20 • 9:30am – 10:20am
Odette - B02

As teachers, integrating self-reflection strengthens our practice. We believe that metaphor is the most valuable learning tool for reflective teaching because it helps to complicate the diverse roles we assume as teachers, such as performer or guide. However, entering into a classroom with a static, preconceived metaphor fails to take into account the multiplicity of experiences students bring to the classroom.

Therefore, we propose the application of "kairos" (defined as "fitness for the occasion") in tandem with metaphor. This would require the teacher to apply fluid and flexible metaphors – opposed to a single, static metaphor – that change as our experiences change.

Our concurrent session will focus on individual self-reflective writing and subsequent group discussion. These activities will be prompted by a series of classroom scenarios specifically from a first-year undergraduate writing course. Such scenarios aim to reflect the multiplicity of situations teachers find themselves in the classroom on a daily basis. Through discussion of personal experiences as well as an examination of established metaphors (e.g. Freire's "banking model"), this seminar will seek to generate and expand each participant's "metaphorical repertoire."



C6.10 Mentoring: A Powerful Tool to Retain First-Year Students

Barbara Niewitecka, University of Windsor
Geri Salinitri, University of Windsor

Friday, June 20 • 9:30am – 10:20am
Odette - B04

According to the Office of Institutional Analysis (University of Windsor) and Statistics Canada (2005), approximately 20% of first-year, full-time students do not return to the University after completion of the first year. Mentoring is one of the most successful and cost efficient strategies in increasing students' retention. The focus of our presentation is a discussion of mentoring practices in our faculties and in the faculties and institutions of the participants. Mentoring first-year students is very different from mentoring graduate students. Faculty often are not aware of the difficulties first-year students face in the transition from high school to university. Also, first-year students represent a diverse group of learners, thus, engaging the audience in developing strategies to address the needs of these students would be useful to many faculty. During our presentation, we will discuss two mentoring models: a two stage model established by Salinitri; and, a direct mentoring model practised by Niewitecka. We are planning to engage participants in identifying features of successful mentoring. These might include but are not limited to, mentor's knowledge of students' characteristics, mentor's effective listening skills, his/her knowledge of institutional resources, and some study strategies.

C6.11 Writing Curriculum for an Introductory Course on Indigenous Literature for Students Far and Wide: Opening the Novice's Sceptical Mind to Open University

Ginny Ratsoy, Thompson Rivers University

Friday, June 20 • 9:30am – 10:20am
Odette - 212

This presentation is a case study exploring two broad challenges in curriculum development: 1) the challenges of writing print-based curriculum for a professor whose experience has been exclusively with face-to-face education; and 2) the challenges of writing curriculum on Indigenous literature in Canada for an unknown, international audience.

This session addresses the following questions:

How can a professor whose philosophy of education is learner-centred, personal, engaged, and as hands-on as possible adapt to the print-based open education model?

How can the print-based model be utilized to encourage active and engaged learning?

How can a course writing/consulting/advising team prepare a package for beginning literature students that introduces the cultural context, reflects the diversity of recent and contemporary Indigenous writers in Canada, and ensures that multiple Indigenous voices are heard, not only through the literature studied, but also through critical insights into that literature?

C6.12 Lessons Learned in Program Evaluation Assessment: Capturing Multiple Perspectives in a World of Dental Hygiene Students' Learning

Dieter J. Schönwetter, University of Manitoba

Friday, June 20 • 9:30am – 10:20am
Odette - 110

Literature is limited in providing the program outcome assessments for professional schools focusing on competency-based outcomes. This concurrent session will focus on one efficient model of a professional school program outcome assessment as defined by graduating students' multiple perspectives of dental hygiene learning: the assessment of their didactic, clinical, and externship experiences. This model has been successfully used to provide invaluable evidence for accreditation as well as guided program refinements. The program outcome assessment model will be used as the framework to invite participants to plan their program assessments for their institutions, explore how best to involve graduating students' evaluations, identify important criteria to include in program assessments, to showcase what works, to highlight program assessment challenges, and to



brainstorm potential solutions for these challenges. Guided by theories and engaged by various interactive methods, such as discussion groups and fish bone exercises, participants will reflect and share their experiences with program assessments. The ideas and experiences captured during this session will be compiled and circulated to participants as part of a toolkit for developing program assessments at their institutions.

Notes



Friday June 20, 2008

Concurrent Session 7 – 11:00am – 11:50am

Session Number and Title	Venue	Presenter(s)
C7.01 Why We Blog: Adopting a New Communications Strategy for Teaching and Learning Centres	Odette - 112	Margaret Cusson, Joe Lipsett
C7.02 Have Their Brains Changed? Are Chickering and Gamson's <i>Seven Principles</i> Still Relevant?	Odette - 110	Russell Day
C7.03 Strategic Approach to Educational Development: Relationship to Learning and Teaching	Odette - 212	Peter Ling
C7.04 The Sophistry of University Rankings: Implications for Learning and Student Welfare	Odette - B02	Stewart Page, Ken Cramer, Laura Page
C7.05 Among Us: International Students Enrich Course Learning	Odette - B03	Rosemary Polegato
C7.06 Lights, Camera, Pedagogy: A Practical Approach to Using Video in Your Courses	Odette - 210	Anthony Roberts, Elizabeth Wells
C7.07 Establishing TA Learning Communities: A Model for Providing Discipline-Specific TA Training and Support	Erie Hall - 2130	Roxanne Ross
C7.08 Teaching From the Margins	Odette - 108	Heather Smigiel
C7.09 "I Wish I Had Known That..." Preparing First-Year Students for University Before They Get to Campus	Odette - B06	Suzanne Tyson, Lesley Gouldie, Arshad Ahmad
C7.10 Assessing the Personal: Direct Cultural Experience and Academic Writing	Odette - B04	Linda Westphalen

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.

C7.01 **Why We Blog: Adopting a New Communications Strategy for Teaching and Learning Centres**

Margaret Cusson, Carleton University
Joe Lipsett, Carleton University

Friday, June 20 • 11:00am – 11:50am
Odette - 112

Blogging, though still relatively new, is quickly becoming adopted worldwide as a simple and accessible medium to share viewpoints, ideas, and information on a variety of topics. Carleton University's Educational Development Centre has adopted the use of a blog to share information about new or current educational applications and its uses (particularly, but not limited to educational technology), to highlight interesting stories about teaching or educators from around the world, and to share reflections on past workshops we have held or attended, conversations, or readings. Launched in the Fall 2007, this blog has been accessed hundreds of times by readers across the world and already has dozens of subscribers.

This session will explore trends in this area as well as how other departments, and in particular, teaching and learning centres, could use this tool. Future developments as well as collaborations between centres will be the final focus of this session.

C7.02 **Have Their Brains Changed? Are Chickering and Gamson's *Seven Principles* Still Relevant?**

Russell Day, Simon Fraser University

Friday, June 20 • 11:00am – 11:50am
Odette - 110

To answer the title questions – maybe and YES. During this session, we will explore how the hype around the 'Millennial Student,' the 'Generation Me' student, and the 'so-called' decline in student preparation might be diverting our attention from the task of teaching the students we do have in our classrooms. Maybe their brains have changed, but I argue, and the brain-based learning literature would suggest, the change is so subtle that Chickering and Gamson's (1987) *Seven Principles for Good Practice in Undergraduate Education* are still very relevant. After an exchange of ideas about the characteristics of our students (often 'labeled:' Millennial, Generation Me, or Mature) and some evidence that our students are more prepared than previously, we will explore how the *Seven Principles* can be applied to enhancing learning for the very diverse student population we are now encountering. From this exchange of ideas, participants will gather new approaches for dealing with the diversity in our classrooms, and recognize that good practice will defy any temptation we may have to accept simple categories and labels.

C7.03 **Strategic Approach to Educational Development: Relationship to Learning and Teaching**

Peter Ling, Swinburne University

Friday, June 20 • 11:00am – 11:50am
Odette - 212

A model of approaches to educational development distinguishing those focused on teaching and those focused on learning from those driven by institutional missions and strategies is employed in this session. The session will be informed by the results of several surveys conducted in Australia in 2007 and by information emerging from a forum of Australian university personnel associated with the development of academics. These sources show that educational development units often perform a range of functions that go beyond the development of learning and teaching. Activities in which they also engage include: educational media production; provision of student study skills programs; preparation for external teaching awards; working with quality assurance measures; and contributing to the broad policy environment of a university and its strategic directions. A review of the available data leads to a conclusion that the role of educational developers in the current era is very much influenced by strategic pursuits of universities. In this climate, the potential for educational



development to operate with the integrity of a practice informed by a disciplined study of learning and teaching is more limited than it was during the periods where understandings of learning and teaching drove the enterprise.

C7.04 The Sophistry of University Rankings: Implications for Learning and Student Welfare

Stewart Page, University of Windsor
Ken Cramer, University of Windsor
Laura Page, OISE/University of Toronto

Friday, June 20 • 11:00am – 11:50am
Odette - B02

A data-based perspective is presented concerning the Maclean's magazine (November, 2007) rankings of 47 Canadian universities, including results from several previous studies as well as several cluster and other non-parametric analyses of the ranking data. These data resemble those reported by other sources. Our cluster analyses show that universities resemble each other, and group together, in a manner seldom consistent with their final rank standings or with their formal classifications in terms of academic curriculum or general mission. Several pitfalls in ranking procedures, related to unreliable relationships among ranking criteria, pitfalls of ordinal (rank-based) data, and fallacious assumptions underlying final ranks, are presented. Comparisons are also made between ranking results and measures of student satisfaction obtained from recent graduates of Canadian universities. There appears to be no reliable scientific or empirical foundation with which to promote arbitrarily constructed ranking data and criteria as empirically useful or otherwise valuable to students. More importantly however, ranking exercises generate negative consequences which affect adversely the social, academic, and psychological welfare of students, a matter which should now be of serious concern for students, parents, and educators. We will invite interactive discussion, and will respond to questions and comments that may arise.

C7.05 Among Us: International Students Enrich Course Learning

Rosemary Polegato, Mount Allison University

Friday, June 20 • 11:00am – 11:50am
Odette - B03

Cross-cultural learning is a natural objective for an international marketing course. But how does one ensure that all students are given an opportunity to become involved in a cross-cultural learning project? This presentation suggests that the answer may be sitting right in front of us – among the students in the course. Students in the Fall 2005 class represented seven countries, including Canada; thus, seven country teams, comprised of three Canadians and a representative of another country, were formed. Each four-member team compared marketing strategies for the same brand in Canada and another country. In addition to the cross-cultural experience that occurred within each team, the high quality of the papers and presentations provided in learning about a diverse array of products and cultures.

Comparisons will be made to alternate ways in which students were organized for similar projects. Further, a 15-20-minute exercise will be used to illustrate the learning gap evident when the project is done from the perspective of Canadians only. This exercise will accommodate a cross-disciplinary audience.

C7.06 Lights, Camera, Pedagogy: A Practical Approach to Using Video in Your Courses

Anthony Roberts, Mount Allison University
Elizabeth Wells, Mount Allison University

Friday, June 20 • 11:00am – 11:50am
Odette - 210

Engaging students outside class time may prove difficult. Changing literacy, for example, images and videos, is rapidly becoming a major form of literacy, and with a growing interest by students in web-based content, finding pedagogically sound yet appealing modes to engage students may prove virtually impossible. In this

presentation, we will explore how video is used to communicate what is required for assignments, exams, and tests in a first-year music class. Posting to a LCMS, videos were produced highlighting what was expected of students for their assignments, tests, and exam preparation. There are various positive effects: increased “air-time” with students, very clear and unambiguous instructions, increased interest of the students, and effective preparation. Within the context of a global view, using video can break down geographic barriers, alleviate some linguistic hurdles, and provide students with the ability to review their assignment instructions, exam preparation tips, etc. at will. Producing videos can be a simple and straight-forward affair; this session will provide very practical tips in producing videos for teaching and learning by demonstrating the ease of production.

C7.07 Establishing TA Learning Communities: A Model for Providing Discipline-Specific TA Training and Support

Roxanne Ross, Carleton University

Friday, June 20 • 11:00am – 11:50am
Erie Hall - 2130

The level of support provided to teaching assistants (TAs) as they fulfill the duties of their TAships can have a significant impact on both the learning experiences of undergraduate students as well as on the professional development opportunities of the TAs themselves. This session discusses a TA mentorship pilot project that focused on providing discipline-specific pedagogical skills and collegial support through the creation of TA learning communities within participating departments. Specifically, the project aimed to foster a sense of professionalism and inclusion among TAs, improve faculty/TA interactions and develop the communication skills of both domestic and international TAs. Details on program implementation, mentor training and program’s successes and challenges will be presented. This session will also invite participants to share best practices in relation to providing discipline-specific TA support.

C7.08 Teaching From the Margins

Heather Smigiel, Flinders University

Friday, June 20 • 11:00am – 11:50am
Odette - 108

Over the last few years, the number and hours of academic staff employed on an hourly or casual basis has increased. These staff members are often referred to as “sessional staff” and are employed to conduct lectures, tutorials, problem-based classes, laboratories, practical classes/workshops, to write curriculum materials, and design assessment. Two years ago, it was estimated in Australia that 40% of the academic workforce was sessional staff yet little has been done to address their needs.

This group of academic staff presents a variety of unique issues for the university including ensuring the quality of teaching and learning, workforce development, and support for individual professional development and career planning. This presentation will be in English and will be based on a study conducted in one university in Australia. The survey sample consists of 734 hourly paid staff members - 34.9% were male and 65.1% were female.

During this presentation, the results of the survey will be presented and attendees will be invited to discuss and compare the situation described with their own institution. This presentation will also involve an interactive discussion of the recommendations arising from the study and a description of the action that has been taken to address some of the issues identified through the survey.



C7.09 "I Wish I Had Known That..." Preparing First-Year Students for University Before They Get to Campus

Suzanne Tyson, EduWiki
Lesley Gouldie, EduWiki
Arshad Ahmad, Concordia University

Friday, June 20 • 11:00am – 11:50am
Odette - B06

Instructors often lament about the gap between first-year students' level of preparedness and their actual abilities. Students also feel dissonance between what they imagined the university experience to be and what they must do to succeed. This session explores these gaps and identifies effective ways to bridge pathways for student success, especially during the first formative year at university. The presenters are working with educational developers and award winning teachers to create educational learning objects which will narrow these gaps.

C7.10 Assessing the Personal: Direct Cultural Experience and Academic Writing

Linda Westphalen, University of Adelaide

Friday, June 20 • 11:00am – 11:50am
Odette - B04

Indigenous and "other" students often use their personal experiences as evidence in both written and verbal assessment items. Non-Indigenous institutions have long asserted the primacy of the written over the oral/anecdotal, where the former is assumed to be objective, factual and verifiable, and the latter is subjective, unreliable and transient.

In the School of Education at the University of Adelaide, South Australia, the use of oral evidence is increasingly common, as more students from minority cultures (such as Indigenous) gain entry into teaching programs. As such, this minority experience offers a dynamic perspective rarely seen, but also a challenge to academic assessors, if the notion of what it means to be culturally inclusive is to be more than token. When a personal experience is deemed inadequate by a marker, what message does this send? Ethically, it undermines a minority cultural perspective and, arguably, contributes to ongoing colonisation. Materially, it disadvantages a student from a minority culture simply because there may be little research into their cultural area that is not biographically- or autobiographically-based. In terms of power, life experience examples challenge and undermine the position of 'academic' knowledges, as well as the epistemological premise of a 'fact.'



A World of Learning

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CALGARY
CALVIN COLLEGE
CANADIAN FORCES COLLEGE
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CONCORDIA
DALHOUSIE

DAVENPORT
FLINDERS
GUELPH
INDIANA
KEELE
LA TROBE
LEEDS METROPOLITAN
MANITOBA
MCGILL
MCMASTER
MONASH
MOUNT ALLISON

NORQUEST COLLEGE
OCAD
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OTTAWA
QUEENS
QUEENSLAND
RYERSON
SAINT MARYS
SASKATCHEWAN
SENECA
SHEFFIELD HALLAM

SIMON FRASER
STELLENBOSCH
STRATHCLYDE
SWINBURNE
THOMPSON RIVERS
TORONTO
VICTORIA
WATERLOO
WESTERN ONTARIO
WILFRED LAURIER
WINDSOR
YORK



Friday June 20, 2008

Roundtable Discussions 2 – 12:15pm – 1:15pm

Session Number and Title	Venue	Presenter(s)
R2.01 Making It Real: Getting Students to Base Business Writing on Real-World, Real-Time Primary Research in Lieu of Hypothetical Cases	Vanier - Oak Rm.	Guy Allen
R2.02 Scholarly Teaching and the <i>Seven Principles for Good Practice in Undergraduate Education</i>	Vanier - Rose Rm.	Paola Borin, Erika Kustra, Lynn Martin, Faria Sana, Philip Savage, Susan Vajoczki
R2.03 The Long Distance Online Teacher: Bringing Mohammad to the Mountain	Vanier - Winclare Hall	Claudia M. Caruana
R2.04 Improving Assessment of Competencies in Vocational Education: A Case Study in Maritime Domain	Vanier - Oak Rm.	Gholamreza Emad, Wolff-Michael Roth
R2.05 How Do We Build Cultural Competence?	Vanier - Katzman Lounge	Jennifer Gilbert, Jen Schellinck, Sierra Hubble, Danardo Jones
R2.06 The Heisenberg Principle* of Educational Research	Vanier - Winclare Hall	Clare Hasenkampf
R2.07 What is Best Practice When Preparing Newly Appointed Lecturers to Deal With Diversity in the Classroom?	Vanier - Katzman Lounge	Nicoline Herman, Brenda Leibowitz
R2.08 Accelerating the Academic Acculturation of ESL Students: The University of Toronto Scarborough Model	Vanier - Winclare Hall	Elaine Khoo, Adam Liu, Elaine Yi Liu, Sangeetha Sriganesha
R2.09 Experiential Education and Activism in Course Design and Teaching: Exploring the Challenges, Strategies, and Successes	Vanier - Katzman Lounge	Debra Langan
R2.10 Modeling as Learning: The Effective Use of Web-Delivered Student Samples	Vanier - Katzman Lounge	Margaret Procter, Alan Chong, J. Barbara Rose
R2.11 How Does it Sound? Using Digital Audio for Assessment Feedback	Vanier - Centennial Rm.	Bob Rotheram
R2.12 Towards a Positive Pedagogy of Student Writing: Building Capacity for Change	Vanier - Winclare Hall	Jennifer Sipos-Smith, Kwai-Yun Li, Christine Zobniw
R2.13 Modeling of Information and Communication Technology (ICT) Integration: A Methods Course for Teacher Education Students	Vanier - Katzman Lounge	Zuochen Zhang

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.

Note: Winclare is upstairs in Vanier Hall. All other roundtable rooms are downstairs. Lunch will be served on both floors to accommodate roundtable participants' needs.

R2.01 **Making It Real: Getting Students to Base Business Writing on Real-World, Real-Time Primary Research in Lieu of Hypothetical Cases**

Guy Allen, University of Toronto

Friday, June 20 • 12:15pm – 1:15pm
Vanier Hall - Oak Rm.

This session describes pedagogy I evolved in an MBA-level communications course and an upper-level undergraduate "Finance and Writing" course. When I started teaching financial communications, I felt uncomfortable following "business writing" conventions. In particular, I felt uneasy about building writing assignments around hypothetical business poses - "Pretend you and your team at ABC Consultants must advise the CEO of Dell Canada on selecting one of the following three options for cutting Canadian call service centre costs by 20%..." If I had learned one thing in 20 years of teaching writing, it was MAKE IT REAL. Typical business writing poses felt counterfeit to me - and to students. I experimented my way to my current pedagogy: having students write reports based on their own original primary research on public microcap (\$300 million or less) companies. Why microcaps? Little is written about most microcaps. Students can do original research.

Students choose companies they want to work on. They write six short journalistic articles and one business report on their company. They design the project. Some visit companies. They write and source their articles. They teach their classmates about their companies. The results have amazed me.

R2.02 **Scholarly Teaching and the *Seven Principles for Good Practice in Undergraduate Education***

Paola Borin, McMaster University
Erika Kustra, McMaster University
Lynn Martin, McMaster University
Faria Sana, McMaster University
Philip Savage, McMaster University
Susan Vajoczki, McMaster University

Friday, June 20 • 12:15pm – 1:15pm
Vanier Hall - Rose Rm.

If a scholar is a "learned person," what does it mean to be a scholarly teacher? Over and above scholarship in our own disciplines, we engage in the discipline and practice of teaching itself. "Good" teachers have always taken an interest in more than just dissemination of knowledge and skill in our discipline, but also in what we do, how we do it, and the effect it has. Participants in this roundtable session will discuss the concepts of "scholarly teaching" and "best practice" in undergraduate teaching.

In small groups, participants will discuss a variety of teaching practices at their institutions, comparing and contrasting their experience with a survey of teaching practices conducted at McMaster University in 2007.

We will consider questions such as: What is a "scholarly teacher"? How might we measure scholarly teaching? What do the results from a McMaster survey of teaching behaviours and the cultural value of teaching tell us? How does "scholarly teaching" relate to the *Seven Principles*?

R2.03 **The Long Distance Online Teacher: Bringing Mohammad to the Mountain**

Claudia M. Caruana, University of Maryland/University College

Friday, June 20 • 12:15pm – 1:15pm
Vanier Hall - Winclare Hall

You're home alone, facing a computer and perhaps 20 or more students in your class... but you have never met them or much less seen them. Many are outside of North America; some of mine are military personnel in Iraq and on naval vessels; others are young individuals who had not finished college. Many would wonder how to teach such a diverse group sitting in the same classroom...but this is a different learning and teaching experience. Here is a chance to explore some of the ways I work with my online students; equally important is how



how other online instructors participating in the roundtable work with their students. The roundtable leader will take and compile information about the strategies and provide them to participants and to other STLHE members.

R2.04 Improving Assessment of Competencies in Vocational Education: A Case Study in Maritime Domain

Gholamreza Emad, University of Victoria
Wolff-Michael Roth, University of Victoria

Friday, June 20 • 12:15pm – 1:15pm
Vanier Hall - Oak Rm.

The assessment and evaluation of student learning has been a controversial topic in conventional education research, as there is uncertainty about the main objective of conducting this assessment. Is it ranking individuals through the measurement of their knowledge or genuine evaluation of students' competencies for the purpose of supporting further learning and development? In the Maritime Education domain, it is no different: mariners must be issued a Certificate of Competency in order to be able to work on-board a ship. In Canada, this is completed through a series of written and oral examinations. In this phase of our ongoing study, we analyzed how, from the perspective of students and teachers in the Maritime Education domain, the assessment system in vocational education does not mediate a legitimate evaluation of the competency of the candidates. On the contrary, since students are not tested for their skills and ability to do the job accordingly, there is no indication that the mariners who have received the Certificate of Competency are actually able to perform these competencies on the job. This is an important contradiction within the competency-based learning model. Our session will propose suggestions for improving the system.

R2.05 How Do We Build Cultural Competence?

Jennifer Gilbert, Carleton University
Jen Schellinck, Carleton University
Sierra Hubble, Carleton University
Danardo Jones, Carleton University

Friday, June 20 • 12:15pm – 1:15pm
Vanier Hall - Katzman Lounge

Through moments of confusion or discomfort, our assumptions and attitudes about individuals from cultural groups outside our own can be challenged. At the same time, we are part of students' socialization into a culture of learning and achievement at university. We want to support an integration of identities that will help students grow in the directions that are important to them.

Cultural competence, or cross-cultural competence, (Cross, Bazron, Dennis, & Isaacs, 1989), is generally defined in terms of competencies that enable effective professional work with clients from many different cultures. Goode (2005) reminds us of the importance of a defined, congruent set of values and principles, which are reflected in the behaviours, attitudes, policies, structures, and practices of professionals within an organization.

At our roundtable discussion, we invite faculty and staff who work with students to join with us in reflecting on those moments when we become aware of the need for cultural competence. How do we handle these moments? How do we address the need to build cultural competence in our universities and other post-secondary institutions?

R2.06 The Heisenberg Principle* of Educational Research

Clare Hasenkampf, University of Toronto Scarborough

Friday, June 20 • 12:15pm – 1:15pm
Vanier Hall - Winclare Hall

We all want to optimize the effectiveness of our course design. Student feedback, assessment of student learning, and student performance on tests are often examined to measure our success. If we want to make our

findings public we need ethical review and informed student consent. When we try to measure the success of course changes, do we stack the deck? Do we reduce the time we would spend with students in order to evaluate our success? When we ask students for consent to include their learning as part of a research project, do we alter their motivation or perception of our efforts? Participants at this roundtable are asked to bring their experiences and research guidelines for discussion, synthesis, and assemblage into 'Top Tips' for those who wish to assess their course improvements.

* In quantum physics, the Heisenberg Uncertainty Principle is the statement that locating a particle in a small region makes the momentum of the particle uncertain, and conversely, measuring the momentum of a particle precisely makes the position uncertain.

R2.07 What is Best Practice When Preparing Newly Appointed Lecturers to Deal With Diversity in the Classroom?

Nicoline Herman, Stellenbosch University
Brenda Leibowitz, Stellenbosch University

Friday, June 20 • 12:15pm – 1:15pm
 Vanier Hall - Katzman Lounge

In post-apartheid South Africa, the issue of managing diversity in the higher education classroom remains an important, but challenging one to present in a course for newly appointed lecturers. The Centre for Teaching and Learning (CTL) at Stellenbosch University has presented the PREDAC (Professional Educational Development for Academics) short course for newly appointed lecturers since 1999. The programme has always included a 1-2 hour session on Dealing with/Managing Diversity. A variety of approaches has been utilised over the years, with varying degrees of success. Examples of these approaches have been engaging participants with their own prejudices and stereotypes using a questionnaire, or sharing case studies on underprepared students. A more recent approach has involved presenting video clips demonstrating how lecturers at the university deal with these issues. The dilemma facing the CTL at this point is, firstly, that the response to the session has consistently been less positive, compared with other topics presented. Secondly, the responses from cohorts have been more polarized than for other topics, depending partly on the identities and interests of the participants. During this discussion, we would like to discuss our experiences with colleagues from other institutions who present similar sessions, and get their responses and suggestions.

R2.08 Accelerating the Academic Acculturation of ESL Students: The University of Toronto Scarborough Model

Elaine Khoo, University of Toronto at Scarborough
Adam Liu, University of Toronto at Scarborough
Elaine Yi Liu, University of Toronto at Scarborough
Sangeetha Sriganesha, University of Toronto at Scarborough

Friday, June 20 • 12:15pm – 1:15pm
 Vanier Hall - Winclare Hall

The increasing diversity of ethnic cultures and mother-tongues among our student population present many challenges to the academic community as they try to cope with helping these students acculturate better and engage in the many learning opportunities available to them. The window into the world of learning can be limited if the students do not acculturate quickly. Unfortunately, acculturation is a difficult process for many second language students. This interactive session seeks to help participants understand the richness that can be available among the students through the proactive approach used at University of Toronto Scarborough to enable ESL students to accelerate their development in the academic acculturation process. Facilitated by students who have been involved in the English Language Development programs at University of Toronto Scarborough, participants will examine the cases presented in the Beating the Odds: Success Stories of Students Overcoming their English Language Challenges (2007) to extract the strategies used for accelerating the academic acculturation of ESL students. Participants will then be guided to explore opportunities within their own institutions to enhance the acceleration of academic acculturation of students for whom English is not the first language.



R2.09 Experiential Education and Activism in Course Design and Teaching: Exploring the Challenges, Strategies, and Successes

Debra Langan, York University

Friday, June 20 • 12:15pm – 1:15pm
Vanier Hall - Katzman Lounge

Experiential education through community-based learning is growing in popularity within post-secondary institutions. It is a pedagogical approach that is in keeping with provincial initiatives, and the current scholarship on teaching and learning, which call for enhanced undergraduate and graduate student engagement, particularly through partnerships with community organizations. During the past year, my course design and teaching have included experiential education projects with not-for-profit organizations, all of these having social activism agendas. Three sections of a second-year sociological research methodology course at York University, Toronto (240 students total) have been involved in these experiential education projects, and at the same time have been participants in my ongoing research on teaching and learning. For the past ten years, all of my teaching assignments have been the focus of a participatory action research project that seeks to implement and evaluate “constructive teaching and learning strategies” that are informed by the following five principles: collaboration, caring, engagement, reflection, and deep learning. This roundtable discussion will provide an opportunity for others who are doing teaching and learning and/or research in this area (or who are interested in doing so) to learn from one another by sharing the particular challenges and successes of doing experiential education and activism with students in post-secondary educational institutions.

R2.10 Modeling as Learning: The Effective Use of Web-Delivered Student Samples

Margaret Procter, University of Toronto
Alan Chong, University of Toronto
J. Barbara Rose, University of Toronto

Friday, June 20 • 12:15pm – 1:15pm
Vanier Hall - Katzman Lounge

In this roundtable discussion, we explore the role of models in student learning practices. Imitation is acknowledged as an important strategy for acquiring new skills, but the use of samples, especially in writing-intensive courses, is often controversial. For students, seeing examples of past students' work can offer encouragement about the possibility of success and provide an efficient way to negotiate complex assignment details and structures; samples can also be effective starting points for students to develop their own ideas. Many instructors, however, fear that samples will give too much guidance, limit student creativity, and tempt students to bypass the thinking process. From our students' experiences with iWRITE, an online application for displaying writing samples accompanied by instructor comments, we uncover a wide, complex range of modelling practices. Our data come from questionnaires and interviews with students from engineering and humanities courses, textual analysis of their written work, and server data on usage patterns. With participants' contributions from their own learning and teaching experiences, we hope to investigate modeling as a learning strategy, ask about methods for encouraging appropriate practice, and inquire how appropriate use of samples can help students develop transferable skills in university-level learning.

R2.11 How Does it Sound? Using Digital Audio for Assessment Feedback

Bob Rotheram, Leeds Metropolitan University

Friday, June 20 • 12:15pm – 1:15pm
Vanier Hall - Centennial Rm.

This roundtable, conducted in English and led by a UK National Teaching Fellow, focuses on using digital audio to give feedback on students' assessed work. The technique has twin potential benefits: richer feedback for learners and saving assessors' time. The session begins with a discussion of some of the feedback-related issues faced by students and faculty. Next, there is a brief account of preliminary findings from 'Sounds Good,' a current British publicly-funded project on digital audio. Some draft practice guidelines are reviewed collectively. Following this, attention turns to the applicability of the technique in other countries and cultures. In the final part

of the discussion, participants begin to chart their way forward, as appropriate, on individual development, faculty development, and institutional change in relation to using digital audio for assessment.

R2.12 Towards a Positive Pedagogy of Student Writing: Building Capacity for Change

Jennifer Sipos-Smith, Ontario Institute for Studies in Education, University of Toronto Friday, June 20 • 12:15pm – 1:15pm
Vanier Hall - Winclare Hall

Kwai-Yun Li, Ontario Institute for Studies in Education, University of Toronto

Christine Zobniw, Ontario Institute for Studies in Education, University of Toronto

Among the many changing issues Canadian students face in their post-secondary studies, the demand for their development of effective writing skills remains a constant and often laborious task. The diverse backgrounds of students today also require many to unlearn earlier educational experiences in order to become effective writers, and most must adapt their writing skills for new contexts in employment or further studies. As teachers of student writing, we are part of the expanding range of writing audiences. Students today face increasing demands to achieve writing proficiency across interdependent disciplines and technologies. How writing in the learning process can be valued and evaluated requires new approaches and student perspectives. How can the needs of students and staff with differing agendas and varying levels of writing expertise be met? How can we facilitate a positive pedagogy of effective student writing across the curriculum? What teaching and assessment practices best support students' valuing of their writing and its development?

R2.13 Modeling of Information and Communication Technology (ICT) Integration: A Methods Course for Teacher Education Students

Zuochen Zhang, University of Windsor

Friday, June 20 • 12:15pm – 1:15pm
Vanier Hall - Katzman Lounge

Information and communications technologies (ICTs) can improve students' conceptual understanding, problem solving, decision making, and team working skills (Toomey & Ketterer, 1995). Schools expect that graduates from teacher education programs have a reasonable knowledge of how to use ICT (Montgomerie & Irvine, 2001). One of the current issues about ICT use is how it is integrated into the curriculum (Plante & Beattie, 2004). In order to get teachers well prepared for using ICTs in the new teaching environment (Taylor, 2004), a general methods course on ICTs was designed to have the integration modeled in different aspects. In this presentation I will share with audience members the activities/strategies I employed in such a course for teacher education programs in the past few years. Emphasizing ICT literacy and the philosophy of life-long learning rather than computer skills training, the course contains both theories related to ICTs in education and application of ICTs in schools. The modeling of ICT integration was implemented via a variety of online and in-class activities which give students opportunities for learning by doing. I will discuss with the audience members strategies addressing the challenges, such as the diversity of student population and time constraints.



Friday June 20, 2008

Concurrent Session 8 – 1:30pm – 2:20pm

Session Number and Title	Venue	Presenter(s)
C8.01 Student-Driven Turn-It-In as a Teaching-Learning Tool Supporting Professional Socialization	Erie Hall - 2125	Sue Coffey, Gina Marasco, Mary Ellen Nicholson, Eva Peisachovich, Ruth Robbio
C8.02 The End of Isolation: Establishing a TA Workshop Teaching Community	Odette - 112	Margaret Cusson, Joe Lipsett
C8.03 Undergraduate Peer Reviewers Modelling Academic Publication	Odette - B04	Nancy Johnston, Janelle Leboutillier, Andrea Diaz, Yvonne Suridjan
C8.04 Designing Successful Learning Models in Undergraduate Education: A Journey in Podcasting/Vodcasting at McMaster University	Odette - 210	Nick Marquis, Susan Vajoczki
C8.05 Supporting Librarians and Archivists as Faculty Members	Odette - 212	Ken N. Meadows, Tom Adam
C8.06 Using Interactive Focus Groups to Assess Courses and Programs and to Strengthen Teaching	Odette - 108	Barbara Millis
C8.07 Neuroscience, Engineering, Evolution, and Learning: What Do They Have in Common?	Odette - 110	Dorothy Missingham
C8.08 Graduate Nursing Human Science Curriculum Experienced Online: Students' Perspectives	Odette - B06	Mina Singh
C8.09 Academic Writing and the International Imperative	Odette - B02	Linda Steinman
C8.10 Revealing the Implicit Messages We Convey in Our Teaching	Odette - B03	Marty Wall
C8.11 Training Leaders of Tomorrow, But Leaders of What?	Erie Hall - 2130	Brad Wuetherick

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.

C8.01 **Student-Driven Turn-It-In as a Teaching-Learning Tool Supporting Professional Socialization**

Sue Coffey, York University
Charles Anyinam, York University
Gina Marasco, York University
Mary Ellen Nicholson, York University
Eva Peisachovich, York University
Ruth Robbio, York University

Friday, June 20 • 1:30pm – 2:20pm
Erie Hall - 2125

Concerns about increasing rates of academic dishonesty, including various forms of cheating and plagiarism, are on the rise globally. Faculty teaching in the BScN for Internationally Educated Nurses (IENs) Program at York University recognized the need to contextualize academic honesty within professional standards, taking into account issues such as culture, socialization, and the impact of English as a Second Language. The result was an approach that supported both professional and academic socialization for new-to-Ontario nurses that helped to bridge varying cultural backgrounds and expectations. At the same time, teaching-learning opportunities focusing on fairness, transparency, and ethical conduct became the larger focus. By implementing a trial of Turn-It-In, an online plagiarism checking software service, and tailoring its use so that learners were able to view their own reports and re-submit assignments as many times as they chose to, faculty and students experienced a positive, collaborative approach to academic honesty. While ensuring that professional and academic standards are met, student writing skills and confidence are simultaneously enhanced.

C8.02 **The End of Isolation: Establishing a TA Workshop Teaching Community**

Margaret Cusson, Carleton University
Joe Lipsett, Carleton University

Friday, June 20 • 1:30pm – 2:20pm
Odette - 112

Presenters of teaching assistant (TA) workshops typically operate in isolation. For the 2007/08 year, the Educational Development Centre at Carleton University initiated a pilot program to unite the TA workshop presenters in a teaching community. Initiatives such as monthly meetings, e-mail updates, and end of semester feedback were instituted in an effort to determine the strengths and challenges of TA workshops and training initiatives, and to build opportunities for collaboration and collaborative networks. The end result allowed the workshop presenters to share resources, develop a moral support system, and establish relationships in a variety of departments and services across campus. In this session we will examine the process of developing such a group, analyze its benefits (and hurdles), and discuss establishing a TA workshop teaching community at other institutions.

C8.03 **Undergraduate Peer Reviewers Modelling Academic Publication**

Nancy Johnston, University of Toronto, Scarborough
Janelle LeBoutillier, University of Toronto, Scarborough
Andrea Diaz, University of Toronto, Scarborough
Yvonne Suridjan, University of Toronto, Scarborough

Friday, June 20 • 1:30pm – 2:20pm
Odette - B04

In this collaborative project between a psychology instructor and teaching and learning specialists at UTSC, now in its second year, we have introduced a writing assignment (a literature review) with the goal of publishing in an in-house undergraduate journal to improve writing and offer students opportunities to participate both as contributors and peer reviewers. By foregrounding the peer review stage in publishing, from writing to submission, review, and publication, students model academic practices as both contributors and peer reviewers. Based on our findings from student surveys and one-on-one discussions with the in-house journal peer reviewers, we argue that peer work contributes to the reviewer's own self-assessment of their writing skills and to the



further development of critical skills in writing. Students revealed that they perceived an increase in their expertise in evaluating research and writing, gained self-assessment skills, and better understood both teaching standards and criteria for peer-reviewed and academic submission guidelines. The contributions of two students from the 2007 course, who were involved as a peer reviewer and a contributor to the in-house journal, will be presented. Their perceptions of how this process contributed to their writing development during the course and after will be discussed.

C8.04 Designing Successful Learning Models in Undergraduate Education: A Journey in Podcasting/Vodcasting at McMaster University

Nick Marquis, McMaster University
Susan Vajoczki, McMaster University

Friday, June 20 • 1:30pm – 2:20pm
Odette - 210

The size of the student population is growing rapidly in many higher education institutes within North America. Educational technology solutions are also expanding at a rapid rate. The dynamic state in which many academic institutions reside presents a variety of challenges such as increasing class sizes, changing consumer expectations, and increasing numbers of disability accommodation requests. Educators and staff within the Faculty of Social Sciences at McMaster University used these challenges as an opportunity to test the utility of technology as a solution.

This presentation will explore elements that made the Faculty Podcast/Vodcast Initiative a sustainable success in the Faculty of Social Sciences at McMaster University. This presentation will present the challenges encountered in the project and how this investigation became a catalyst for a series of ongoing research into the scholarship of teaching and learning. The 50-minute presentation will explore the perspectives of a technologist administering the project and a faculty member designing the research to assess the educational outcomes of the project. This joint presentation will demonstrate the critical role of SoTL in the success of the project and describe the continued use of evidence-based decision in assessing educational solutions within the Faculty of Social Sciences.

C8.05 Supporting Librarians and Archivists as Faculty Members

Ken N. Meadows, University of Western Ontario
Tom Adam, University of Western Ontario

Friday, June 20 • 1:30pm – 2:20pm
Odette - 212

Recognition as Faculty is increasingly becoming the norm for academic librarians and archivists at institutions of higher education across Canada. Like their colleagues in the classroom and the lab, librarians and archivists require many of the same supports for teaching and research, in addition to programs and services unique to them. In this session, we will facilitate a discussion about the role of teaching and learning centres in supporting librarians and archivists as faculty members, focusing on the professional development needs of librarians and archivists, how these requirements are currently being addressed by teaching and learning centres and libraries, gaps in service provision, and methods of addressing unmet needs. This session will also feature the unique partnership between the Teaching Support Centre and Western Libraries at The University of Western Ontario, and the programming and resources Western provides for librarians and archivists.

C8.06 Using Interactive Focus Groups to Assess Courses and Programs and to Strengthen Teaching

Barbara Millis, University of Nevada, Reno

Friday, June 20 • 1:30pm – 2:20pm
Odette - 108

Faculty developers who are involved with assessment often see teaching improvement and diagnostic efforts on a continuum: "You can't separate the dancer from the dance."

This workshop will train participants to conduct efficient interactive focus groups. Two tools for assessment of learning will be presented: an index-card activity resulting in an Excel histogram displaying satisfaction levels, and a Roundtable/Ranking activity resulting in a color-coded Word table showing strengths and weaknesses. These approaches will be modeled and practical issues will be discussed, such as transcribing sessions, interpreting data, and sharing feedback constructively. An alternate, 15-minute version of this model, the “Quick Course Diagnostic,” which uses only the two tools, will be introduced and discussed.

This model, in use since 1996, has been used to strengthen teaching and learning for individual courses; for longitudinal program assessment in two disciplines (business and engineering); for alumni focus groups; for focus groups with businesses who employ graduates; for faculty development program assessment; and for special topics such as the assessment of faculty and chair needs; a university’s response to inclement weather; the experiences of National Merit Scholars, etc. This protocol has impressed US accrediting bodies, ABET (engineering), and AACSB (business management).

C8.07 Neuroscience, Engineering, Evolution, and Learning: What Do They Have in Common?

Dorothy Missingham, University of Adelaide

Friday, June 20 • 1:30pm – 2:20pm
Odette - 110

Advances in neuroscience, particularly in the last decade, have allowed scientists and medical personnel to understand the brain more comprehensively than in the past (for an example, see LeDoux, 1998). In keeping with the way in which neuroscience informs us that the brain develops, this session will explore brain activity and the intertwining of cognition, memory, and learning. The importance to education of these advances is to enable educators to reinforce and enhance effective teaching and learning methodologies and approaches in the classroom. Together with improvements in technology, neuroscience is able to provide measurable scientific data in support of these techniques (Dolan 2004, 2002; Kilcross 1999; Carter 1998). This discussion examines some creative and interdisciplinary approaches to learning that are informed by neuroscience and have been employed by one Australian university in teaching engineering to undergraduate students, and how these approaches have recently been applied to teaching and learning in the School of Architecture. Student perspectives on their experiences of these teaching and learning techniques will also be discussed.

C8.08 Graduate Nursing Human Science Curriculum Experienced Online: Students’ Perspectives

Mina Singh, York University

Friday, June 20 • 1:30pm – 2:20pm
Odette - B06

Engaging in program evaluation is foundational to accountable, evidenced-based nursing education. To accomplish this mandate of accountability, we conducted a program evaluation of our new online masters (MScN) program that is participatory with both formative and summative components. Our presentation will focus on the perspectives of full-time and part-time nursing students. Quantitative and qualitative data collection approaches provide richness and context, and maximize usefulness of the results. Tools for program evaluation include self-assessment (questionnaires) and reflective journals.

In the context of a philosophy that values lived experience and relationship as the basis of nursing, students are engaged in learning in an environment that is disembodied, technology-based, and at a distance. One key focus in our evaluation, to date, is the development of learning in an online environment with emerging curricular issues. The experiences of students living a human science curriculum online will be presented and discussed in detail from what we have learned and continue to learn.



C8.09 Academic Writing and the International Imperative

Linda Steinman, York University

Friday, June 20 • 1:30pm – 2:20pm
Odette - B02

University students are required to write in order to demonstrate knowledge of subject matter. Academic writing presents particular challenges to those who are learning not only new content, but also a new language and new ways of representing themselves in text. This is not simply a matter of “relabelling the familiar furniture of the universe” (Kramsch & McConnell-Ginet, 1992 as cited in Kramsch, 2000, p. 138). Rather it is a restructuring of one’s linguistic and conceptual repertoire. As well, matters of identity come into sharp relief during the university writing experience.

Contrastive rhetoric (CR), introduced to the field of applied linguistics in 1966 by Robert Kaplan, examines writing conventions and values and how they may vary across cultures.

In my teaching of Applied Linguistics and ESL, I have found that CR provides me with ways of anticipating and appreciating the diversity, complexity, and richness of writing in a language other than one’s first. Those who have studied and reflected on CR inspire me to read in multiple ways and to consider other ways of knowing and showing. In this session, I discuss some of the features of contrastive rhetoric, some of the researchers who have, since 1966, revisited and refined this important area of study, and the implications of this work for all those who read the work of second language writers.

C8.10 Revealing the Implicit Messages We Convey in Our Teaching

Marty Wall, University of Victoria

Friday, June 20 • 1:30pm – 2:20pm
Odette - B03

In addition to the explicit content that we teach our students, we also inadvertently supply coded subtext and covert messages that affect their attitudes to us as instructors and that can serve to either enhance or diminish their experience in the course. Consider, for example, how students respond to an instructor’s best intentions when they are unfortunately manifested via an authoritarian tone, a bureaucratic and formal style, with minimal information about the instructor, and no apparent acknowledgment of variations in student styles and needs. The process begins with the language of our calendar description (calendarese) and in the course syllabus (syllabese), and it extends to what we convey in the first meeting of the class and in the rest of the class meetings. In this session, we will use a questionnaire I have designed to help us explore and share our assessment of instructors’ implicit messages. We can exploit our awareness of these unintended processes to benefit teaching and learning in our courses. How we prepare our syllabus and how we conduct ourselves in the first class can set the right personal tone and make the projected course experience a positive one.

C8.11 Training Leaders of Tomorrow, But Leaders of What?

Brad Wuetherick, University of Alberta

Friday, June 20 • 1:30pm – 2:20pm
Erie Hall - 2130

You would be hard pressed to find an individual connected to any higher education institution in Canada (or the world) who has not heard someone use the phrase “training leaders of tomorrow” when referring to the learning environment in their institution. In an age when our students enter the world to face increasingly complex global challenges, it is hard to argue that training the leaders of tomorrow is not a worthy goal. But what does “training leaders of tomorrow” really mean for our institutions or our individual teaching practice? This interactive session will provide an opportunity to discuss the rhetoric behind the phrase “training leaders of tomorrow” and our own roles as university instructors in creating or facilitating an environment that develops our students as leaders ready to take on the great global challenges in systemic and adaptive ways. Our session will provide an example of a leadership framework used by Leadership Edmonton and Leadership Calgary (two independent, non-profit community leadership organizations in Alberta) that can help us unpack what it might mean to



incorporate the development of tomorrow's leaders as a fundamental aspect of our teaching and learning environment.

Notes



Friday June 20, 2008

Concurrent Session 9 – 2:30pm – 3:20pm

Session Number and Title	Venue	Presenter(s)
C9.01 Growing Applied Science Students: Impact of an Intensive International Experience on Students' Academic and Professional Development	Odette - 112	Nicholas Baker
C9.02 Developing Teaching Measures and an Online Survey Tool to Evaluate a TA Training Program: Outcomes, Obstacles, and Aha Moments	Odette - B04	Megan Burnett, Emily Gregor-Greenleaf, Vicki Kristman
C9.03 Contrasting Canadian Military and Civilian Classroom Practices: An Invitation to Research and Collaboration	Odette - 210	Adam Chapnick, Barbara Falk, John Anderson
C9.04 Stereoscopic Lectures: What Role Will They Play in Anatomical Education?	Erie Hall - 2126	Ashley Clausner
C9.05 Creating a Chain of Teaching and Learning Support: Documenting the Effects of The Teaching Development Graduate Assistant Program (TDGA)	Odette - B02	Kristin Force
C9.06 Incorporating Diversity into Undergraduate Courses	Odette - B06	Thomas F. Nelson Laird, Amy Garver, Amanda Suniti Niskode
C9.07 What's Next? Faculty Beyond Survival Mode	Odette - 110	Pat Pattison
C9.08 Promoting Inclusive Education in Engineering Through the Lens of Learning Disabilities	Erie Hall - 2125	Elizabeth Santhanam, Wendy Paulusz
C9.09 A Model For Using Experiential Education to Engage Students in Social Sciences	Odette - 212	Susan Vajoczki
C9.10 Community-Based Learning: Learning Put Into Practice Across Disciplines	Erie Hall - 2130	Geoffrey Webb, Mavis Morton, Debra Langan
C9.11 Architecture as Pedagogy: (Re)Designing Supportive Campus Environments	Odette - 108	Cynthia Weston, Jessica Abrami
C9.12 A Journey Toward Becoming a Faculty Developer: A Personal Account and a Model	Odette - B03	Yanfei Zhou, Alenoush Saroyan

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.

C9.01 **Growing Applied Science Students: Impact of an Intensive International Experience on Students' Academic and Professional Development**

Nicholas Baker, University of Queensland

Friday, June 20 • 2:30pm – 3:20pm
Odette - 112

There is currently a globally increasing interest in and discussion around the importance of international experiences for undergraduate students. However, there is little empirical evidence of the impact of such experiences on students, especially with regard to field experiences in the applied natural resource sciences. This study represents an attempt to quantify the impact of an intensive international learning experience in South Africa on the academic and personal development of undergraduate applied science students at an Australian university. We discuss the course in terms of the student experience, impact on learning outcomes, and long-term impacts on personal belief and knowledge structures.

This session will begin by discussing the background to this project, including learning objectives and course overview. Working in small groups, participants will workshop potential issues and outcomes for such a program in their own disciplines and feed this back to the audience. We will then look at the data from our research, showing how we have quantified the impact of the program on our students, the outcomes of the research, and the next phase of the project. We also discuss some of the considerations for academics contemplating a similar program, and elements that can enhance success.

C9.02 **Developing Teaching Measures and an Online Survey Tool to Evaluate a TA Training Program: Outcomes, Obstacles, and Aha Moments**

Megan Burnett, University of Toronto

Emily Gregor-Greenleaf, University of Toronto

Vicki Kristman, University of Toronto University Health Network

Friday, June 20 • 2:30pm – 3:20pm
Odette - B04

This session will focus on the challenges encountered and insights gained through the development of teaching measures and an online questionnaire designed to evaluate the Teaching Assistants' Training Program (TATP) at the University of Toronto. Participants will be guided through the stages of developing the measures for evaluating TA training (based on outcomes and practice at TA training programs across Canada and internationally) and the development of the online survey itself, which was pilot tested between January and May 2008. The goal of the session will be threefold: 1) to generate discussion and ideas for improving how TA training is evaluated in Canadian institutions; 2) to provide strategies for developing outcomes for TA training programs; and 3) to provide TAs, TA trainers, faculty members, and administrators with a partial list of teaching behaviours and values that could be used to develop evaluation instruments for other institutions' TA training programs. The development of the survey tool and teaching measures was funded in part by a research grant from the Educational Developers Caucus (EDC) in the Society for Teaching and Learning in Higher Education (STLHE).

C9.03 **Contrasting Canadian Military and Civilian Classroom Practices: An Invitation to Research and Collaboration**

Adam Chapnick, Canadian Forces College

Barbara Falk, Canadian Forces College

John Anderson, Canadian Forces College

Friday, June 20 • 2:30pm – 3:20pm
Odette - 210

Over the last 50 years, the Canadian Forces College (CFC) has gradually adapted its teaching and learning philosophy and methodology to better reflect the importance of active learning within a student-centred, adult learner environment. The changes have been exceptionally rewarding, and many of the successful strategies that have been used at the CFC will be of interest to the broader academic community.



Similarly, as the CFC's approach to teaching and learning continues to evolve, its faculty and educational developers can only benefit from greater interaction with the broader academic community.

This session seeks to introduce these two communities to one another in the spirit of fostering greater interaction, cooperation, and research collaboration.

C9.04 Stereoscopic Lectures: What Role Will They Play in Anatomical Education?

Ashley Clausner, University of Western Ontario

Friday, June 20 • 2:30pm – 3:20pm
Erie Hall - 2126

The decrease in time allotted to teaching anatomy is forcing educators and researchers to reexamine the way it is taught. With the advent of new technology, methods of anatomical education are emerging. The objective of this study was to compare the effectiveness of three teaching methods used to teach wrist osteology to second-year undergraduate students. The first education modality utilized multimedia slides alone, the second, employed multimedia slides and plastic models as a visual aid, and the third method compounded multimedia slides with a 3-D, stereoscopic model of the wrist. Effectiveness was measured with a short multiple-choice quiz. Student volunteers (N=122) were randomly assigned one of the three teaching modality groups. We hypothesized that the 3-D, stereoscopic model would yield higher change scores (post-test minus pre-test) compared to the other modalities. While no significant difference between groups was found with respect to change scores, preference results from the questionnaire suggested a strong affinity to the 3-D model. If affinity to a teaching model has a positive correlation with student performance and knowledge longevity, re-evaluation of anatomy education modalities may be warranted to enhance the educational experience.

C9.05 Creating a Chain of Teaching and Learning Support: Documenting the Effects of The Teaching Development Graduate Assistant Program (TDGA)

Kristin Force, York University

Friday, June 20 • 2:30pm – 3:20pm
Odette - B02

This concurrent session will explain how the TDGA program (Centre for the Support of Teaching, York University) creates a chain of teaching support between the TDGA coordinator, TDGAs, TAs/Faculty, and undergraduate students within a heavily populated and diverse university. The importance of teaching and learning workshops for graduate students with minimal university teaching experience will be demonstrated.

The methodology for this paper includes documenting personal experiences as a TDGA coordinator, and discussing the types of workshops TDGAs run; interviewing TAs from different backgrounds who attend TDGA workshops and discussing various types of teaching and learning strategies from different perspectives that are incorporated in their own teaching, including the use of technology; and demonstrating student satisfaction.

A brief introduction to the role of the TDGA program and types of workshops offered will be discussed. This will be followed with an explanation of the fieldwork results using visual aids to show the connection between the TAs and students. In addition, an interactive demonstration of an innovative teaching strategy from a TDGA workshop will be given, outlining the benefits for undergraduate students. The conclusion of the presentation will focus on the importance of the TDGA program through a group discussion.

C9.06 Incorporating Diversity into Undergraduate Courses

Thomas F. Nelson Laird, Indiana University
Amy Garver, Indiana University
Amanda Suniti Niskode', Indiana University

Friday, June 20 • 2:30pm – 3:20pm
Odette - B06

During the 2007 administration of the Faculty Survey of Student Engagement (FSSE), faculty members from about 160 baccalaureate degree-granting institutions reported the extent to which they incorporated diversity

into multiple aspects of their courses. In this session, participants will learn about differences in course emphasis on diversity by faculty characteristics such as academic discipline, rank, race, gender, years teaching, and whether they taught at an American or Canadian institution. Through facilitated dialogue, participants will be encouraged to share their interpretations and discuss implications of the results for faculty members and faculty development professionals.

C9.07 What's Next? Faculty Beyond Survival Mode

Pat Pattison, British Columbia Institute of Technology

Friday, June 20 • 2:30pm – 3:20pm
Odette - 110

As faculty developers, 'how to teach' is the focus for virtually all our programs. We provide orientations, materials, and workshops all designed to support competence and confidence with students. In many ways, these activities have a solid impact on the lives of new faculty and their students.

While figuring out how to teach is essential, there is a deeper, and, over time, more important development requirement for faculty as they move from novice to professional educators. Their personal 'inner journey' occurs as they move beyond figuring out what they need to do to teach, to figuring out what it is to be a teacher.

There is some work existing on the 'inner life' of professionals and how various practices facilitate the path to becoming a teacher. Palmer, Brookfield, and others provide various approaches to reflection and integrative activity.

This session will explore the concepts of the inner life of an instructor, and through the involvement of workshop participants, surface ideas and issues in assisting faculty to move beyond the basics. Consideration will be given to ideas for how institutions can support instructors on their inner journeys without the imposition of a new orthodoxy.

C9.08 Promoting Inclusive Education in Engineering Through the Lens of Learning Disabilities

Elizabeth Santhanam, Monash University
Wendy Paulusz, Monash University

Friday, June 20 • 2:30pm – 3:20pm
Erie Hall - 2125

The Faculty of Engineering in an Australian university collaborated with a central academic/educational development unit to design and deliver a teaching development program for all engineering teaching assistants (TAs).

This session will discuss the approach taken to promote inclusive education in engineering education in a situation with competing priorities. One of the strategies employed in the program aimed at enhancing the TAs' awareness of the diversity of learning styles and abilities within their student cohort with particular reference to students with a learning disability or a mental health condition. Research has shown that certain learning styles can be characteristic of a learning disability or mental health condition. A standard learning styles inventory tool was introduced so TAs could identify their own preferences and realize the learning environment can be 'disabling' when there is a mismatch between a learning preference and teaching style. Through discussions and activities, TAs developed inclusive teaching strategies which could facilitate learning for all students. The program provided opportunities to discuss other issues related to diversity among students and staff, and effective communication skills.

The program participants' feedback was very positive. Changes in the culture of the engineering staff towards this program will be discussed.



C9.09 A Model For Using Experiential Education to Engage Students in Social Sciences

Susan Vajoczki, McMaster University

Friday, June 20 • 2:30pm – 3:20pm
Odette - 212

What do I do with my degree in social sciences? Does this material have any practical relevance? It is all well and good in theory but what happens in the 'real world?' These are the types of questions that we often hear from undergraduate students. Demonstrating to students both the relevance and applicability of their knowledge enhances their engagement and learning. In this session, we will examine a sustainable model used at McMaster University within the Faculty of Social Sciences to provide experiential learning opportunities for undergraduate students. This model, which is co-funded by undergraduate students and the Faculty, has provided experiential opportunities to more than a thousand students in the past year, and more than five thousand since its inception in 2000.

C9.10 Community-Based Learning: Learning Put Into Practice Across Disciplines

Geoffrey Webb, York University
Mavis Morton, York University
Debra Langan, York University

Friday, June 20 • 2:30pm – 3:20pm
Erie Hall - 2130

Hear how faculty members embed live organizational 'sets of problems' as team-based student projects that count for up to 55% of a course grade. Community Based Learning (CBL) presents students with an issue to address that directly relates to desired learning outcomes and demands some type of product.

The session will provide an overview of CBL at York University in its two largest Faculties, Arts and Atkinson, and highlight key projects with organizations like UNICEF Canada, the University Health Network, the United Way, the Elizabeth Fry Society, and local not for profits. The presentation will include reference to the responsibilities of each CBL constituent – students, faculty, CBL program staff, and clients/community groups – and how each group derives tangible benefits from a CBL partnership. Discussion will also involve the drivers for faculty uptake of CBL, and fundamental principles underlying both course and program success.

The presentation will include discussion of how experiential education (EE) can be used to further faculty member's teaching capacities, help organizations achieve mission centric goals and objectives, while providing students new resources and insights that bolster academic insights and workplace aspirations.

C9.11 Architecture as Pedagogy: (Re)Designing Supportive Campus Environments

Cynthia Weston, McGill University
Jessica Abrami, McGill University

Friday, June 20 • 2:30pm – 3:20pm
Odette - 108

An emerging issue in higher education is the impact that classroom design has on student learning. Buildings are often designed with little thought to the pedagogical implications their designs have on learning. As David Orr (2004) states "We have assumed... that learning takes place in buildings, but that none occurs as a result of how they are designed or by whom.... buildings have their own hidden curriculum that teaches as effectively as any course taught in them" (p. 112).

To address this issue at McGill University, the Provost recently established a Teaching and Learning Spaces Working Group (TLSWG). The unique composition of the group creates a strong focus on pedagogy in the (re)design of learning spaces. The goal is to create a vision for teaching and learning space based on sound pedagogical principles, set priorities, and allocate funds.

In this session, we will discuss our experience at McGill and explore the experiences of participants at their institutions, addressing the following questions: What lessons are taught by the way we design, build and operate academic buildings? How can principles of teaching and learning be translated into guidelines for classroom design? Should educational developers influence the design of learning spaces?

C9.12 **A Journey Toward Becoming a Faculty Developer: A Personal Account and a Model**

Yanfei Zhou, McGill University
Alenoush Saroyan, McGill University

Friday, June 20 • 2:30pm – 3:20pm
Odette - B03

A Chinese doctoral student in educational psychology examines her learning journey as an apprentice faculty developer at McGill University by self-study through a cognitive apprenticeship framework. She focuses on understanding her development stages, the formation of her identity as a faculty developer, the way her training has prepared her for autonomous instructional consultation practice and workshop facilitating practice, and how she has overcome the challenges she has met on the way. Analysis of the data from written-reflections, responses to inventories, classroom observation notes, consultation conversations, and records of meetings show that while her apprenticeship has prepared her knowledge and skills required for this practice, she could further benefit from more autonomous teaching and consulting experience that would allow her to strengthen the applied aspects of her practices and gain more confidence. Having gone through this empowering and transformational journey, she is convinced that the cognitive apprentice model is an effective tool in training graduate students in becoming faculty developers.



Friday June 20, 2008

Posters, Resource Session, and Reception – 5:00pm – 7:00pm Ambassador Auditorium, CAW Student Centre

Session Number and Title	Presenter(s)
P01 What Do University Teachers Want to Learn to Improve Their Teaching?	Jennifer Mather
P02 Best Practices in Experiential Learning (Cancelled)	Shauna Brail
P03 The Nexus Between First-Year Faculty, Institutional Expectations, and Campus Culture	Charles Snare
P04 Teaching Your Students to Teach the Community at Large	Lucy Lee
P05 Foundation Skills for Students - Timing and Content: Learning as We Go	Clare Hasenkampf, Kamini Persaud, Elaine Khoo, Sarah King, Chad Crichton, Nancy Johnston, Mary Olaveson, Stefan Rusyniak
P06 Age and Surface Study Strategy Influence University Student Multiple-Choice Exam Performance	Julie E. Yonker
P07 Practices, Challenges and Reflections of Community-Based Learning vis-à-vis Women and the Criminal Justice System	Mavis Morton
P08 Addressing Challenges to Listening in Multi-Accented Classrooms	Larissa Faulkner
P09 "Academic Writing... Media-Savvy?": Multimedia in the Composition Classroom and Undergraduate Second-Language Writers	Pavlina Radia, Elaine Khoo
P10 Cross-Cultural Differences in Academic Writing Styles: A Framework for an Educational Development Workshop	Svitlana Taraban-Gordon, Sally Heath
P11 Promoting Hands-On Laboratory Exercises for Online Introductory Biology	Liane Chen, Gillian Gass, David Patriquin
P12 Assignments and Feedback by Design: Supporting Students' Development of Academic Writing Skills Through Course Assignments	Laurie Waye
P13 Efficacy of Electronic Voting: Addressing the Value of Clickers with New Research Controls	Ken Cramer, Craig Ross, Annunziata Marcoccia
P14 From Experimentation to Day-to-Day Practice: Hearing the Faculty Voice in Educational Technology Implementation	Valia Spiliotopoulos
P15 Using New Media to Communicate with Teaching Assistants	Margaret Cusson, Joe Lipsett
P16 Cohort-Based Faculty Training in Blackboard: A Pilot at UofT	Ryan Green

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.



Friday June 20, 2008

Posters, Resource Session, and Reception – 5:00pm – 7:00pm Ambassador Auditorium, CAW Student Centre

Session Number and Title	Presenter(s)
P17 A Palette of Colours, A Palette of Assessments	Julia Tum
P18 Helping Students Hear Your Voice!	Oscar Vicente
P19 Stereoscopic Lectures: What Role Will They Play in Anatomical Education?	Ashley Clausner
P20 Fostering Learning Through Educational Skills Modules	Craig Ross, Ken Cramer
P21 Lecture Engagement in a Telic State of Mind: Mapping the Two	Kathryn Hodwitz, Ken Cramer, Kathryn D. Lafreniere
P22 Going Beyond Grammar: A Creative Term Project That Exposes Students to World Cultures While Improving Their Writing Skills	Catherine Black
P23 Student Perceptions of Using Content-Specific Lyrics to Familiar Tunes in a Large Lecture Setting	Derek T. McLachlin
P24 Initiating a Service-Learning Program Involving Undergraduates and Faculty in the Sciences: Insights from Our First Year	Kamini N. Persaud
P25 Reflecting on Community-Based Learning: Students Describe Their Scholarly, Personal, and Professional Growth	Debra Langan
P26 Engaging Ecology: Thematic Tutorial and Practical Sessions Scaffold Knowledge	Nicholas Baker
P27 Do Faculty Members Who Express Learning-Centered Epistemological Beliefs Have Learning-Centered Teaching Practices?	Susan Polich

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.



STLHE Poster Session, Reception, and Resource Fair

Ambassador Auditorium,
CAW Student Centre
University of Windsor
Friday, June 20, 5:00 - 7:00pm



Please join us for hors d'oeuvres and a glass of wine while you help to select the winner of the first annual STLHE Poster Prize.

STLHE Conference Poster Competition

The 2008 STLHE Conference Organizing Committee has instituted a number of changes to the poster session this year with the aim of promoting their importance and value as opportunities to explore effective and innovative teaching and learning practices, and disseminate research results. These include the following:

- The poster session will be a showcase event accompanied by a reception.
- Articles with accompanying graphics based on posters will be eligible for submission to the annual journal *Collected Essays on Learning and Teaching (CELT)*, a publication drawing largely from the work of conference presenters (also including workshops, concurrent sessions, and roundtables).
- Presenters have been strongly encouraged to reconceptualize the poster session in creative ways to incorporate active learning approaches and interactive engagement with both poster and presenter. This initiative is intended to make poster presentation practice more consistent with the active learning ethos that the STLHE has so successfully fostered in concurrent and workshop presentation practice.
- To encourage the growth of innovative and effective poster practice, all posters will be eligible for an adjudicated poster competition. The award criteria are as follows:

Conceptual Depth and Content

The originality, strength, and depth of the material, and the robustness of its conceptual basis.

Clarity

The poster's ability to communicate its message effectively. Large amounts of difficult-to-read text are not in evidence, and innovative and highly visual approaches to communicating information are adopted. Poster presenters may provide more detailed explication in a handout.

Design

The poster's visual design and use of images and diagrams effectively reinforce the themes and concepts explored.

Potential for Engagement

The poster's potential to inspire active learning. Innovative approaches to poster design foster greater and varied interaction between viewer and presenter.

- Conference participants are invited to take part in the selection process during the Reception, Poster and Resource Sharing Session on Friday, June 20. Popular vote based on the criteria above will determine five finalists, from which the winner will be determined by the adjudication panel.



Ballots to vote on posters are found in conference wallets.



STLHE Poster Session, Reception, and Resource Fair

We would like to thank this year's adjudication panel, which includes:

Ken Cramer, Poster Sessions Committee Co-Chair
Professor
University of Windsor

Brian Cowan, Poster Sessions Committee Co-Chair
Instructional Designer
University of Windsor

Beverley Hamilton, Convener, Programming
Committee
Assistant to the Vice-Provost, Teaching and Learning
University of Windsor

Ted Needham
Representative, 2009 STLHE Conference Committee
Teaching and Learning Services Coordinator
University of New Brunswick

Margaret Wilson
Representative, STLHE Board of Directors
Educational Developer
Norquest College

Alison Holmes
Director, University Centre for Teaching and Learning
University of Canterbury (New Zealand)

Members of the adjudication panel are not eligible for the poster prize.

The poster competition trophy will be awarded
at the Closing Plenary on Saturday, June 21.

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P01 What Do University Teachers Want to Learn to Improve Their Teaching?

Jennifer Mather, University of Lethbridge

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

Selection of seminars for teaching improvement is often on a hit-or-miss basis, where topics depend on speaker or facilitator availability or Teaching Development Office decisions. What if developers, instead of relying on these methods, asked faculty members what they would like to hear? The author has administered such a needs assessment to teachers in the relatively small, mostly undergraduate University of Lethbridge. This assessment has focused both on what teachers would like to learn and in what context they feel their learning would be best supported. The poster will present these preferences, but also ask visitors to indicate their own. This will give an opportunity for discussion of the most pressing needs and will also allow me, in time, to evaluate the preferences of individuals from a wide variety of institutions and see if the results of the questionnaire generalize across many institutional settings.

P02 Best Practices in Experiential Learning

Shauna Brail, University of Toronto

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

Experiential learning courses at the university level are increasingly employed as a way of encouraging students to develop an interest in civic engagement, build social capital, connect university resources to their surrounding communities, and as a way of integrating classroom learning with more practical experiences. While there are many components to creating and maintaining a high quality experiential learning program and experience for students, one of these involves developing and sharing knowledge on best practices in teaching experiential learning. As such, this poster focuses on instructor perspectives in providing experiential learning opportunities for students, while at the same time integrating pedagogy with innovative and often creative methods of student engagement in experiential learning courses.

This poster presents a review and discussion of research on best practices in experiential learning. Based on the development of a database of North American undergraduate programs in urban studies with experiential learning components, a survey of course syllabi and interviews with course instructors, a variety of best practices in organizing, teaching, and coordinating experiential learning courses will be presented.

P03 The Nexus Between First-Year Faculty, Institutional Expectations, and Campus Culture

Charles Snare, Chadron State College

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

Understanding and working within an organization that has a variety of expectations and cultures is a challenge that first-year faculty members confront. Typically, the new faculty member searches for “what is important” and “how things get done;” however, this is seldom clear or visible. From the institutional perspective, addressing expectations and culture is often overlooked. In some cases, a “sink or swim” view is the default. In other cases, attempting to convey expectations and culture is fraught with too many hazards or is too time consuming to develop and implement. This poster session describes an effort pursued to address expectations and culture with first-year faculty members. Tipping points for the first-year faculty members were identified during the Spring and Summer of 2007 and were important opportunities for communicating institutional expectations and culture. The selected tipping points include the following: hiring offer, first day on campus at the beginning of the academic year, week three of first semester, prior to annual evaluation, midpoint of spring semester, ending the spring semester, and beginning the second year. This poster session will articulate examples of conveying

culture and expectations, examples of how the first day on campus was revamped, and the intended and unintended results.

P04 Teaching Your Students to Teach the Community at Large

Lucy Lee, Wilfrid Laurier University

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

Newspapers are still the common media that reaches a broad audience who may or may not have access to computers. Newspapers are handy and portable sources of information adapted for mass distribution. Over the last four years, students in a second-year Cell Biology course were involved in the production of a science newspaper geared for a general audience. Participation was mandatory and all students grouped into teams were responsible for collecting information, writing articles, summarizing, editing, and producing the newspaper. This project was extremely successful and students felt they learned more and were highly motivated. Many even switched career aspirations towards many of the biological fields rather than the more popular health sciences. They were also very satisfied with the final product, a newspaper that could be shared with parents, grandparents, siblings, and friends. The community at large also provided positive feedback and some articles were even picked-up for reprinting in community newspapers. We would thus like to share this experience with the teaching community at large as one that could be applied to many other courses. This project, though simple, was ambitious and involved students from conception to end.

P05 Foundation Skills for Students - Timing and Content: Learning as We Go

Clare Hasenkampf, University of Toronto Scarborough
Kamini N. Persaud, University of Toronto Scarborough
Elaine Khoo, University of Toronto at Scarborough
Sarah King, University of Toronto Scarborough
Chad Crichton, University of Toronto Scarborough
Nancy Johnston, University of Toronto Scarborough
Mary Olaveson, University of Toronto Scarborough
Stefan Rusyniak, University of Toronto Scarborough

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

Biological Sciences instructors have teamed up with Teaching and Learning Service professionals to explicitly consider the foundational skills needed by students to succeed as scientists-in-training. Skill sessions include: research as an approach to learning, cognition level expectations and study skills, scientific method, experiment design, data analysis, data presentation, scientific communication, and information literacy.

Through iterative looks at student feedback and learning, with concomitant changes in our sessions, we are learning how to teach these topics most effectively. The poster will give an update on our most recent changes and their impact. The poster visitor can expect to gain information on how to develop in-course effective collaborations between discipline instructors and learning specialists, how to integrate skill development into courses explicitly, and how to maximize the impact of good content by its timely delivery.

P06 Age and Surface Study Strategy Influence University Student Multiple-Choice Exam Performance

Julie E. Yonker, Calvin College

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

The relationship between age and study approach use on cognitive performance in university students is little understood. This investigation examined the influence of age and study approaches on shallow compared to deep, cognitive process outcomes measured by scores on factual versus application multiple-choice questions



respectively. Fifty three Introduction to Psychology students, ages 18-52 years, completed a modified version of the Revised Study Process Questionnaire (R-SPQ-2F) to assess deep or surface study approaches. Mid-term and final exam multiple-choice questions were equally divided between factual and application questions. Age and surface approach to study were the most significant predictors of performance on multiple-choice questions with older students performing at a higher level, whereas students that employ the surface approach, perform lower. Results suggest younger students tend to use a surface approach to study, and surface strategy negatively impacts exam performance on both shallow and deep cognitive processes.

P07 Practices, Challenges and Reflections of Community-Based Learning vis-à-vis Women and the Criminal Justice System

Mavis Morton, York University

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

This poster session will highlight an innovative practice in teaching and learning by reflecting on two fourth-year sociology seminar classes who participated in a new community-based learning (CBL) project at York University in conjunction with Atkinson Faculty of Liberal and Professional Studies. Fifty students collaborated in 3-6 person teams to work on a problem/issue identified by one of five not-for-profit organizations who work with and/or for women as victims, offenders and/or professionals in the Canadian criminal justice system. Reflections by students, community-based organizations, and the professor will offer a window into: a) the process of introducing, organizing, and engaging in an community-based learning component to the course curriculum; and b) the potential substantive benefits of such a project for students, organizations, and teachers/scholars. This will include an articulation of the ways in which this CBL project provided students with an opportunity to increase their access to, and awareness of, course and community related issues, academic skills, and citizenship. It will also identify potential opportunities to incorporate the dimensions of participation and collaboration between institutions of higher learning and the community/world.

P08 Addressing Challenges to Listening in Multi-Accented Classrooms

Larissa Faulkner, Brock University

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

Listening skills are not taught to students at most universities, but we feel free to ignore communication research that indicates that listening attentively for two or three hours at a time during a lecture is impossible. Professors and students need to work together to overcome listening obstacles in today's learning environment. My particular angle for this conference is listening in classrooms where English is spoken with a variety of dialects and accents.

Student journals about experiences in multi-accented English classrooms indicate some compelling reasons why we need to pay attention to this issue with ideas expressed ranging from racism to narcissism. Also, I hope to have initial results from focus groups that I am running with my research partner at UC Davis over Spring Break with ESL instructors about techniques to improve listening comprehension in multi-accented English environments.

The obstacles enumerated by students, some general listening strategies, and new strategies targeted to "international" classrooms will be turned into an educational interactive poster presentation.

P09 “Academic Writing... Media-Savvy?”: Multimedia in the Composition Classroom and Undergraduate Second-Language Writers

Pavlina Radia, University of Toronto at Scarborough
Elaine Khoo, University of Toronto at Scarborough

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

Since many second-language undergraduate writers experience difficulties detecting the often biased rhetoric of the media, the use of media-based pedagogy is crucial to fostering their critical literacy (Radia & Stapleton, 2008; Duff, 2001; Taylor & Patterson, 2000). As studies have shown, the use of film in an L2 classroom can particularly bolster students' ability to paraphrase others' ideas, formulate arguments, and identify various rhetorical strategies (Kasper, 2000). Expanding on Kasper's film-to-text model by adding other forms of media (Internet sites, documentaries, and podcasts), our study examines the implications that the media-based pedagogy has on the overall academic writing progress of 30 participants enrolled in an EAP undergraduate writing course at a large Canadian university. In order to assess the implications, 30 blogs and critical responses were collected and rated. Our hypothesis is that the media-driven pedagogy will not only bolster students' ability to see a research problem from various perspectives, formulate a strong thesis, and communicate ideas clearly, but that it will also enhance their vocabulary register. Our presentation will discuss how the results and pedagogical implications of media-based teaching can enrich the second-language undergraduate writers' "world of learning."

P10 Cross-Cultural Differences in Academic Writing Styles: A Framework for an Educational Development Workshop

Svitlana Taraban-Gordon, University of Waterloo
Sally Heath, University of Waterloo

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

The research on international student writing suggests that assessing writing by students with international backgrounds can prove to be a challenge for Canadian university instructors. Research indicates that instructors often dismiss a student's struggles with North American academic writing practices to lack of intelligence or diligence.

This poster presentation will describe the model of the educational development workshop entitled 'Understanding Cultural Differences in Academic Writing,' that was developed at the University of Waterloo in order to help instructors understand cultural assumptions underlying the writing practices of students who are non-native English speakers (NNES). Drawing on research in the fields of contrastive rhetoric and second language writing, the workshop helps instructors to understand the common rhetorical challenges that students from other cultures may have in a Canadian university, as well as outlines assessment practices.

During our poster presentation, we will share workshop materials and resources that can be used to develop similar professional development initiatives at other post-secondary institutions.

P11 Promoting Hands-On Laboratory Exercises for Online Introductory Biology

Liane Chen, Dalhousie University
Gillian Gass, Dalhousie University
David Patriquin, Dalhousie University

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

Providing opportunities for hands-on laboratory experiences is a major challenge to teaching science via Distance Education (DE) venues. In our two online Introductory Biology courses, we rely on virtual experiments or lab data to teach our students about the scientific method. Although students have fewer manual skills entering into second-year courses, they generally perform as well academically as students from traditional campus-based courses.



We are currently developing or adapting a number of laboratory and field exercises for hands-on use by DE students. These activities make use of materials and equipment that are readily available; use of digital cameras and uploading of images facilitates the making and reporting of observations. We are also examining the use of a modestly priced personal digital microscope, which would greatly increase the scope of activities.

Pilot testing of a lab on enzyme kinetics indicates that, while most students appreciate the importance of doing hands-on activities in a science course, they prefer the computer simulations as being quicker, cleaner, and less frustrating than the hands-on lab exercise. This response suggests that we have been successful in introducing these students to the realities of scientific inquiry. The results of further pilot tests will be discussed.

P12 Assignments and Feedback by Design: Supporting Students' Development of Academic Writing Skills Through Course Assignments

Laurie Waye, University of Victoria

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

Writing assignments are often "one shot" exercises; students have one opportunity to demonstrate their understanding of the course content and learning outcomes. In addition, the feedback that they receive may not be incorporated into their future writing assignments. This poster presentation offers a model of effective assignment redesign and timely, constructive feedback through which students can develop better academic writing skills. Once implemented, this approach is more time efficient than traditional assignment and feedback models because instructors become more strategic in the construction of, and response to, students' assignments. Not only will this model improve student writing, it will also allow for more student/instructor interaction and student-generated learning, and less opportunity for plagiarism.

P13 Efficacy of Electronic Voting: Addressing the Value of Clickers with New Research Controls

Ken Cramer, University of Windsor
Craig Ross, University of Windsor
Annunziata Marcoccia, University of Windsor

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

Introductory Psychology students from two classrooms were divided into three groups. An entire class was exposed to electronic voting devices (clickers) and consisted of two groups: one group contained roughly a third of the students (chosen at random) who were assigned clickers; the other group contained the remaining students. The third group consisted of a separate class in which clickers were not used. Results from both the midterm test and final examination showed that students who used clickers scored approximately 4% higher than (a) students in a clicker classroom, and (b) students with no exposure to clickers. Results of a survey showed that students with clickers were more interested in the course material and comfortable answering class questions anonymously, while all students reported being focused and engaged during class time, were interested in the results of the class votes, and believed the clickers offered a useful means of material review. More students without clickers compared to those with clickers wished to see them used in other classes.

P14 From Experimentation to Day-to-Day Practice: Hearing the Faculty Voice in Educational Technology Implementation

Valia Spiliotopoulos, University of Victoria

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

One challenge facing most educational institutions wishing to promote the best use of educational technologies is how to embed innovation into the day-to-day practice of teaching and learning (Jasinski, 2007). Since many resources are invested into teaching with technology, it is important to understand how an institute can go

beyond awareness and experimentation of educational technologies and 'smart' learning spaces to sustainable implementation. As such, a research study is being conducted to carefully examine how innovative faculty development programs affect the diffusion and regular implementation of educational technologies.

The main questions that this study asks are:

- 1) How might faculty development programs in learning technologies better meet the needs of faculty?
- 2) Are innovative uses of learning technologies changing the curriculum or learning environment in meaningful ways?
- 3) Once innovations have been diffused to a broad audience, how can they best be embedded into everyday practice?

We hope that the findings of this research will ensure that the faculty voice is heard when designing and implementing educational technology initiatives. The preliminary results presented at this session would also provide valuable input to faculty development centres so that they can better meet instructors' needs and promote best practices with educational technologies.

P15 Using New Media to Communicate with Teaching Assistants

Margaret Cusson, Carleton University
Joe Lipsett, Carleton University

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

As a new generation of techno-savvy individuals makes their way through post-secondary education, the age of paper and even e-mail communication has passed. New methods such as streaming video, instant messaging, social networking groups, and online media are now the norm. Educators are at an impasse: evolve alongside these technological advances or risk losing the interest of their target demographic. In the past year, the Educational Development Centre at Carleton University has instigated a number of engaging new initiatives to appeal to and 'reach' TAs. The goal was to speak to this new generation of techno-savvy educators, and in the process, generate enthusiasm for training workshops and professional development activities, create a social support network, and direct TAs to appropriate and useful resources. This presentation will investigate the varied levels of success we have encountered and allow participants an opportunity to consider implementing similar initiatives at their own institution.

P16 Cohort-Based Faculty Training in Blackboard: A Pilot at UofT

Ryan Green, University of Toronto

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

In 2007, the Resource Centre for Academic Technology (RCAT) at the University of Toronto launched a pilot program entitled *Building Great Blackboard Courses*. During the pilot, a workshop was offered twice and comprised ten classroom hours spread over five weeks. This cohort-based series is comprised of our current advanced training sessions as well as two sessions based on participants' interests, additional class time for discussion, and a collection of resources and topic-specific journal articles. Attendees are also offered one-on-one support to help achieve their personal learning outcomes.

As new adopters of Blackboard, we were looking for a way to encourage faculty to create new teaching and learning experiences and opportunities and share their strategies with their colleagues. Our outcome for instructors was to help them learn Blackboard, but also be able to go beyond the tool and engage their students.

RCAT was able to offer a valuable, well-received workshop series without a dramatic increase in planning or preparation. The *Building Great Blackboard Courses* series is now offered once per term, and a new advanced training session based on outcomes defined by the attendees has been created.



P17 A Palette of Colours, A Palette of Assessments

Julia Tum, Leeds Metropolitan University

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

This poster, designed in the style of a paint palette, will explore a range of innovative assessment practices adopted across the International Faculty at Leeds Metropolitan University, UK. Fourteen different assessment and teaching practices are outlined in the poster, ranging from "practically assessed very short scenarios," to graffiti posters, to student conferences. Delegates are offered the opportunity to consider these ideas and 'mix them together' in order to create their own assessment packages and colours.

Delegates are also offered the opportunity to add their own assessment ideas and practices onto a blank paint palette.

There will be three washing lines for delegates to add their top tips to:

- 1) avoiding dangerous practices;
- 2) time-saving tips in assessment; and
- 3) how to grab students' attention.

There will be three separate draws for each tip genre and fabulous prizes will be given!

P18 Helping Students Hear Your Voice!

Oscar Vicente, University of Windsor

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

A teacher's voice is perhaps his or her most important tool within a classroom. However, many teachers are suffering from voice disorders. A 2001 study calculated that teacher voice-related difficulties result in lost work-days, payments to substitute teachers, voice therapy/rehabilitation costs, and forced early retirement. The care and use of the voice should be a mandatory component of teacher training. Generally speaking, in the classroom setting, a voice can be drowned out by two paramount obstacles: ambient noise and acoustics. These two obstacles dramatically weaken the quality of student learning. By taking steps to reduce ambient noise and classroom acoustics, teachers can limit damage to their voices and also enhance the quality of teaching as well as the learning experience for their students. A creative way of expanding a student's learning space would be to adapt an FM system into the classroom. The learning space could be expanded by using technology that would improve the clarity of a teacher's voice without risk of health implications and allow students to hear classroom instruction with greater precision.

P19 Stereoscopic Lectures: What Role Will They Play in Anatomical Education?

Ashley Clausner, University of Western Ontario

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

With the advent of new technology, new methods of anatomical education are emerging. One method being developed is known as the Anatatorium, a three-dimensional stereoscopic anatomy laboratory. The efficacy of this teaching method has not yet been explored. The objective of this study was to compare the effectiveness of three teaching methods used to teach wrist osteology to second-year undergraduate students. The first education modality utilized multimedia slides alone; the second, employed multimedia slides and plastic models as an aid, and the third method compounded multimedia with a 3D virtual model of the wrist. Effectiveness was measured with a short multiple-choice quiz. Student volunteers (N=132) were randomly assigned to each teaching modality group. We hypothesized that the 3D virtual model would yield higher post-test quiz scores compared to the other modalities. While no statistical difference was found between the average quiz scores of students taught with these three methods, preference indication results from the questionnaire suggested a strong affinity

to the Anatatorium. If affinity to teaching mode has positive correlation with student performance and knowledge longevity, re-evaluation of anatomy education modalities may be warranted to enhance the educational experience.

P20 Fostering Learning Through Educational Skills Modules

Craig Ross, University of Windsor
Ken Cramer, University of Windsor

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

One of the most important factors mediating student outcomes in university involves the learning skills that students use in completing their studies. Unfortunately, few students enter into university with effective learning skills. This project provides learning skills instruction in four crucial areas: note-taking, text reading, test-taking, and time management. Participants receive training in the learning skills during their regularly scheduled laboratory times. In this way, we are able to reach a large portion of the university population (half of the incoming students take psychology). Although taught in psychology labs, the learning modules were designed to reflect general learning skills as we recognize that a large proportion of the participants are not psychology majors. As a method of control, half of the participants receive skills training before the midterm exam, while the remainder receives the skills training afterwards. It is anticipated that this training will improve student performance, but the improvement will be related to the timing of the intervention. For example, it is likely that the test-taking module will have a greater impact when provided in the weeks before the midterm exam than if it is covered a few weeks afterwards.

P21 Lecture Engagement in a Telic State of Mind: Mapping the Two

Kathryn Hodwitz, University of Windsor
Ken Cramer, University of Windsor
Kathryn D. Lafreniere, University of Windsor

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

The motivational states under investigation involve TELIC (goal-oriented) vs. PARATELIC (a playful fun state). These translate somewhat to students who are interested and focused on the material - whether for the solution to a problem or relevance to a larger goal. Passive paratelic students would be expected to learn less because they are looking at each moment of the lecture to entertain them. In short, instructors who give students a goal to reach or a problem to solve will encourage that telic motivational state, which tracks neatly with lecture engagement.

P22 Going Beyond Grammar: A Creative Term Project That Exposes Students to World Cultures While Improving Their Writing Skills

Catherine Black, Wilfrid Laurier University

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

This poster will present an innovative approach to teach language in context. Please note that this approach is not limited to language study. It can be adapted to various contexts. The term project explores the French language as it is spoken, written and sung in many different Francophone environments. Students will discover the riches of Francophone cultures through, songs, authentic videos, French movies, and the World Wide Web. There is also an intensive grammar review of target concepts. In order to apply the concepts and to develop their writing skills, students will create a one-time magazine highlighting aspects of world cultures and using the targeted grammatical concepts. Positive results come out of the project: pride in having written three articles and participated in the creation of a one-time magazine that is placed on the department website, and the use of expertise and creativity in the making of the magazine (as editors, photographers, webmasters, designers, publishers, etc.).



P23 Student Perceptions of Using Content-Specific Lyrics to Familiar Tunes in a Large Lecture Setting

Derek T. McLachlin, University of Western Ontario

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

Music can be used in lectures to increase student engagement and help students retain information. For example, during a lecture about DNA packaging given to 500+ students, I invite students to sing with me the previously published “Histone Song,” which features lyrics specific to the lecture content, written to the theme song for the television show “The Flintstones.” To determine student perceptions of this practice, the class was surveyed five weeks after the lecture. Ninety-five percent of students reported enjoying the song very much or quite a bit, and 55% had sung the song outside of class since the lecture. Forty-four percent thought the song would be very or quite a bit helpful as they studied. To guide future song selection, the students were asked to indicate their familiarity with 30 popular songs from the past 50+ years. The songs that the students found least familiar were all released before 1980. However, the most familiar songs were not necessarily the most recent; for example, 97% of students reported knowing the song YMCA, which was released in 1978. The results indicate that using music during lectures engages students and suggest that, for some, it can be a helpful study tool.

P24 Initiating a Service-Learning Program Involving Undergraduates and Faculty in the Sciences: Insights from Our First Year

Kamini N. Persaud, University of Toronto Scarborough

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

Science Engagement, a program introduced over this past year at the University of Toronto Scarborough, aims to provide our science undergraduates with active, experiential learning opportunities, outside of the typical academic classroom environment. Using a service learning approach, we encourage students to apply their academic knowledge in a meaningful context, thus enhancing their understanding of the concepts and approaches of their discipline. For university course credit, students participate in 2 hrs/wk of on-campus, in-class service learning classes (reflective writing, communication, learning styles, service learning research, portfolio creation, etc.) and approximately 7 hrs/wk of placement activity, working with either a science-interested community partner (“Outreach”) or faculty course instructor (as a peer mentor; “In-reach”). A numerical grade is assigned based on student reflective writing, oral presentation, poster and portfolio creation, and placement performance.

Here, I present a summary of understanding gained from this first year of practice. Student opinion, community partner views, and faculty response is represented and discussed. In addition, I reveal obstacles that we have faced (both institutional and pragmatic) and ongoing pedagogical concerns. I invite educators who are interested or involved in experiential learning to gain insight from our experiences and offer insight from their own.

P25 Reflecting on Community-Based Learning: Students Describe Their Scholarly, Personal, and Professional Growth

Debra Langan, York University

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

This poster session will showcase the community-based learning (CBL) experiences of selected groups of students in a second-year, sociology research methods course at York University. Two hundred and forty students worked in 4-person groups on a variety of CBL options that included: reviewing the literature to inform initiatives of the Family Service Association of Toronto and Bereaved Families of Ontario; administering survey questionnaires to Daily Bread Food Bank recipients; completing grant applications, composing persuasive communications, and networking with educational stakeholders for the Miss G__ Project (whose aim it is to have Women’s Studies included in the Ontario high school curriculum). Prior to the group work, each student individually completed an annotated bibliography that informed participation on the CBL initiative. Student groups with the

strongest performance on the projects presented their final reports to representatives of the various organizations at a year-end class event. This poster session debuts a documentary of the event's highlights, featuring students' accounts of how their service experience connected to their understanding of the concepts, ideas, and theories of the course, and contributed to their personal and professional growth.

P26 Engaging Ecology: Thematic Tutorial and Practical Sessions Scaffold Knowledge

Nicholas Baker, University of Queensland

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

Enhancing student engagement is an often-discussed topic with many examples of different approaches to achieving this goal. This poster describes an introductory undergraduate ecology course, which developed a thematic tutorial program based on the interests of learners, allowing for scaffolding based on limited prior knowledge. Three broad central themes were selected for the tutorial streams, with theoretical underpinnings presented in lectures tied to real-world examples and evidence in tutorials to which students were able to readily relate. Based on their interests, students self-selected for tutorial streams. A wide range of activities was developed, most of which drew on a social constructivist approach with small group work, both face-to-face and in the virtual environment, a key component of the program.

The in-class activities were complemented by a compulsory field trip, which allowed students to situate their theoretical knowledge in the real-world through mini-research projects led by a mentor. We consider that a key component of the success of this course is the required interaction between remote and on-campus students (via BlackBoard and F2F during the field component). This aimed to reduce the perception of remote students that their on-campus counterparts received a better educational experience. Student and staff evaluations of the experience in this course are discussed.

P27 Do Faculty Members Who Express Learning-Centered Epistemological Beliefs Have Learning-Centered Teaching Practices?

Susan Polich, Virginia Commonwealth University

Friday, June 20 • 5:00pm – 7:00pm
CAW Student Centre - Ambassador Auditorium

The idea that teaching practice should move toward learning-centeredness has seen a resurgence. However, before this change to learning-centered practices can take place, faculty members must have an epistemology consistent with learning-centeredness.

Purpose: To determine if faculty members, specifically hired for their expressed interest in learning-centered teaching, have learning-centered epistemologies and teaching practices.

Setting: A public, urban research-intensive institution.

Population: Forty-eight faculty members hired to teach a core course emphasizing critical thinking, problem-solving, and communication.

Research Design: Survey research using the Epistemic Beliefs Inventory (EPI) and a teaching practices questionnaire.

Results (EPI): Participants showed a tendency toward beliefs that 1) authority was not the source of all knowledge; 2) absolute knowledge does not exist; 3) learning is complex; and 4) the ability to learn is not innate.

Results (teaching practice): Participants reported using a variety of classroom practices, including small group collaboration, frequent feedback, scaffolding, and adjusting teaching to fit the level of the student.

Conclusion: Faculty members who were hired for their interest in learning-centered teaching showed epistemological beliefs and teaching practices consistent with learning-centeredness.



Saturday June 21, 2008

Concurrent Session 10 – 8:30am – 9:20am

Session Number and Title	Venue	Presenter(s)
C10.01 Complicating Community: The Challenges of Familiarity in a Learning Community Program	Erie Hall - 2137	Christine Adam, Matthew Sorley
C10.02 Curriculum Alignment: An Outcome or a Process?	Erie Hall - 2139	Dianne Bateman, Stephen Taylor
C10.03 Journeying into Educational Development: Sharing Our Perspectives	Erie Hall - 1115	Jeanette McDonald, Lynn Taylor, Denise Stockley, Joy Mighty, Debra Dawson, Adam Caron
C10.04 Energizing Engagement and Learning Through Emerging Global Issues	Erie Hall - 2130	Anne Marie Ryan
C10.05 Factors Affecting the Academic Success of First-Year Engineering Students at the University of Waterloo	Erie Hall - 1114	Nicola Simmons, Jolyn Lee, Ajoy Opal, Gord Stublely
C10.06 Interteaching in Undergraduate Education: Enhancing Student Engagement and Performance	Erie Hall - 2127	Fuschia M. Sirois, Alan Scoboria, Rebecca J. Purc-Stevenson, Antonio Pascual-Leone

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.

C10.01 **Complicating Community: The Challenges of Familiarity in a Learning Community Program**

Christine Adam, Carleton University
Matthew Sorley, Carleton University

Saturday, June 21 • 8:30am – 9:20am
Erie Hall - 2137

In the Fall of 2005, Carleton University launched ArtsOne@Carleton, a new program for students in their first year of BA studies. The program provides cohorts of 100 students four thematically-linked courses (4/5 of their course load). The purposes of the program are to instill a sense of scholarly community among the students and to provide coherence across courses in various disciplines. At an institutional and classroom level, we have been learning many things about how complicated and complicating, learning communities can be for students, faculty, and staff. Learning communities provide venues for rich interaction among participants. This interaction is bound to result in pedagogical and/or inter-student tension that can produce deep and transformative learning. Conversely, such tension can undermine the learning objectives of a program. In this presentation, the program's administrator and one of its faculty members will take the participants on a walk down the fine line that can separate these two possibilities. Along this journey, they will consider changes in institutional and pedagogical practice that can increase the possibilities for student learning.

C10.02 **Curriculum Alignment: An Outcome or a Process?**

Dianne Bateman, Champlain College - St. Lambert Campus
Stephen Taylor, Champlain College - St. Lambert Campus

Saturday, June 21 • 8:30am – 9:20am
Erie Hall - 2139

In a coherent or aligned curriculum, all components in the teaching system, the curriculum and its intended outcomes, teaching methods, learning activities, assessment tasks, and resources to support learning are aligned (Biggs, 1999). Establishing alignment represents fundamental educational practices that should be easy to design and implement. The literature suggests, however, that curriculum alignment in higher education is not the norm. Furthermore, how to achieve curriculum alignment in a systematic way has not been established.

This session will present the results of an action research project involving eight academic departments (English, Humanities, Physics, Chemistry, Biology, Mathematics, Psychology, and the Social Science Methodology Module) that tried to determine the degree to which individual and multiple sections of a selected course were vertically and horizontally aligned. An analysis of the consequences of the similarities and differences that were observed in each of these departments, using a multi-site case study approach, allowed for a scientifically grounded model for achieving curriculum alignment to emerge.

As the study progressed, it became clear that our traditional, concrete definition describes alignment as an objective outcome and does not account for the complex factors and conditions that must be in place for curriculum alignment to be achieved.

C10.03 **Journeying into Educational Development: Sharing Our Perspectives**

Jeanette McDonald, Wilfrid Laurier University
Lynn Taylor, Dalhousie University
Denise Stockley, Queen's University
Joy Mighty, Queen's University
Debra Dawson, University of Western Ontario
Adam Caron, B.A.C. Consulting

Saturday, June 21 • 8:30am – 9:20am
Erie Hall - 1115

Educational development has reached a pivotal point. The field and the educational developer role are more firmly situated within the higher education landscape; our diverse community continues to grow and enjoy greater career mobility, there is greater demand for and recognition of our services and supports within and beyond our institutions. To continue to evolve as a profession both locally and internationally, however, we need to



better understand what attracts people to the profession, what enables or inhibits their entry into and progression within the field, and, ultimately, what influences them to commit to a primary appointment in educational development. Specifically the session aims to: provide a brief overview of the Pathways research initiative; contextualize the currency of educational development; and share our perspectives of diverse pathways and barriers to entering the field. Current, future, and past educational developers are invited and encouraged to attend.

C10.04 Energizing Engagement and Learning Through Emerging Global Issues

Anne Marie Ryan, Dalhousie University

Saturday, June 21 • 8:30am – 9:20am
Erie Hall - 2130

Newspaper articles abound with messages of impending crises around such global concerns as climate change, pollution, water and soil issues, resource depletion, waste management, and energy. At the early undergraduate level, students will have heard these terms, and have germinating ideas regarding the nature and implications of these issues. They may have many formed and unformed questions on cause and effect, magnitude, timing, and implications for environment and society, locally and globally. These ideologies and questions may also come with misconceptions and incomplete understanding of the depth and complexity of knowledge involved. These real-world concerns have a great deal of relevance, and afford us not only the opportunity to engage students at a higher level than ever before, but also to develop a global citizenry that deals with these issues in creative and constructive ways. What strategies might we adopt to engage students as we work together to focus learning in relation to these concerns in the natural sciences? This session will focus on the strategies for engagement and critical thinking on these topics.

C10.05 Factors Affecting the Academic Success of First-Year Engineering Students at the University of Waterloo

Nicola Simmons, University of Waterloo
Jolyn Lee, University of Waterloo
Ajoy Opal, University of Waterloo
Gord Stubley, University of Waterloo

Saturday, June 21 • 8:30am – 9:20am
Erie Hall - 1114

Failure rates amongst first-year engineering students at the University of Waterloo have undergone a noticeable rise from the 2004 cohort (post-double cohort) class and onwards. While other researchers (Acker, Hughes, & Fendley, 2002; Anderson-Rowland, 1996; Felder, 1998; Laing, Robinson, & Johnston, 2005; Santiago, & Einarson, 1998) have studied first-year retention/attrition rates, these studies are mostly American, and it is not clear whether they are relevant to the increasingly intercultural Ontario context.

In this session, we will present findings from our study investigating factors affecting student retention and success. While the context is engineering, the discussion is expected to shed light on some characteristics of student success: personal attributes of successful students; the importance of programme supports, both academic and extra-curricular; and secondary school preparation.

C10.06 Interteaching in Undergraduate Education: Enhancing Student Engagement and Performance

Fuschia M. Sirois, University of Windsor
Alan Scoboria, University of Windsor
Rebecca J. Purc-Stevenson, University of Windsor
Antonio Pascual-Leone, University of Windsor

Saturday, June 21 • 8:30am – 9:20am
Erie Hall - 2127

Interteaching (Boyce & Hinline, 2002) is a modern teaching method with an emerging empirical base. The approach operates by shifting responsibility for engagement with material away from instructors and onto students



through the use of preparation guides, interteaching reports, and clarifying lectures. Research to date supports that this method produces better course outcomes than lecture alone. Furthermore, students typically report preferring interteaching to lecture-based instruction. Less is known about how motivation may be involved in the interteaching process.

After a brief overview of interteaching methods, existing literature, and the potential advantages for student learning, we present empirical data and personal experiences with the application of interteaching across four undergraduate courses to illustrate how this approach can foster positive learning outcomes. Outcome data from two Abnormal Psychology courses indicates that interteaching is associated with improvements in the quality of students writing on critical and analytic assignments. Quantitative and qualitative data from two Health Psychology courses echoes these findings and demonstrates enhancements in student engagement and motivation via interteaching. Illustrative and interactive examples, which demonstrate key steps in the interteaching process, will be interspersed with the empirical results to give participants a “feel” for the interteaching process.



Saturday June 21, 2008

Concurrent Session 11 – 9:30am – 10:20am

Session Number and Title	Venue	Presenter(s)
C11.01 Real Problems, Real Research, Real Students: Possible Models for Authentic Undergraduate Research, With Examples from the Natural Sciences	Erie Hall - 2130	Carl-Georg (Charly) Bank, Anne Marie Ryan
C11.02 Feminist Group Process in Seminar Classes: Possibilities and Challenges	Erie Hall - 1114	Betty Barrett
C11.03 Building Student Creative Capacity	Erie Hall - 1115	Alice Cassidy, Shane Dawson
C11.04 Practicing What You Preach: A Learner-Centered Learning Management System (LMS) Training and Support Program for Faculty	Erie Hall - 2127	Adam Finkelstein
C11.05 Enhancing Critical Reading Skills in Neuroscience	Erie Hall - 2125	Janelle LeBoutillier, Andreea Moraru
C11.06 Learning Success: A Two Way Street with Billions of Interacting Neurons	Erie Hall - 2139	Siyaram Pandey
C11.07 Summative Portfolios: Reflection for All, Learning for Each	Erie Hall - 2126	Nicola Simmons, Tina da Silva, Andrew Harwood, Andrew Jones, Laura Reed, Katie Ryan, Nicole Town

Bolded names in session descriptions indicate registered presenters (as of June 2 - see website for most current information). Other names included in descriptions identify contributors unable to attend the conference.



Luggage can be stored in a secure room in our A/V offices on the 1st floor of Erie Hall on Saturday Morning.



Return your wallet /name badge in Essex Hall on Saturday before the closing plenary. On Thursday and Friday, wallets can be returned in Odette at the information desk. All returned wallets with names will be entered for a draw.



Conference bags can be returned for reuse by the organization Windsor Women Working With Immigrant Women. Return in Essex Hall on Saturday before the closing plenary, or in Odette at the information desk Thursday and Friday.

C11.01 Real Problems, Real Research, Real Students: Possible Models for Authentic Undergraduate Research, With Examples from the Natural Sciences

Carl-Georg (Charly) Bank, University of Toronto
Anne Marie Ryan, Dalhousie University

Saturday, June 21 • 9:30am – 10:20am
Erie Hall - 2130

Authentic research by undergraduates is a highly effective means of contributing to their development of critical and divergent thinking because it organizes learning and provides a sense of ownership of the learning process. Undergraduate research also allows students to develop a shared progression towards mastery of a common culture and language within the discipline, and in so doing, can build a shared sense of community and understanding among students and faculty. In addition, students can bring their varied backgrounds and interests to discipline-specific research that transcends cultures, and affords a common basis on which all students can build. Field and laboratory-based activities on a variety of scales and over varying lengths of time provide avenues for students to create new knowledge and understanding, even at the early stages in their university careers. Participants in this session will examine a number of models for incorporating authentic research into an undergraduate program in a meaningful way, including honours theses, research-specific courses, research developed from work and service learning experiences, and research projects or activities within courses.

C11.02 Feminist Group Process in Seminar Classes: Possibilities and Challenges

Betty Barrett, University of Windsor

Saturday, June 21 • 9:30am – 10:20am
Erie Hall - 1114

This session describes the application of the principles of feminist group process in a senior level undergraduate seminar class. This course sought to foster in students a commitment to cooperation, collaboration, and empowerment as defining values of the classroom experience through the utilization of the Peace and Power principles outlined by Chinn (2004). This session will describe and illustrate the specific approaches implemented to reduce hierarchies and power imbalances in the class, encourage mutual responsibility for learning, and develop collaborative leadership skills in students. Primary strategies to be demonstrated in this session will include value-based decision building, conflict transformation, rotating leadership, sparking, circling, and closing. A discussion of the potential of these practices to contribute to transformative pedagogy, and of the possible barriers to their successful implementation, will be highlighted. An overview of learning exercises designed to engage students in reflecting critically on their group process in the classroom will be provided.

C11.03 Building Student Creative Capacity

Alice Cassidy, University of British Columbia
Shane Dawson, Queensland University of Technology

Saturday, June 21 • 9:30am – 10:20am
Erie Hall - 1115

Recent work by social, educational, and political commentators (e.g. Pink, Florida, Robinson, McWilliam) has stressed the imperative for Higher Education Institutions (HEIs) to instill creativity as a core attribute and skill that graduates require for productive participation in their future careers. Many Australian HEIs have embraced the notion of developing creative capacity in their graduates by embedding creative learning outcomes and attributes within teaching programs and broader university policy. Some Canadian HEIs and research funding agencies have made a start in this direction.

While there is international and national recognition of the importance of creativity, there remain gaps between the stated policy and translation to practical integration and adoption. This session introduces an overview of the literature and the defining characteristics of creative capacity, then leads into a discussion of how creative skills can be embedded within teaching practice. In so doing, we relate aspects of educational theory to practical examples of creativity (including its assessment) in teaching and learning. You will have an opportunity to engage in creative exemplars and activities applicable to a variety of disciplines in order to promote student



creativity. We will conclude by discussing how creative capacity may be expanded, at the level of course, curricula, department, and institution.

C11.04 **Practicing What You Preach: A Learner-Centered Learning Management System (LMS) Training and Support Program for Faculty**

Adam Finkelstein, McGill University

Saturday, June 21 • 9:30am – 10:20am
Erie Hall - 2127

The mandate of the Teaching Technology Services Unit at McGill University is to assist faculty in the appropriate and effective use of technologies. With the transition to a new Learning Management System (LMS), designing effective training and pedagogical support proved to be extremely challenging. Other university programs we examined were highly instructor centered; there was no distinction between new and transitional users and the programs were designed with a "one size fits all" instructor-centered approach. Instead, we designed a multi-faceted, learner-centered training and support program that was effective for a diverse population. We used many new technologies (blogs, wikis, on-line training) as well as many old technologies (workshops, consultations, face to face discussions, and written manuals) in order to accomplish our task. We used many different learner centered strategies including self-directed learning opportunities, learner driven workshops, and peer-to-peer modeling to ultimately build a community of learners on campus. A year later, we are still changing our training and support program to meet the evolving needs of our faculty. This session will provide suggestions and lessons learned to help universities move from an instructor-centered training and support program to a learner-centered one in order to effectively support their diverse population of faculty.

C11.05 **Enhancing Critical Reading Skills in Neuroscience**

Janelle LeBoutillier, University of Toronto Scarborough
Andreea Moraru, University of Toronto

Saturday, June 21 • 9:30am – 10:20am
Erie Hall - 2125

Neuroscience II is a half-credit lecture/tutorial course offered at UTSC as a program requirement for Neuroscience majors and specialists. The tutorials are intended to familiarize students with the general knowledge-base of neuroscience, namely the published literature. However, based on previous course feedback, the majority of undergraduate students enrolled in this course, experience difficulty in analyzing and interpreting empirical and/or journal articles. To date, little research on teaching and learning in the sciences has addressed the importance of developing study aids to enhance critical analysis skills of students when reading scientific journal articles. Our objectives were to develop a series of content questions based on assigned article readings to be used as study tools, and to examine students' attitude and perception of learning through the use of student feedback at two time-points throughout the course. Investigating the relationship between early feedback and students' perception of acquired critical reading skills could further impact course development to better facilitate student learning.

C11.06 **Learning Success: A Two Way Street with Billions of Interacting Neurons**

Siyaram Pandey, University of Windsor

Saturday, June 21 • 9:30am – 10:20am
Erie Hall - 2139

A class full of young and curious students could be viewed as "a brilliant pool of neurons." This pool of thinking power could be used as the best tool for effective teaching and incredible learning outcomes. Students can provide valuable feedback on the trials and tribulations of their learning, and on the nature of the teaching practices. I believe in a teaching philosophy that stimulates and generates sufficient interest among students in the subject area and ignites the curiosity in them to learn more. Learning becomes automatic and enjoyable once you have generated enough interest in the subject. In this presentation, I will share strategies for improving teaching by introducing methods of gathering student feedback in an open teacher-student dialogue involving

interactive exercises with the audience. Specifically, valuable ideas and practices used by the audience will be requested in the following areas: 1) simulation of my classroom: practice and activity based on strategies that promote students' responsiveness; 2) student feedback; 3) group discussion; and 4) office hours: interaction with students.

C11.07 Summative Portfolios: Reflection for All, Learning for Each

Nicola Simmons, University of Waterloo

Saturday, June 21 • 9:30am – 10:20am

Tina da Silva, Brock University

Erie Hall - 2126

Andrew Harwood, Brock University

Andrew Jones, Brock University

Laura Reed, Brock University

Katie Ryan, Brock University

Nicole Town, Brock University

If self-knowledge is at the heart of good teaching (Brookfield, 1995; Palmer, 1998), then students preparing for a teaching career, whether K-12 or post-secondary, will benefit from articulating their values and beliefs about teaching. Assignments that encourage deep personal reflection are a critical support to this process; student learning portfolios are one innovative solution (Wright, Knight, & Pomerleau, 1999).

In this session, education students will describe how portfolio assignments promoted reflective and critical synthesis of their learning. Through examples of their work, you will see how students responded to the opportunity to express their learning in creatively individual ways. They will describe their personal and professional transformation, and the impact on their development as future educators.

We will also explore criteria that encourage creativity and how such authentic assessments can be applied in other contexts. This session is suitable for all faculty considering portfolio assignments and faculty developers who may provide support.



Closing Plenary: Alan Blizzard Award

Congratulations

11:00am – 12:45pm
Essex Hall Theatre

to the 2008 Alan Blizzard Award recipients: the 14 members of the Mech 2 team selected for 'a collaboratively designed and delivered program.' Begun in 2004 as a project in the Faculty of Applied Science, Mech 2 involves faculty in five departments and two faculties at the University of British Columbia.

Mech 2 is a complete, integrated, second year mechanical engineering undergraduate program that aims to develop the analytical, practical, and design skills of students. Mech 2 is a radical departure from a conventional curriculum as it completely incorporates previous content from 15 disparate courses into four main courses taken in series. These four courses, one at a time, include thoughtfully integrated lectures, tutorials, labs, design projects, presentations, field trips and other activities. Integration, coordination and collaboration take place within courses as well as across the entire program.

The project courses are absolutely amazing. After completing Mech 2, I definitely feel I have a better sense of what engineering is all about. Considering how much material second year mechanical engineers are expected to cover, Mech 2 does a great job of teaching material as efficiently and effectively as possible.
student 2004

I love the personal interaction with professors, TAs, other staff and a broad range of students. On the whole, we are one of the most cooperative groups at the University. In Mech 2, the support network is amazing and the training is unique and powerful.
student 2005

I'll never forget my experience in Mech 2, the people I met and the things I got to do. Please keep this program, encourage it and advertise it. Programs like Mech 2 make better students, better engineers and better people.
student 2006



Elizabeth Croft Markus Fengler Sheldon Green Antony Hodgson Philip Loewen Martin Davy Peter Ostafichuk Warren Poole Steven Rogak Gary Schajer Michael Schoen Tatiana Teslenko Brian Wetton Joseph Yan

Through the program, students also work closely with six technicians and a team of over 50 teaching assistants. Mech 2 is structured to ensure good communication within this team, and between the teaching team and the students. Student performance in senior year courses has greatly improved following the introduction of Mech 2, and in program surveys, students have indicated a strong preference for the Mech 2 format over a conventional approach. Nearly 500 students have experienced Mech 2.

**UBC Mech 2 Team
Presentation
'A collaboratively
designed and
delivered program'**

**Saturday, June 21
Essex Hall Theatre**

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Lambton College *
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Nova Scotia Agricultural College *
Nova Scotia Community College *
Queen's University

Ryerson University *
St. Clair College ★^{new}
Saint Mary's University *
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University of Waterloo *
University of Western Ontario *
University of Windsor *
University of Winnipeg *
Wilfrid Laurier University *
Vancouver Community College ★^{new}



Sessions by Themes

Key

Letter	Theme
A	Accessibility, diversity, and inclusive practice
B	Challenging the assumptions of institutional practice
C	Curriculum development
D	Educational technology
E	Effective instructional practices
F	Innovative practices in teaching and learning
G	Marginality, barriers and boundaries

Letter	Theme
H	Multiple perspectives
I	Other
J	Reflective practice
K	Scholarship of teaching and learning
L	Student Experience
M	Support services and administration
N	Teaching for global awareness

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C1.03	Coastal Collaboration East and West: Supporting the...	B F J K
C1.04	Is the World a Text? Transformational Re-Readings of...	B D E F H J L N
C1.05	Engaging Students in the Health and Social Sciences Across...	A C D E F G K
C1.06	Beyond the Five Paragraph Essay: From Assignment to...	A B E F G H L
C1.07	An Issue of Identity: Women in Computer Science	A C G K L
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C1.09	Facilitated Study Groups: A Peer-Instruction Model for...	B E F K L M
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C1.11	Changing Student Culture and Technology: Influences on...	A B C D E F H L
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C2.04	High Tech/High Touch: Learning through Simulation Technology	D F J L
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C2.12	Teaching International Students at Saint Mary's: Opportunities...	A E G J

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C3.02	Virtual Education: Teaching and Learning in Second Life	A B D E F G H J K L
C3.03	L'utilisation d'un portofolio électronique dans un programme...	C E F J L
C3.04	Community College Graduates Seeking Four-Year University...	A B C E G K L M
C3.05	Course Challenge: A Fast but Not Furious Way to Update...	B C M
C3.06	Clickers: Conversation & Collaboration	A C D E F H K L M
C3.07	Global Learning for Global Citizenship: Some Initiatives	N
C3.08	But Can You Understand Them? A Look At Plain Language and How...	A B C E F G I J L M N
C3.09	Why is Teaching So Hard to Change?	B E F J K
C3.10	Global Citizenship or Sustainable Development?	C F H K N
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C4.09	Addressing the Unique Needs of Graduate Writers	F L M
C4.10	Teacher Talk for ITAs: The Language of Teaching in Engineering...	A E F G L
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C6.03	Learning Cells: Active and Student-Centred Learning	E F J L
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C2.06 <i>Silences</i>	Alex Fancy, Arshad Ahmad, Aline Germain-Rutherford, Clarissa Green, Ron Marken
C2.11 Dossier de progression et dossier de réussite : deux outils complémentaires au service de la professionnalisation enseignante dans le supérieur.	Marianne Poumay, François Georges
C3.03 L'utilisation d'un portfolio électronique dans un programme simultané pour la formation des enseignants Using an e-Portfolio in a Concurrent Teacher Education Program	Corinne Beauquis, Reed Thomas
C4.07 Dialogue interculturel en milieu académique: pour une intégration réussie des professeurs étrangers	Aline Germain-Rutherford, Barbara Kerr, Judy Britnell, Gillian Siddall, Gwen Wojda, Marina Elgenking, Bev Brewer, Donatille Mujawamariya, Peter Murphy
C5.04 From Classroom to Community: The Practice of Engagement	Alex Fancy
C6.06 Procès Métaphysique du Silence en Classe: Lecture et Discussion d'une Brève Fiction / Silence in Class Under Metaphysical Scrutiny: Reading and Discussion of a Brief Fiction	Claude Lamontagne



List of Conference Presenters and Contributors

Bolded names indicate registered presenters (as of June 2 - see website for most current information). Non-bolded names identify contributors unable to attend the conference.

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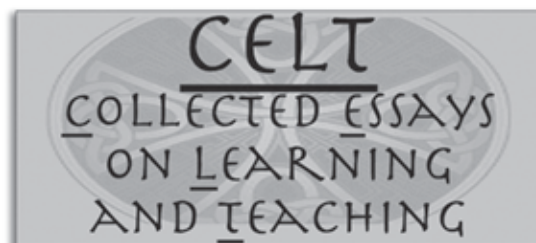
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Call for Submissions

Collected Essays on Teaching and Learning (CELT) Volume II

Presenters at this year's STLHE Conference are invited to submit a maximum 2,000-word paper based on their conference sessions for publication in the *Collection of Essays on Learning and Teaching (CELT)*. We are seeking papers suitable for a general academic audience.



Submissions will be peer-reviewed by a panel representing STLHE constituencies. The editorial board may approach proposal writers to request changes as needed. Manuscripts may be in either English or French.

Criteria for Submission Review and Selection

- Clarity and coherence of submission.
- Relevance to the 2008 STLHE Conference theme, "A World of Learning."
- Relevance and usefulness to the intended audience.
- Contribution to scholarship and/or effective or innovative practice(s) in higher education.

Deadline and Contact Information

- The deadline for submissions is **September 26, 2008**.
- Format guidelines can be found at <http://www.mcmaster.ca/stlhe/publications/celt.html>
- Submissions should be sent electronically to celt@uwindsor.ca

CELT will be published in CD format in time for distribution at STLHE 2009 at the University of New Brunswick.

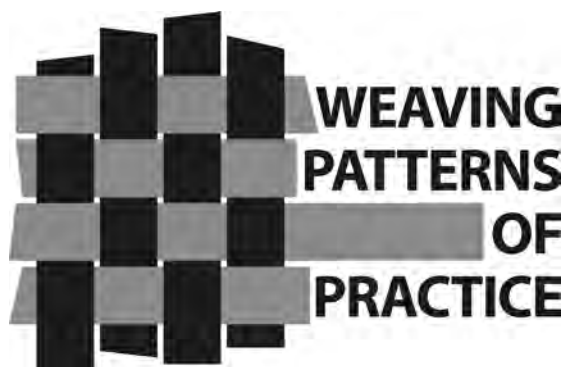
For more information, please contact Jessica Raffoul at celt@uwindsor.ca.



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2008 Conference

The Professional and Organizational
Development (POD) Network
and

The National Council for Staff, Program &
Organizational Development (NCSPOD)

October 22-25

The Nugget Resort
Reno, Nevada, U.S.A.

You are enthusiastically invited to attend the joint POD and NCSPOD 2008 conference in Reno, Nevada.

Northern Nevada's diverse landscape, from the Great Basin Desert to the Sierra Nevada peaks, has inspired the area's native artisans for centuries. This inspiration has been transformed into arts and crafts in which individual strands are woven together to create greater strength, utility and beauty. Yet the colors and textures of individual strands remain visible. The materials and designs are infinite, and the creative possibilities are endless.

This year's conference represents the weaving together of our two organizations, POD and NCSPOD. This coming together also represents something larger: an exploration of the ways in which various kinds of institutions can collaborate to offer high quality post-secondary education.

Please join us in exploring the theme of Weaving Patterns of Practice:

- How do our patterns of practice reflect both those strands that persist across time and those that are emerging? In what ways do our practices intertwine the past, present, and future?
- What diverse disciplines and populations do we seek to bring together through our work? In what ways, for example, do we promote cross-cultural and cross-generational learning communities?
- Being pulled in so many directions, how do we as educators remain whole and strong? How do we integrate the various priorities of our lives?

Registration information will be available at in early June at www.podnetwork.org. We look forward to seeing you in Reno!

JOIN US IN FREDERICTON, NEW BRUNSWICK FOR
THE 29TH ANNUAL STLHE CONFERENCE:

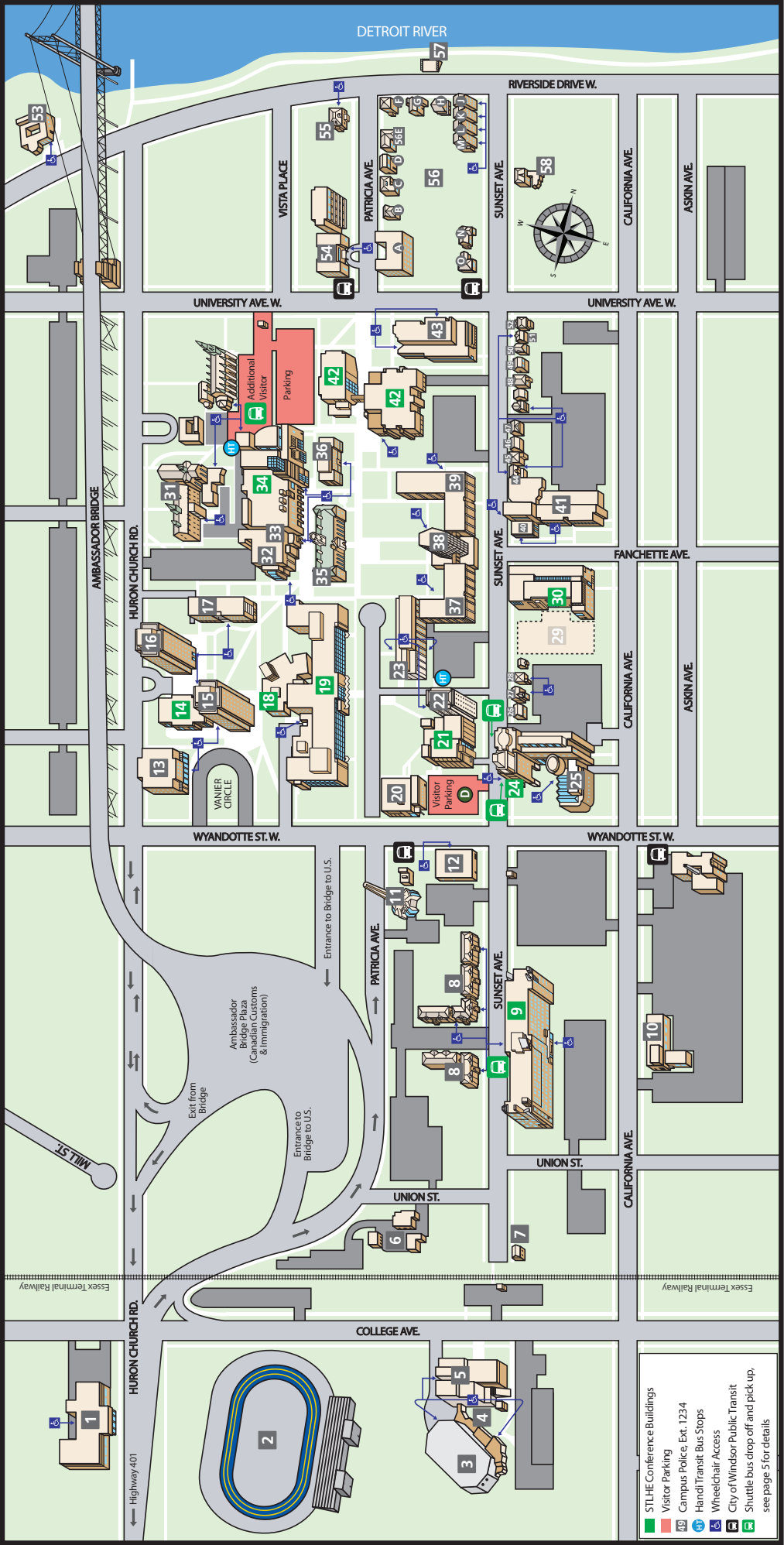
TEACHING IN HIGHER EDUCATION:
BETWEEN THE TIDES



JUNE 17 - 21 2009

WWW.UNB.CA/STLHE





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