# Let's Talk About Teaching 2016

Conversations, workshops, and networking for all faculty, instructors, and lecturers at UVic

**WEDNESDAY, August 31, 2016**

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| 8:30 am - 9:00 am | **On-site Registration** - Harry Hickman Foyer  
*Coffee and pastries provided* |
| 9:00 am - 9:30 am | **HHB 105**  
*Welcome*  
**Laurene Sheilds**, Acting Director, Learning and Teaching Centre  
**Opening Presentation**  
**Paul Kim**, 2016 3M National Student Fellow  
**Opening Remarks**  
**Sarah Blackstone**, Advisor to the Provost, Special Projects |
| 9:35 am - 10:30 am | **SESSION A1**  
HHB 105  
Making knowledge stick: Virtual badges, real life stickers, and more  
**Erin McGuire**, Anthropology  
**SESSION A2**  
HHB 110  
Building oral communication skills to complement experiential learning  
**Dave Berry** and **Kelli Fawkes**, Chemistry  
**SESSION A3**  
HHB 116  
Contemplative pedagogy in the classroom: Enhancing experiential learning  
**Deborah Thoun**, **Coby Tschanz**, and **Anne Bruce**, Nursing  
**SESSION A4**  
HHB 128  
Strategies for the first class  
**Marty Wall**, Learning and Teaching Centre |
| 10:30 am - 11:10 am | **Celebrating the Scholarship of Teaching and Learning and Innovative Curriculum Development at UVic**  
**Poster Session**  
Harry Hickman Building and HHB120  
*Coffee and Dessert* |
| 11:15 am - 12:15 pm | **SESSION B1**  
HHB 105  
Learning to bounce: Using “wise interventions” in the undergraduate classroom to teach resilience  
**Rebecca Gagan** and **Samantha MacFarlane**, English  
**SESSION B2**  
HHB 110  
Sharing strategies for flipping and fortifying your lessons  
**Tim Pelton**, Curriculum and Instruction  
**SESSION B3**  
HHB 116  
Creating and sustaining a dynamic and inclusive online experience for students: Teaching and capstone projects/theses  
**Kimberly Speers**, Public Administration  
**SESSION B4**  
HHB 128  
Community-engaged Holocaust education  
**Charlotte Schallié**, Germanic and Slavic Studies |
| 12:15 pm - 1:20 pm | **HHB 105**  
Informal Lunch Discussion with Dr. Nancy Wright, AVP Academic Planning and Jim Dunsdon, AVP Student Affairs (lunch provided) |
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<td>1:25 p.m - 2:45 p.m</td>
<td>The digital-portfolio: A dynamic 21st century tool for network learning</td>
<td>Classroom and campus climate: Supporting students’ calls to move beyond the rhetoric of inclusion and diversity</td>
<td>The art and craft of teaching the large class</td>
<td>Transformative learning: Making meaning and changing lives</td>
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<td>Tim Hopper, Exercise Science, Physical and Health Education, Kathy Sanford, Curriculum and Instruction, David Monk, Hong Fu, Nicola Walker</td>
<td>Alana Sayers, English Panel: Audrey Yap, Philosophy, Janni Aragon, Technology Integrated Learning and Political Science Shamma Boyarin, Religious Studies and English</td>
<td>Marty Wall, Learning and Teaching Centre</td>
<td>Helga Thorson, Germanic and Slavic Studies</td>
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<td>2:45 p.m - 3:00 p.m</td>
<td>Coffee and networking (provided)</td>
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<td>3:00 p.m - 4:15 p.m</td>
<td>Session D1 HHB 105 The purposeful reading report: Ensuring that students read and are prepared for class</td>
<td>Session D2 HHB 110 Dynamic learning: Collaboration on and off campus</td>
<td>Session D3 HHB 116 Using Bloom’s Taxonomy to improve student learning outcomes and assessment</td>
<td>Session D4 HHB 128 Personal demographics</td>
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<td>Geri van Gyn, Exercise Science, Physical, and Health Education</td>
<td>Janni Aragon, Technology Integrated Learning, Norah McRae, COOP/OCUE, and Crystal Tremblay, OCUE</td>
<td>Joe Parsons, Learning and Teaching Centre and Lisa Surridge, English</td>
<td>Carolyn Crippen, Educational Psychology and Leadership Studies</td>
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<td>4:15 p.m - 5:05 p.m</td>
<td>Session E1 HHB 105 Redesigned curriculum and technology!</td>
<td>Session E2 HHB 110 Program competencies versus learning outcomes: A new on-line course development paradigm</td>
<td>Session E3 HHB 116 Why is it beneficial to attend lectures if you could just read the textbook?</td>
<td>Session E4 HHB 128 Midterm feedback: How to ask, what to ask, and what to do with it</td>
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<td>Kindra Harte, Curriculum and Instruction</td>
<td>Milan Frankl, Health Information Science</td>
<td>Barbara Ehling, Biology</td>
<td>Jill Harvey, Geography</td>
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| **8:30 am - 9:00 am** | On-site Registration - Harry Hickman Foyer  
  *Coffee and pastries provided* |
| **9:00 am - 9:50 am** | HHB105  
  Opening plenary  
  **Steps to Excellence in Teaching**  
  David Blades, 2016 3M National Teaching Fellow, Curriculum and Instruction  
  *Coffee (provided)* |
| **9:50 am - 10:00 am** | SESSION F1  
  HHB 105  
  Open education resources  
  **Janni Aragon**, Technology Integrated Learning, Laurene Sheilds, Learning and Teaching Centre  
  **SESSION F2**  
  HHB 110  
  Where are you now?  
  **Carolyn Crippen**, Educational Psychology and Leadership Studies  
  **SESSION F3**  
  HHB 116  
  Optimizing the multiple choice test  
  **Marty Wall**, Learning and Teaching Centre  
  **SESSION F4**  
  HHB 128  
  Embracing diversity in the digital age: The “new normal” of our times (back by popular demand!)  
  **Jin-Sun Yoon**, Child and Youth Care  
  *Coffee (provided)* |
| **11:05 am - 11:15 am** | SESSION G1  
  HHB 105  
  Using game theory to enhance classroom learning  
  **Olav Krigolson**, Exercise Science, Physical, and Health Education /Neuroeducation Network  
  **SESSION G2**  
  HHB 110  
  Critical thinking and the Internet  
  **Victoria Wyatt**, Art History and Visual Studies  
  **SESSION G3**  
  HHB 116  
  **Jane Gair**, Island Medical Program  
  **SESSION G4**  
  HHB 128  
  Indigenizing our courses: Beginning steps for settler instructors  
  **Kathy Sanford**, Curriculum and Instruction and **Tim Hopper**, School of Exercise Science, Physical and Health Education  
  *Coffee (provided)* |
| **12:10 pm - 1:10 pm** | **Lunch and Roundtable Discussions** (see below for topics and location) |
| **1:15 pm - 2:30 pm** | **SESSION H1**  
  HHB 105  
  Teaching academic integrity, or, how to plagiarismproof your assignments  
  **SESSION H2**  
  HHB 110  
  Creativity: Can it be a learning objective?  
  **SESSION H3**  
  HHB116  
  Integrating spirituality in the classroom: Enhancing experiential learning  
  **Catherine Harding**, Art History and Visual Studies, **Lara Lauzon**, School of Exercise Science, Physiology & Health  
  **SESSION H4**  
  HHB 128  
  Dialogic teaching: The art and science of engaged conversation |
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<th>Speaker(s)</th>
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<td>2:35 p.m.</td>
<td>SESSION I1</td>
<td>HHB 105</td>
<td>Erin Kelly and Lisa Surridge, English</td>
<td>We are teaching for critical thinking--aren't we?</td>
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<td>Geri van Gyn, Exercise Science, Physical, and Health Education</td>
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<td>3:35 p.m.</td>
<td>SESSION J1</td>
<td>HHB 105</td>
<td>Marty Wall, Learning and Teaching Centre</td>
<td>The uses and mis-uses of PowerPoint in teaching</td>
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<td>3:45 p.m.</td>
<td>SESSION J2</td>
<td>HHB 110</td>
<td>Nancy Ami, Gillian Saunders, Kaveh Tagharobi, Centre for Academic Communication and Nick Graves, Blink Wide Format Printing</td>
<td>How to create a great academic poster</td>
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<td>3:45 p.m.</td>
<td>SESSION J2</td>
<td>HHB 116</td>
<td>Stacy Voll, Educational Psychology and Leadership Studies</td>
<td>Student-created exams that are not wishy-washy</td>
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<td>2:35 p.m.</td>
<td>SESSION I2</td>
<td>HHB 110</td>
<td>Sue Whitesides, Computer Science</td>
<td>Navigating pedagogical choices through heightened awareness of linguistic &quot;deviations&quot; from international English-as-an-additional-language students</td>
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<td>2:35 p.m. – 3:35 p.m.</td>
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<td>Li-Shih Huang, Linguistics</td>
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<td>3:35 p.m.</td>
<td>SESSION I3</td>
<td>HHB 116</td>
<td>Ruthanne Tobin, Curriculum and Instruction</td>
<td>Designing Effective and Efficient Assessment (continued)</td>
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<td>3:45 p.m.</td>
<td>SESSION I4</td>
<td>HHB 128</td>
<td>Mariel Miller, Technology Integrated Learning, Joe Parsons, Learning &amp; Teaching Centre, and Helen Raptis, Learning and Teaching Centre</td>
<td>Designing Effective and Efficient Assessment (continued)</td>
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SESSION DESCRIPTIONS

Wednesday, August 31
9:35 am - 10:30 am

SESSION A1: Making knowledge stick: Virtual badges, real life stickers, and more
HHB 105
Facilitator: Erin McGuire, Anthropology
Motivating students in large classrooms is an on-going challenge for most instructors. In this session, we will explore some ideas and experiences around engaging students in class-based activities, using virtual badges in CourseSpaces and stickers, toys, food, and more in the classroom. The context for this conversation is my experience teaching the large Introduction to Anthropology (ANTH100) course, but we will work together to generate ideas that will work in your field with your students.

SESSION A2: Building oral communication skills to complement experiential learning
HHB110
Facilitators: Dave Berry and Kelli Fawkes, Chemistry
Using our experience as lab instructors, we will be emphasizing how verbal interactions can help prepare our students for the real-world experience. Examples will include an oral component to our assessment strategy that extends the learning process beyond the writing of a report or the completion of an exam. We will include a short exercise for participants to experience the one-on-one interaction. The conclusion will be a discussion of how such techniques may be of value to the various disciplines and learning environments represented by the attendees.

SESSION A3: Contemplative pedagogy in the classroom: Enhancing experiential learning
HHB116
Facilitators: Deborah Thoun, Coby Tschanz, and Anne Bruce, Nursing
Contemplative pedagogy cultivates inquiry into what is deeply meaningful for students. It focuses on human flourishing, is grounded in first-person inquiry, and gives rise to an ethical frame that fosters discernment, enabling students to hold differing views simultaneously. We would like to share our experiences of teaching-learning over the last three years, that have been guided by contemplative pedagogy. Our intention is to engage participants in experiential work and discussion that integrates contemplative practices such as writing, meditation, visualization, and so on, and explores the merits and lessons learned when enacting/introducing this approach.

SESSION A4: Strategies for the first class
HHB128
Facilitator: Marty Wall, Learning and Teaching Centre
First impressions are important and, particularly in a large class, difficult to change. Don't be tempted to dismiss the special significance of your first meeting with your class. Set a positive and engaging beginning to your course. We will discuss the do's-and-don'ts for the first class and consider the impact of different strategies. Be prepared to compare notes on how to best establish an optimal start to a course.

10:30 am - 11:10 am
Celebrating the Scholarship of Teaching and Learning and Innovative Curriculum Development at UVic  
Poster Session  
Harry Hickman Building and HHB120

**POSTER 1. Reconceptualizing the Teacher Education Curriculum as a Haiku**  
Hong Nguyen Nguyen (Gwen), Curriculum & Instruction  
Kerkham (2006) claims that coming to a haiku is an on-going and personal journey in which one's being and becoming can be experienced only by oneself. In fact, I find the teaching and learning path of a teacher candidate similar to the haiku journey. In this presentation, I present how I imagine the curriculum represented by the principles of a haiku. I discuss that underlying haiku is a curriculum that nurtures individual aspiration; promotes the interconnectedness of humanity, the world, nature, and arts; supports imagination and creativity; and cultivates a fresh mind. In other words, each aspect of the haiku corresponds to an aspect of the curriculum; the correspondences will be visually explained.

**Poster 2: Faculty and TA development in China: What we achieved and learned**  
Jane Gair, Island Medical Program and Cynthia Korpan, Learning and Teaching Centre  
The field of faculty development in higher education in China is rapidly changing and growing (Huang, Li, & Kuang, 2012). Despite this growth, there is scant literature (in English) about delivering faculty professional development programs in China (for examples, see Huang, Li, & Kuang, 2012; Wong & Fang, 2012), and nothing specifically about teaching assistants (TAs).

In April 2015, an invited team of educational specialists traveled to one university in central China to research and deliver faculty and TA development programs. Delivering material developed in one country to another highlighted the challenges faced regarding culture, language, and many aspects of the different educational systems, but also highlighted similarities (Thanh, 2014). A common issue identified is how to evaluate the efficacy of the professional development programs (Huang, Li, & Kuang, 2012; Wong & Fang, 2012) especially due to the non-transferability of Western-based pedagogies to Confucian heritage cultures (Thanh, 2014).

The approach and process to delivering instruction to faculty and TAs will be shared, including preliminary results from the study undertaken that looked at different aspects of the programming, including its effectiveness and transferability. Participants will be encouraged to ask questions and discuss how these challenges and successes resonate with internationalization and globalization of higher education.

**POSTER 3: Applying Handheld 3D Printing Technology to the Teaching of VSEPR Theory**  
Natalie Dean, Chemistry  
Undergraduate chemistry students are taught many concepts that require the engagement of spatial abilities. Grasping the relationship between a two dimensional representation and the corresponding three dimensional object is a critical concept in chemistry, underpinning much of what students learn throughout their degree. Applying a brand new technology, the 3D printing pen, in the teaching of molecular geometry is potentially a valuable way to enhance student understanding of molecular structure by adding a third dimension to a student's ability to draw molecules.

**POSTER 4: The Growing Community of the Centre for Academic Communication**  
Gillian Saunders and Kaveh Tagharobi, Centre for Academic Communication  
In fall 2014, The Writing Centre changed its name to The Centre for Academic Communication (CAC) and began its transformation into the community of support that it is today. During this transitional period,
the Centre’s newly hired Manager, English as an Additional Language Specialists, and tutors, have been working to expand offerings beyond the scope of 1:1 writing tutoring and writing-focused workshops. Our goal was to provide more comprehensive support for our international students and other lesser-supported or in-need writing and communication communities. As a result, we have since begun offering support in the areas of oral communication, presentations, reading and listening skills, and other academic communication essentials that have previously been overlooked or unsupported. This poster session will give details regarding successes, failures, and lessons learned during this experimental phase, and detail how using Learning Outcomes has informed the planning and execution of our programming and the collection of feedback. We welcome all questions and advice on what further improvements and areas for expansion we might undertake.

**POSTER 5: Japanese Language Field School in Kinosaki, Toyooka City, Hyogo, Japan: New possibilities for Japanese Language Education from the perspectives of intercultural education, theatre, and regional revitalization**

Hiroko Noro

This field school was organized and sponsored by the Department of Pacific and Asian Studies and Toyooka City, Hyogo. It was an intensive 20-day program (10 days on campus, 10 days in Kinosaki, Toyooka City) to advance communicative skills in Japanese as well as intercultural skills, through diverse learning activities ranging from self-reflection journal, dramatization, home-stay, and work experience in authentic communicative settings. The poster session will share some of the highlights of the field school activities and the responses and reflections made by the stakeholders of the field school.

**POSTER 6: The effect of optional tutorials on student engagement in a large first-year class**

Martin Smith and Louise Chim

Research has indicated a sense of membership within a community greatly facilitates learning. Benefits such as increased academic achievement, retention, satisfaction with one’s university experience, and long term engagement with the university community are all noted benefits of learning communities within higher education. This research seeks to understand the impact of optional tutorials on student engagement in a large first year university class. In this preliminary study students interested in participating in optional tutorials were randomly assigned into a “tutorial” condition and a “no-tutorial” control group. Participants in the two groups were compared on measures of student engagement, motivation, and community.

**POSTER 7: Teaching Students that Creativity is a Decision**

Michelle Wiebe

The ability to use creative approaches to solve both work and study tasks has the capacity to increase achievement. The challenge is that many students believe creativity is innate. Research clearly demonstrates, however, that creativity is a decision. Thus, becoming creative begins with a change of mindset. Students can learn that not only is creativity a decision but internalizing a series of manageable steps and practicing them as an approach to problems leads to creativity enhancement. This, in turn, has a positive impact on student success.

**POSTER 8: Teaching international students in a politically sensitive course**

Karen Tang, Pacific & Asian Studies

PAAS 410 - Chinese Films and Documentaries is a course for native-speakers of Chinese. All but one of the films chosen were made in China and feature the life of Chinese people under the rule of Mao (1949-1976). With the demographic changes on campus in recent years, almost the entire class comes from the People’s Republic of China. To these students, this course deals with many social and political issues that are interesting but perplexing and highly sensitive politically. Consequently, the instructor faces constant challenges to create a non-threatening community both in class and online to encourage learning.
POSTER 9: Observing TAs’ teaching: Improving practice
Jane Butterfield, Math; David Barrett, Geography; Buddy Boren, Philosophy; Elizabeth Clarke, Music; Anita Girvan, Environmental Studies; Elizabeth Hagestedt, Anthropology; Emma Nicholls-Allison, Chemistry
The practice of graduate students carrying out peer teaching observations has not been widely adopted. This poster demonstrates how observations conducted by peer mentors observing new TAs is an effective way to provide formative feedback, build confidence, and promote professional development. Contributors highlight key aspects of teaching observations: introducing new TAs to observations as academic best practice; that observing may occur outside the classroom; how changes – technical, pedagogical, and critical – were required, prevalent, or surprising; and how the initial observation led to new TAs refining aspects of their teaching practice. Suggestions are also made for preparing TAs for teaching observations.

POSTER 10: Shifting from learning outputs to outcomes: Insights from UVic’s undergraduate research journal
Laurie Waye, Learning and Teaching Centre and Allie Simpson, Centre for Academic Communication
As more universities, faculties and departments establish their own undergraduate journals, the importance of ensuring a positive, educational experience for student authors is paramount. Despite its importance, the impact of the publishing process on undergraduate authors as well as the impact on the state of knowledge has remained largely unstudied. In order to investigate the influence of the publishing process, an online survey was distributed to 43 student authors who have published in the University of Victoria’s undergraduate journal the Arbutus Review over the past five years. The survey, which contained both quantitative and qualitative questions, indicated that 100% of the authors, who responded, believed that publishing in the Arbutus Review was a good experience with 78% indicating that it had a positive impact on their future endeavours. This poster outlines the study and its findings and offers recommendations to help ensure a positive learning experience for undergraduate authors by focusing on outcomes as well as outputs.

POSTER 11: Language(s) in the cloud: Learning to learn languages with digital media
Main researcher: Catherine Caws, French
Co-researcher: Catherine Léger, French
Research assistants: Bernadette Perry (French/Computer Sciences), Arthur de Oliveira (MITACS Globalink Intern, Universidade de Sao Paulo), Scott Stewart (French), Dylan Trerice (French)
With the ubiquity of technology-mediated tools, learners can access a plethora of online tools (i.e. that exist “in the cloud”). The question is whether learners have developed the right strategies to take full advantage of these online resources, and/or to recognize the limitations of such resources. In order to better understand users’ interactions with these tools, the present case study focuses on the way(s) in which French learners exploit an interactive editing tool during peer-editing sessions. Audio recordings and video-screen captures of peer-editing sessions serve as a basis for our analysis of strategies deployed by these learners. Several research questions are addressed by this study: (1) What kind of interactions with the tool and between learners occur during a focused session within a lab session environment? (2) How do the activity designed in class compare to the activity designed in the lab in regards to the level of engagement and the quality of the interaction(s)? Vygotskian and Activity-Theory perspectives are used to interpret and discuss our results.

POSTER 12: Increasing Affective Engagement in Anthropology 100 Ethics Tutorials
Betsy Hagestedt and Erin McGuire, Anthropology
The use of vignettes and storytelling through video-blogs increases the affective investment of students in ethics tutorials, which have had a low rate of student interest during past terms. As one of the most
important topics covered during Anthropology 100 tutorials, it is crucial to effectively engage students in the subject.

**POSTER 13: Mindfulness in the Post-Secondary Classroom**
Jin-Sun Yoon, Olivia Kaehn and Taina Boehm, Child and Youth Care
How does mindfulness practice affect student experience in the classroom? This research study was conducted in a Child and Youth Care class that met weekly for a 3-hour block. From September, there was a short mindfulness activity where lights were dimmed and the instructor provided a guided visualization intended to acknowledge and alleviate stress, stretch and relax the body, and to be mindful and respectful of one another. The survey results were revealing of the diversity of needs in the classroom, with the majority reporting that it was a positive experience for them. What are the implications for other post-secondary classes?

**POSTER 14: Digital Fluencies and Access to Justice in Academic, Professional, and Community Legal Writing**
Kim Nayyer, Associate University Librarian, Law
This poster describes the redesign of an ALRW course to incorporate non-traditional digital fluencies in various forms of current legal writing and legal research. Today’s law student or future legal academic gains an educational, research, or pedagogical advantage by having facility with digital fluencies, and the future lawyer can use digital fluencies to further a professional responsibility to promote access to legal information and to be successful in a variety of professional communication vehicles.

11:15 am - 12:15 pm

**SESSION B1: Learning to bounce: Using "wise interventions" in the undergraduate classroom to teach resilience**
HHB105
*Facilitators:* Rebecca Gagan and Samantha Macfarlane, English
This workshop will explore how instructors can help their students to become more resilient learners by using what Gregory Walton (2014) terms “wise interventions”—stealthy and focused interventions in the classroom whose aim is to change specific psychological processes that inhibit students from thriving. We will ask small groups of participants to work together to share their understandings of what it means to be resilient and to behave resiliently. We will share our ideas in order to better understand what we mean when we discuss resilience in the context of an academic environment. What kinds of resilient behaviours do we as teachers already model in the classroom? What kinds of “wise interventions” could we incorporate into our teaching? What kinds of “wise interventions” have we tried? We will also share with participants some preliminary results from our own SOTL research into teaching resilience to undergraduates in English 135 (“Introduction to Academic Reading and Writing). By helping our students to become more resilient, to help them see resilience as a skill that can be learned, we are not only empowering our students for the duration of their academic careers, but we are also effecting lasting and life-long change.

**SESSION B2: Sharing strategies for flipping and fortifying your lessons**
HHB110
*Facilitator:* Tim Pelton, Curriculum and Instruction
Flipping lessons by augmenting preparatory resources with video content can be helpful to students if they are willing and able to engage with the new resources. The strategy of fortifying lessons by bringing elements of these video resources into class to support discussions and activities can improve the effect. In this workshop I will share some of my strategies for flipping and fortifying lessons with video content that I have curated and/or created. Participants will be invited to share their experience flipping and fortifying and their strategies for encouraging useful student engagement and interaction.
SESSION B3: Creating and sustaining a dynamic and inclusive online experience for students: Teaching and capstone projects/theses
HHB116
Facilitator: Kimberly Speers, Public Administration
This session explores the opportunities and challenges of creating and sustaining a dynamic and inclusive online experience for graduate students. There will be two main areas of focus in this session - online teaching and online supervising. While the session will identify challenges in these areas, we will mostly focus on solutions to overcome any barriers and share ideas of what works and has not worked in an online graduate student learning environment.

SESSION B4: Community-Engaged Holocaust Education
HHB128
Facilitator: Charlotte Schallié, Germanic and Slavic Studies
In this session, I will introduce a Holocaust education project that brought together the learning communities of the University of Victoria and that of school district #61 during the winter and spring semester 2015/16. As part of GMST 551/GMST 410 (Teaching About the Holocaust), UVic students co-developed and co-taught a teaching unit using graphic novels in two grade 11/12 classes at Victoria High School. Community collaborators included the Art Gallery of Greater Victoria (“New Extreme Program”), a Holocaust survivor, and several community activists. One of our course participants, a student filmmaker, documented the project (a short version is currently featured on the CBC website: http://www.cbc.ca/news/canada/british-columbia/as-survivors-dwindle-who-will-keep-holocaust-memories-alive-1.3565366). In my presentation, I will discuss a) the logistics and challenges of our collaborative approach and b) our teaching objectives and Prescribed Learning Outcomes (PLO’s). The latter included assisting students to draw connections between global, historical events and local, current discourses, namely the Truth and Reconciliation Commission and Report.

1:25 p.m - 2:45 p.m

SESSION C1: The digital-portfolio: A dynamic 21st century tool for network learning
HHB105
Facilitators: Tim Hopper, Exercise Science, Physical and Health Education, Kathy Sanford, Curriculum and Instruction, David Monk, Hong Fu, Nicola Walker
The practice of using a digital-portfolio in professional education has developed as part of a growing movement in multiple sectors of education. Drawing on visual research findings from the third year of a SSHRC funded study on the use of digital-portfolios in three professional programs, this session will show how digital-portfolios are a powerful tool to promote digital literacy skills, present a vehicle for authentic assessment and offer a process for professional networking. In this interactive workshop participants will have hands-on experience of creating their own digital-portfolios, based on a theme, and experientially learn the technology and skills involved in using a digital-portfolio known as http://folioz.ca. The session will conclude with discussion on how a digital-portfolio can dynamically develop the learning in university programs.

SESSION C2: Classroom and campus climate: Supporting students’ calls to move beyond the rhetoric of inclusion and diversity
HHB110
North American campuses have recently seen a high level of student activism and campus unrest related to issues of gender, sexuality and sexual violence, and race. The first part of this session will consist of short position papers representing three UVic professors’ experiences of incorporating attention to
these issues in their teaching, mentoring, and research practices. The second half of the session will involve small group discussions, led by graduate students, and will identify pragmatic opportunities for pedagogical interventions to help us work toward a decolonized institution with an Indigenized curriculum that reflects UVic’s location on Lekwungen territory.

SESSION C3: The art and craft of teaching the large class
HHB116
Facilitator: Marty Wall, Learning and Teaching Centre
The large class is not merely a larger version of a small class; it presents its own unique challenges and opportunities. Teaching a large class effectively requires the application of a number of skills, but at some point, such teaching truly becomes an art. What is the nature of this transition and how can it be achieved? The workshop will explore this issue from the perspective of my own experience in teaching classes with enrollments exceeding 2,000 students.

SESSION C4: Transformative learning: Making meaning and changing lives
HHB 128
Facilitator: Helga Thorson, Germanic and Slavic Studies
This workshop investigates ways to facilitate the development of “deep learning” by exploring methods that engage learners in the transformation of perspective and immersing students in the process of meaning making. Participants investigate ways of teaching that include opportunities for dialogic learning, community involvement, and critical self-reflection. Activities and discussions will focus on how a university education can provide students with much more than just knowledge acquisition and offer them the opportunities and skills that have the potential of changing lives.

3:00 p.m - 4:15 p.m

SESSION D1: The purposeful reading report: Ensuring that students read and are prepared for class
HHB105
Facilitator: Geri van Gyn, Exercise Science, Physical, and Health Education
Are you concerned by students’ lack of preparation for class? Across disciplines and levels, students underestimate the significance of completing required readings for class and, consequently, limit opportunities for you to engage them in critical analysis and/or application of course content. We will examine the Purposeful Reading Report (PPR) as one effective pre-class reading strategy and discuss how to use this activity to fully engage students with course content. We will also discuss how to modify the PPR to fit your discipline and approach to teaching. Participants will receive PPR template, grading rubric, and other published material to support its use.

SESSION D2: Dynamic learning: Collaboration on and off campus
HHB110
Facilitators: Janni Aragon, Technology Integrated Learning, Norah McRae, COOP/OCUE, and Crystal Tremblay, OCUE
This session will explore several of UVic’s new and dynamic learning environments with two case studies highlighting cross-campus collaboration related to student success and community impact. We will cover what made these environments successful for students and community partners, what went in to creating these environments, how we measured success and the impact of these courses. A key theme to this presentation will be the cross-campus and community collaboration that went into developing, hosting, and teaching these courses. As examples, we will review the Digital Skills for your Career course and the Social Innovation Cohort.

SESSION D3: Using Bloom’s Taxonomy to improve student learning outcomes and assessment
HHB116
This workshop will introduce Bloom’s Taxonomy of Learning and provide participants with an opportunity to use Bloom’s taxonomy to analyze and conceptualize the learning of students in their courses. Please come to the workshop with a particular course in mind, and be prepared to work (and have fun) within a small group using Bloom’s Taxonomy to refine course learning outcomes and assessments.

SESSION D4: Personal demographics
HHB128
Facilitator: Carolyn Crippen, Educational Psychology and Leadership Studies
This strategy is used during the first few sessions of a course. Participants work in pairs to share their background and discover the similarities and differences in the group. We begin with their early childhood and where they were born and grew up and move into adulthood. A PowerPoint presentation will guide the presentation as we move through the various demographics in the group.

The guide for the session is: Say what you want to say and don’t say what you don’t want to say. You are in control of the content. Participants are given opportunity to share in the whole group as well and some tentative conclusions are drawn from the participants. This session will build cohesion, trust, and group dynamics. It worked wonders with 68 students from several faculties, levels, indigenous and international and domestic students.

4:15 p.m - 5:05 p.m

SESSION E1: Redesigned curriculum and technology!
HHB105
Facilitator: Kindra Harte, Curriculum and Instruction
This high-energy interactive session will explore technology use in the classroom. The emphasis will be placed on second language and examples will be provided for French, Spanish, and ELL. The strategies are applicable to other teaching areas as well.

Let's explore tested iPad apps including: Socrative, Book Creator, QR Codes, and more! Ready to take lesson plan ideas will be provided. Please bring your own device if possible. Let's bring the classroom to life and create a high-energy learning environment by exploring the redesigned curriculum through technology use. This session will also cover assessment and evaluation in the classroom and how technology fits as we make the paradigm shift in assessment and explore further assessment for learning and the impact on the learner.

SESSION E2: Program competencies versus learning outcomes: A new on-line course development paradigm
HHB110
Facilitator: Milan Frankl, Health Information Science
Traditionally, programs and courses are developed according to program and course learning outcomes. In this presentation we describe a Competency Structure for online program development at the undergraduate and graduate levels. Similar to Learning Outcomes, Program Competencies are developed through course content, exercises, case studies, research projects, and simulations. They may be evaluated through essays, quizzes, projects, coursework, and examinations. However, unlike learning outcomes, Program Competencies result in specific skills students can readily apply. Those skills are directly related to the activities they intend to pursue. The objective of most program curricula is to prepare students for the next level of study or employment.

SESSION E3: Why is it beneficial to attend lectures if you could just read the textbook?
HHB116
Facilitator: Barbara Ehlting, Biology
Lectures were invented when access to books was limited. Today information is accessible to everybody. So why come to lecture? Teachers bring life to dry topics and lifeless textbooks by (1) bringing materials to the classroom and (2) by being enthusiastic.

(1) Teachers can bring materials relevant to the topic, starting from newspaper articles, lego to illustrate organization, foods when talking about cell signal cascades for taste, flowers when talking about plants. The list is endless and depends on the subject.
(2) Teachers MUST be inspiring and express positive energy, smiles, enthusiasm. Engage students by telling personal stories, asking critical questions, answering questions especially in large classes.

SESSION E4: Midterm feedback: how to ask, what to ask and what to do with it
HHB128
Facilitator: Jill Harvey, Geography
For the past three years I have asked students in introductory and upper level classes for feedback halfway through the term. I have used this feedback to make student-centered changes to lecture delivery, laboratory programs and improve instructor-student communication. The effective incorporation of midterm feedback positively impacts student success in the course and demonstrates adaptability and a reflective approach to teaching. In this workshop I will present the format I use to ask students for feedback and also other approaches used at UVIC. I will share all the midterm feedback I have received in several courses and how to effectively incorporate this into a teaching dossier. We will engage in small group discussions and create a plan to implement midterm feedback into an upcoming course.

Thursday, September 1
9:00 am - 9:50 am
Opening Plenary: Steps to Excellence in Teaching
David Blades, 2016 3M National Teaching Fellow, Curriculum and Instruction
In this session David talks about his journey as a teacher and discovery of the meaning of teaching excellence. The metaphor of this session are conversations on the steps leading up to a location of learning, interludes in the demands of teaching and learning that can provide the space for considering what it means to teach and to teach well.

David Blades is on a mission to improve science education in Canada. His teaching is a model for all teachers of teachers, and his educational leadership, both at the University of Victoria and across Canada, has significantly advanced science education. He brings a hands-on approach through his Explore-Discuss-Understand (EDU) model, which is how scientists actually make discoveries and share them with their colleagues. Yet, David goes a step further, asking future teachers to reflect on the
relevance and ethics of their lessons. As one colleague states, “David brings extraordinary levels of commitment, passion, thoughtfulness, and creativity to his educational endeavours.”

David views science literacy as essential for effective citizenship, and supports this view through the professional development of science teachers. Participating in an episode of CBC’s The Current, David took the opportunity to broadcast his perspective that science education needs national standards and community-focused teaching. When asked by Canadian astronaut Chris Hadfield what would happen if we didn’t teach Canadian students to think critically, David argued: “Our whole country is at stake. I think science is one of the most important subjects in the school curriculum because it can and should encourage critical thinking... because it invites citizens to ask questions about the natural world they see but also to ask questions generally. So I see a natural pairing with science and social sciences. We need more people to understand what science can do and what science can’t do, as well—the limits of science.”

Established in 1986, the 3M National Teaching Fellowship is sponsored jointly by 3M Canada and the Society for Teaching and Learning in Higher Education (STLHE). The Fellowship is a remarkable example of private sector and not-for-profit educational cooperation and has earned an enviable national and international reputation. It is the only pan-Canadian, cross-disciplinary recognition of educational leadership and excellence in university teaching. The Fellowship recognises university teachers who have demonstrated:

- Leadership in enhancing post-secondary teaching excellence locally, nationally, and often internationally; and
- Superlative undergraduate teaching, sustained over several years.

10:05 am - 11:05 am

SESSION F1: Open education resources
HBB105
Janni Aragon, Technology Integrated Learning, Laurene Shields, Learning and Teaching Centre. Technology Integrated Learning, UVic Libraries, and the UVic Bookstore are collaborating with the “Year of OER” project. The goal of this project is to create a series of initiatives that are aimed at educating students, faculty, and staff and advocating for the creation, adaption, and use of the full array of open resources at UVic. The “Year of OER” aims to contribute to this pedagogical paradigm shift as we look to enhance education accessibility for faculty and students at UVic.

SESSION F2: Where are you now?
HBB110
Facilitator: Carolyn Crippen, Educational Psychology and Leadership Studies
This particular session is used effectively early in a course- regardless of course level or size of group or faculty. It has been used in classes from 15 graduates to 68 undergraduates. Participants will be introduced to a storybook for all ages, Grasper: A young crab’s discovery (Lewis, 1993). It relates to Plato’s Cave and prepares students to look beyond where they are presently and then to grow and learn in the course, or life, in general. The responses gathered over 100+ presentations have been extremely positive. This activity can be repeated at the end of a course as well, to provide reflection. Participants will interact with each other to discover their own meaning with colleagues in the moment. Very helpful with international students too.

SESSION F3: Optimizing the multiple-choice test item
HBB116
Facilitator: Marty Wall, Learning and Teaching Centre
Multiple-choice tests appear deceptively simple to prepare but are arguably among the most difficult to produce well. What features of student learning do such tests really discriminate? We will re-examine various pre- and post-test criteria that can be used to assess and improve the quality of individual multiple-choice test items that one designs for in-class clicker sessions as well as for tests. These criteria include the format of the question stem, the cognitive level of the item, and the discriminability of the item as a predictor of overall performance. Multiple-choice testing might not always be an optimal instrument for assessing student learning, but when used, it should follow best practices. It does make a difference.

SESSION F4: Embracing diversity in the digital age: The “new normal” of our times (back by popular demand!)
HHB 128
Facilitator: Jin-Sun Yoon, Child and Youth Care
Once upon a time, the university was a place of higher learning where only an elite group of people could attend to acquire information and specialized knowledge. Fast forward to today when information is easily available through the internet, international boundaries are imperceptible, global mobility is unremarkable, and employment paradigms are not yet imagined. What skills do university teachers need to be effective and relevant educators? We have never experienced the diversity of students in our online, on campus, or blended classes as we do now. In this session, we will explore this “new norm” and how we must become “knowledge translators,” “sense makers,” and/or “discovery facilitators” instead of mere “content experts.” Shifting paradigms of teaching is crucial to meet the diversity of student expectations, skills, and learning styles to support their success.

11:15 am - 12:10 pm

SESSION G1: Using game theory to enhance classroom learning
HHB105
Facilitator: Olav Krigolson, Exercise Science, Physical, and Health Education/Neuroeducation Network
Game dynamics, the underlying principles of game design, have been shown to have a huge influence on motivation and performance. In this session, I will review several key game dynamics that I have successfully used in the classroom to enhance student learning. After introducing each principle and having a large group discussion, we will break into small group discussions to brainstorm ways in which each workshop participant could use the game dynamic in their own educational environment.

SESSION G2: Critical thinking and the internet
HHB110
Facilitator: Victoria Wyatt, Art History and Visual Studies
With its complex non-linear relationships and interactive navigation, the Internet offers nothing less than a paradigm shift—one that presents invaluable tools for teaching critical thinking. However, websites are not value-neutral. Students must bring existing critical thinking skills to their use of the Internet, in research and personal contexts. This session introduces assignments designed to help students consider the positive implications of the interconnected, interactive foundation of the Internet while still asking vital critical questions about the platform. Using these examples as springboards, session participants will discuss and exchange ideas about achieving such goals across disciplines.

HHB116
Facilitator: Jane Gair, Island Medical Program
Problem Based Learning (PBL) is an interactive, student-focused teaching and learning pedagogy that was developed and introduced at the McMaster University medical school in 1969. Since then, PBL is
widely used in most medical schools around the world, including the medical school at the University of British Columbia. One of the distributed sites of the UBC medical school is the Island Medical Program here at UVic. Dr. Eric Higgs and I worked together to implement PBL in his ES 341 course this past year. I will discuss the process as well as the successes and challenges that we encountered along the way in this session.

SESSION G4: Indigenizing our courses: Beginning steps for settler instructors
HHB128
Facilitators: Kathy Sanford, Curriculum and Instruction and Tim Hopper, Exercise Science, Physical and Health Education

Using Indigenous principles learned from colleague Dr. Lorna Williams, two non-Indigenous professors (Kathy and Tim) share ways in which these principles have shaped learning experiences for both Indigenous and non-Indigenous students. We will share Lil'wat principles used in our courses as we work to create respectful and inclusive curricula, welcoming learning environments, and culturally responsive pedagogies and assessment. These Principles include: 1) Celhcelh - Importance of focusing on the learning of colleagues before our own learning, enabling learning opportunities exponentially greater than if we focus only on our own learning; 2) Emhaka7 - Consideration of how our work will benefit the next seven generations to come; our class work will influence future generations of students and teachers, and 3) A7xekcal - Finding our passion and then investing in this passion in our work to energize the community and inspire the learning of others.

12:10 pm – 1:10 pm

Roundtables

Roundtable 1: What do we mean by quality teaching?
HHB128
Lesley Scott, Learning and Teaching Centre

Flashback to the mythical ivory tower; teaching quality was the sole province of the academic professional and not the concern of those outside university walls. Fast forward to today and a growing number of stakeholders with vested interests – governments, students, their parents and employers – have influential views. Contemporary academics, therefore, must know exactly what they think. So, beginning with what teaching quality means to you, please join me at this Round Table to exchange, discuss and defend your professional views.

Roundtable 2: Student engagement
HHB110
Andrew Wender, Departments of Political Science and History, and Religious Studies Program

During this lunchtime session, Andrew will host a discussion intended to provide an open forum for exchanging ideas on how to promote students' deep, reflective, and active engagement with learning opportunities, from the classroom to the world at large. Andrew will begin by briefly relating some relevant aspects of an issue that he is grappling with, namely, encouraging students towards a perceptive, historically-enriched approach to studying global affairs during what is perceived, so often, as our present era of “crisis”. Please come share your perspectives on any aspect of student engagement, and learn from those of your colleagues, across all disciplines!

Roundtable 3: Let’s Talk Mental Health
HHB116
Dawn Schell

Mental Health awareness can assist you in effectively identifying, responding to and referring a student with mental health concerns to appropriate resources.
SESSION H1: Teaching academic integrity, or, how to plagiarism-proof your assignments
HBB105
Facilitators: Erin Kelly and Lisa Surridge, English

After describing the rates at which North American university students commit acts of academic dishonesty, the organizers will ask attendees to share their experience of cheating and plagiarism related to written assignments in their courses. We will then summarize recent research (based in part on Lang’s Cheating Lessons) explaining why students cheat and how to foster academic integrity through course and assignment design. In small groups, we will collaboratively revise past assignments on which students have cheated to make them “plagiarism-proof” and to encourage student engagement. We will finish with general discussion of how UVic instructors, administrators, and students can work together to create a climate of academic integrity.

SESSION H2: Creativity: Can it be a learning objective?
HBB110
Facilitators: Sue Whitesides, Computer Science

Following a brief introduction by the facilitators, Mary Kerr and Sue Whitesides, participants will break into workgroups to address specific discussion topics, such as, how they recognize and assess creativity. The groups will then reconvene to present their reports, and a large group discussion will take place. Effectively, this is part II of the "Facilitating Creativity" session that we did last fall. Indeed, we have the collected comments from the work groups' efforts to share with everyone as a starting point.

SESSION H3: Integrating spirituality in the classroom: Enhancing experiential learning
HBB116
Facilitators: Catherine Harding, Art History and Visual Studies, Lara Lauzon, School of Exercise Science, Physiology & Health Education, Henri Lock, United Chaplain, Elaine McCreary, Bahá’í Representative, and Soshin McMurchy, Mulifaith Services (MFS)

Integrating spirituality aims to connect students to their spiritual nature, which is essential to success, happiness, and fulfillment. Spirituality remains a nebulous subject in strict academic circles; but instructors have found that by introducing such topics as mindfulness and meditation into their courses, students have gained knowledge and techniques that have addressed such concerns as meaning and purpose in life, as well as the stresses that can plague university pursuits. Such experiential learning, with examples, will be presented by university faculty (with assistance from MFS chaplains) who have had much success in bringing these concepts into their classes during the past several years. They have availed themselves of the resources of MFS, whose chaplains have been made available upon request to enhance the learning experience of students.

SESSION H4: Dialogic teaching: The art and science of engaged conversation
HBB128
Facilitator: Ruthanne Tobin, Curriculum and Instruction

Dialogic teaching harnesses the power of talk to encourage and extend students’ thinking and advance their learning and understanding. It is distinct from the question-answer and listen-tell routines of traditional teaching. Dialogic teaching involves questions that invite much more than simple recall, answers that are justified and built upon, feedback that informs and leads thinking, contributions that are extended rather than fragmented, and exchanges that chain together into coherent and deepening lines of enquiry (Alexander, 2008). How do we engage students in such transformative interactions? In this safe, fun & dynamic session, we will try out various strategies that facilitate dialogic teaching.
SESSION I1: We are teaching for critical thinking--aren't we??
HHB105
Facilitator: Geri van Gyn, Exercise Science, Physical and Health Education
We will begin this session by asking: What do you understand about critical thinking? From there we will refine our definitions and work as a group to explore if we use assignments, exam questions, and more to encourage critical thinking. But then, we will investigate the most important part... how will you assess it?

SESSION I2: Navigating pedagogical choices through heightened awareness of linguistic “deviations” from international English-as-an-additional-language students
HHB110
Facilitator: Li-Shih Huang, Linguistics
Those who follow current trends in international student enrolment across English-speaking campuses in Canada will have noticed no shortage of news about the efforts of academic institutions to attract more international students and the diverse concerns regarding these students’ language-support needs. In 2015, among the top three source countries, China represented by far the largest country of citizenship (33.7%), with the second and third top countries, India and France, trailing far behind (13.7% and 5.7%, respectively). Chinese is also the top language spoken in British Columbia other than English. In view of changing demographics provincially and institutionally, as well as recognition of the utility of learners’ first-language in developing of English for academic purposes, this interactive session will invite attendees to consider current issues in teaching and learning from the students’ perspective. In particular, it will illustrate the salient linguistic features of a chosen source language; in this case Chinese that may present communication challenges for them. The session will use examples to raise instructors’ awareness regarding communication preferences from the students’ perspective, and also assist with devising pedagogical strategies to work with students with the goal of minimizing commonly held misperceptions that may undermine learning and outcomes.

SESSION I3: Student-created exams that are not wishy-washy
HHB116
Facilitator: Stacey Voll, Educational Psychology and Leadership Studies
Active discussions will take place (which are fun) during our 50 minutes. We will discuss the power hierarchy of top-down assessments, how these produce student anxiety, and how high-levels of anxiety decreasing the opportunities for learning. The fun will hit an all-time high when we cover how students can actively engage in learning materials by allowing them create their own quality assessments, with strong guidance using a backbone based on a rubric of quality assessment methods. An assessment-creation lab will allow us to tests the waters of the student-created exams, to see that they are not wishy-washy.

SESSION I4: Designing Effective and Efficient Assessment
HHB128 (NOTE: This session goes until 5:15)
Facilitators: Mariel Miller, Technology Integrated Learning, Joe Parsons, Learning & Teaching Centre, and Helen Raptis, Learning and Teaching Centre
In this hands-on session, we will help participants: master the creation of measurable learning outcomes; decide when to use formative and summative assessment; align their assessments with the course/workshop learning outcomes; ensure that their feedback is effective and efficient; apply best practices in assignment design; and determine when and how to use technology to improve their assessments, assignments and feedback, based on pedagogical principles.
SESSION J1: The uses and mis-uses of PowerPoint in teaching
HHB105
Facilitator: Marty Wall, Learning and Teaching Centre
PowerPoint can be an effective teaching tool but is instead often a distracting impediment to learning. We will focus on the differences between presenting and teaching in PowerPoint, the PowerPoint teaching strategy of “less-is-more,” the do’s and don’ts of teaching with PowerPoint, and guidelines for animating PowerPoint slides to enhance teacher-student communication.

SESSION J2: How to create a great academic poster
HHB110
Facilitators: Nancy Ami, Gillian Saunders, Kaveh Tagharobi, Centre for Academic Communication and Nick Graves, Blink Wide Format Printing
This hands-on session walks you through the fundamentals of making an effective academic poster. We’ll help you choose a style that fits your discipline – even if your discipline doesn’t normally use academic posters - and guide you in developing your own poster. Nick Graves from Blink is on hand to explain graphic design principles and the printing process. Please bring your laptop or tablet for these sessions. By the end of this workshop, you will be able to select an appropriate poster style and design your poster using a template well enough that you can guide others through the process.