The Centre for Teaching and Learning Presents:

The 2013 Celebration of Teaching and Faculty Showcase

April 11th, 2013
9:00 - 10:30 am – Pre-showcase Event (IC120)
Teaching Portfolio Workshop – Clare Hasenkampf

A key to efficiently becoming an expert teacher is to have a reflective teaching practice. A Teaching Portfolio can assist in developing a reflective teaching practice and is a significant component of tenure, promotion and teaching award files. This workshop, open to faculty at all stages in their career, will consider both the purpose of a portfolio and the process of creating one. The earlier you start, the easier the process.

11:00 - 11:10 am – Opening remarks (IC130)
Centre for Teaching and Learning, Director, Clare Hasenkampf

11:10 am - 12:30 pm – Plenary - Teaching for Deeper and Lifelong Learning

CTL is pleased to present Christopher Knapper as our plenary speaker. Christopher Knapper is Emeritus Professor of Psychology and Director Emeritus of the Centre for Teaching and Learning at Queen’s University, Canada. He is holder of national teaching awards in Canada and the USA, and was the founding president of the Society for Teaching and Learning in Higher Education, which in 2002 created the Knapper Lifetime Achievement Award in his honour. He has written many books and articles on teaching and learning in higher education, and served for eight years as co-editor of the International Journal for Academic Development.

He was also one of the originators of the teaching portfolio concept for documenting teaching effectiveness. Christopher has been a professional educational developer for over 30 years and has worked with universities in North America, Europe, Asia, Australasia, and Africa.

12:30 - 2:00 pm – Lunch and Round Table Discussions

• The Role of Self-Reflection in Student Learning - Aarthi Ashok, Shelley Brunt (IC200)

In this roundtable, we would like to initiate a discussion on student self-reflection practices used by instructors. From a student perspective, learning is often focused on simply assimilating sufficient knowledge for successful completion of course work and assessments. Concentrating on the assessment grade results in less student reflection on the actual process of their knowledge development. We find this to be particularly true in lab-based courses where simply following a series of instructions to achieve an end goal is perceived as “sufficient” effort for successful completion of the course. Our hypothesis is that implementing self-reflection assignments that supplement the standard course expectations, would allow students the opportunity to gain a deeper understanding of practical techniques. This, in turn, would allow for better solidification of theoretical concepts that relate to the practical procedures. Using our examples from lab-based courses in Biological Sciences as one means of encouraging self-reflection in students, we would like to more generally discuss the role of self-reflection in student learning with instructors across disciplines.
• The Student Portfolio - Anne Milne, Kamini Persaud (IC204)
In this session on student portfolios, Anne and Kamini will focus on electronic portfolios and describe ways that they each have used ePortfolios in classroom assignments. Anne will also introduce the concept of ‘folio thinking’ as a way to help students, faculty and administrators consider the valuable and largely unexplored experiential and process-based learning students engage in across their undergraduate experience. ePortfolios can capture some of this kind of learning and Anne will provide examples from one program-based ePortfolio project she was involved in at the University of Guelph from 2010-12.

• Fostering Student Creativity - Zohreh Shahbazi, Sonja Nikkila (IC208)
In this roundtable discussion, we explore the potential for utilizing teaching techniques that inspire students to engage creatively, as well as critically, with their subject matter. We discuss the value these creative techniques add to the educational experience and we share some of the methods and exercises that encourage creative thinking in the classroom.

• How to improve the response rates on online course evaluations - Sandra Daga, George Quan Fun, Janelle LeBoutillier, Clare Hasenkampf (IC212)
This roundtable will be a brainstorming session to think creatively about ways to motivate students to do course evaluations. Bring your ideas, especially ones that you have tried --whether they failed or succeeded. Our goal is to develop a set of practices that help.

• Electronic engagement: Social media, electronic collaboration, and other tools - Brian Sutherland, Adon Irani (IC120)
In this session we will examine tools, policies and research around the use of mobile devices and social media in teaching and learning, with a roundtable discussion afterwards. Bring a device, story or question for the discussion; we’ll be going around the table to share perspectives and swap strategies.

2:10 - 3:30 pm - Concurrent sessions
• Active Learning: Hands On Practice and Social Presence Reduces the “Distance” in Online Learning - Laurie Harrison, Steve Joordens, Johann Bayer, and Zohreh Shahbazi (IC200)
With the rising interest in online learning both at our institution and beyond, many faculty are exploring web-based strategies to increase student engagement and improve learning outcomes. This session will provide an overview and key principles to consider in use of active learning strategies in web-based learning environments. Presenters will describe use of interactive assignment tools, interactive textbook materials, and synchronous communication to support student learning. The session will include a discussion period to ensure participants have the opportunity to explore interests and ideas for their own course design.
• Working with TAs - Bill Gough, Effie Sauer, Brian Wilson (IC204)
This workshop will look at working with TAs from several perspectives: Professor Gough will speak about Posting for, hiring and evaluating TAs. Lecturer Effie Sauer will consider how TA evaluations can be a valuable mechanism for improving teaching quality and nurturing the professional development of our TAs. She will look at how to make the most of these evaluations, both in the context of the existing regulatory framework (what we can and can’t do), and in terms of maximizing the formative feedback they provide. Lastly Lecturer Brian Wilson consider how Physics instructors have organized and trained their TAs to provide a high, uniform standard in courses with multiple TAs.

End of term is a perfect time to reflect on and revise courses and assignments. This hands-on workshop will facilitate that process. Come with an assignment (or two) that didn’t work as well as you had hoped, and we will work through common strategies and principles of assignment design in order to help you identify the particular challenges in both the process and product you are hoping to achieve, and to draft ideas for a new and improved version.

3:30 - 5:00 pm - Wine and Cheese Reception featuring Interactive Displays of faculty and staff projects to support student learning (IC Atrium)
• “When One Plus One Equals Zero“ – Janelle LeBoutillier
• “Bringing Microprocessor Design to the Lab“ – Francisco Estrada
• “Using Video to Capture Laboratory Techniques“ – Lana Mikhaylichenko and Wanda Restivo
• “Quizzical“: A collaborative, student generated multiple-choice question learning tool – Dan Riggs, Brian Sutherland, Adon Irani, Janice Patterson
• “The Benefits of Peer Review“: The Instructional Skills Workshop – David Perley
• “The History Engine and Nearby History“ – Paulina Rousseau, Sara Allain and Chris Berkowitz
• “Measuring Streamflow to Understand Fluvial Processes“ – Mandy Meriano, Chai Chen and Tom Meulendyk