# Emerging Trends in Higher Education

**WEDNESDAY, August 30, 2017**

**Learning-centred Teaching**

| Time          | Session                                                                 | Location       | Speaker(s)                                                                                           |
|---------------|-------------------------------------------------------------------------|----------------|----------------------------------------------------------------__________________________________|
| 8:00 am - 8:30 am | On-site Registration - Harry Hickman Foyer                              | HHB 105        | **Welcome**  
Laurene Sheilds, Acting Executive Director, Learning and Teaching Support and Innovation               |
| 8:30 am - 9:00 am | Hoihe 110  
Indigenizing, decolonizing, and the TRC in curriculum work? - I’m confused!  
Shanne McCaffrey, Child and Youth Care | HHB 116        | **Opening Remarks**  
Valerie Kuehne, Provost  
Learning and Teaching Support and Innovation  
Laurene Sheilds, Acting Executive Director |
| 9:05 am - 10:35 am | SESSION A1  
HHB 110  
Indigenizing, decolonizing, and the TRC in curriculum work? - I’m confused!  
Shanne McCaffrey, Child and Youth Care | HHB 110        | xxxxxx           |
| 10:35 am - 10:45 am | Coffee and networking (provided)                                         |                | xxxxxx           |
| 10:45 am - 11:45 am | SESSION B1  
HHB 110  
Strategies for teaching international students  
Cindy Ann Rose-Redwood, Geography and Tanya Manning-Lewis, Curriculum and Instruction | HHB 110        | xxxxxx           |
| 11:45 am - 1:00 pm | SESSION C1  
HHB 110  
Residential school & 60s scoop survivor teach with passion on hard issues!  
Collette Jones and Sarah Wright Cardinal, Indigenous Education | HHB 110        | xxxxxx           |
| 1:00 pm - 2:30 pm | SESSION D1  
HHB110  
Empowering the UVic | HHB 105        | xxxxxx           |
| 2:30 pm - 2:45 pm | Coffee and networking (provided)                                         | HHB 110        | xxxxxx           |
| 2:45 pm - 4:00 pm | SESSION B2  
HHB 116  
Formative student feedback to alter courses  
Patrick von Aderkas, Biology, and Daniel Hogg, Writing | HHB 116        | xxxxxx           |
| 2:30 pm - 2:45 pm | SESSION C2  
HHB 116  
How to support students with academic accommodation  
Darryl Gorrie and Kiku Tupper, RSCD/Centre for Accessible Learning | HHB 116        | xxxxxx           |
| 2:30 pm - 2:45 pm | SESSION D2  
HHB116  
Facilitating difficult | HHB 116        | xxxxxx           |
| 2:30 pm - 2:45 pm | SESSION C3  
HHB 128  
The art and craft of teaching the large class  
Marty Wall, Learning and Teaching Support and Innovation | HHB 128        | xxxxxx           |
| 2:30 pm - 2:45 pm | SESSION D3  
HHB 128  
Out there learning: Critical | HHB 128        | xxxxxx           |
<table>
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<th>Time</th>
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| 8:30 am - 9:00 am  | On-site Registration - Harry Hickman Foyer  
**Coffee and pastries provided** |
| 9:00 am - 10:00 am | HHB105                                                                                           |
|                    | **The importance of space, place and reflection:** Experiential and learning-centred teaching  |
|                    | Helga Thorson, 2016 Award for Excellence in Teaching for Experiential Learning                   |
| 10:00 am - 10:30 am| **Poster Session**  
Harry Hickman Building Lobby  
**Coffee and Dessert (provided)** |
| 10:35 am - 12:00 pm| **SESSION E1**  
HHB 110  
Application of game theory to classroom learning  
Olav Krigolson, Exercise Science, Physical, and Health Education /Neuroeducation Network |
|                    | **SESSION E2**  
A025 in the Mears Centre  
Critical visual thinking strategies  
Gillian Booth, Legacy Art Gallery and Ted Riecken, Curriculum and Instruction |
|                    | **SESSION E3**  
HHB 128  
Optimizing multiple-choice test items  
Marty Wall, Learning and Teaching Support and Innovation |
| 12:00 pm - 1:00 pm | HHB105  
**Lunch (provided)**  
**Presentation:** Knowing our students at UVic  
Jim Dunsdon, AVP Student Affairs |
| 1:00 pm - 2:00 pm  | **SESSION F1**  
HHB 110  
Using experiential learning to teach the UN sustainable development goals  
Heather Ranson, Gustavson School of Business |
|                    | **SESSION F2**  
HHB 116  
Tips for Using Active Learning Classrooms  
Mariel Miller, Technology Integrated Learning, Elisabeth Gugl, Economics, and Rishi Gupta, Civil Engineering |
|                    | **SESSION F3**  
HHB 128  
Designing learning outcomes Part 1: Performances  
Joe Parsons, Learning and Teaching Support and Innovation |
| 2:00 pm - 2:15 pm  | **Coffee (provided)** |
| 2:15 pm - 3:45 pm  | **SESSION G1**  
HHB 110  
‘No Stepping Back’: An applied theatre project on residential schools aimed at middle school students  
Phil Duchene, Lauren Jerke, Theatre, and Carmen |
|                    | **SESSION G2**  
HHB 116  
The uses and mis-uses of PowerPoint in teaching  
Continued: Designing learning outcomes Part 2: Conditions and criteria |
|                    | Joe Parsons, Learning and Teaching Support and Innovation |

**Mariel Miller**, Technology Integrated Learning

**Moderator:** Laurene Sheilds,  
**Panel:** Jeffrey Ansolos, Valerie D’Erman, AnnaLee Lepp, Victor Ramraj, Robina Thomas, and Audrey Yap

**Reflections on off campus study programs (field courses)**  
Deborah Curran, Law, Cameron Owens, Environmental Studies and Geography, and Helga Thorson, Germanic and Slavic Studies
SESSION DESCRIPTIONS

Wednesday, August 30
9:05 a.m. - 10:35 a.m.

SESSION A1: Indigenizing, decolonizing, and the TRC in curriculum work? – I’m confused!
HHB 110
Facilitator: Shanne McCaffrey, Child and Youth Care
This workshop/engagement gathering asks participants to consider their own interpretations, understandings and teaching frameworks for Indigenizing, Decolonizing and using the TRC in their curriculum. We will examine what this means and looks like to each of us and how we can learn, teach and be able to work with students and have them engage in the important work. We will also be able to talk about how Indigenization, Decolonization and the TRC shows up in students by using the Truth and Reconciliation Commission Calls to Action and Recommendations.

SESSION A2: Roadrunner pedagogy, or the “open secret” of student engagement
HHB116
Facilitator: Rebecca Gagan, English
My workshop grows out of a question I’ve been exploring about student engagement. What does student engagement look like? Does all student engagement look the same? Can a student be engaged and yet appear to be disengaged? Is there a way in which students might need certain forms of disengagement (or what looks to the instructor like disengagement) in order to learn? I wager that simply by considering the issue of “engagement” (which includes the teacher’s complicated relationship to engagement) we might move closer to understanding how better to facilitate this process in the classroom. To engage these questions, I turn to Anne Lise Francois’ book Open Secrets as a way of thinking anew student engagement as what she calls a “not-for-profit experience.” We’ll also view and discuss part of an episode of Wile E. Coyote and the Road Runner as a way to explore the complexities of engagement in the classroom.

SESSION A3: Unique strategies for the first class of your course
HHB128
Facilitator: Marty Wall, Learning and Teaching Support and Innovation
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.
SESSION B1: Strategies for teaching international students
HHB110
Facilitators: Cindy Ann Rose-Redwood, Geography and Tanya Manning-Lewis, Curriculum and Instruction
International students are an important part of the student population attending Canadian higher education institutions, and they contribute to the internationalization of the university by bringing their diverse social, cultural, and academic experiences into the classroom setting. This provides both challenges and opportunities for instructors, teaching assistants, and lab instructors. In this session, we will discuss issues that are commonly encountered when teaching international students. We shall also consider some important strategies with expected learning outcomes that include learning how to engage with different learning styles and language barriers, critically reflect on our own cultural expectations and positionality, and consider ways to assist these students with knowledge of academic procedures. The session is especially useful for anyone interested in improving their own pedagogy and practice when it comes to teaching, and learning from, international students.

SESSION B2: Formative student feedback to alter courses
HHB116
Facilitators: Patrick von Aderkas, Biology, and Daniel Hogg, Writing
The intention of this facilitated panel is to illustrate two examples, one of which is use of formative feedback in a small course, the other in a large one. Daniel will present a case study of using formative feedback in small classes that balance theory with artistic practice, and how the process of formative feedback, conceived to improve the teaching process, ultimately fostered engagement in the learning process on both sides of the classroom. Patrick will present the unusual and possibly extreme case of letting students in a large course (120-200 students) direct course content to the point of voting off lectures in a binding manner that is meaningful. Naturally, the course was freed from its traditional moorings. We will discuss some of the unique possibilities of formative feedback in large classes, as well as whether the outcome is liberating or constraining for professors and students.

SESSION B3: LTSI teaching development grants
HHB128
Facilitator: Joe Parsons, Learning and Teaching Support and Innovation
In this session you will learn about grants offered through the LTSI in support of teaching. Come and ask questions, share your ideas, and receive guidance on which grants are most conducive to your interests.

SESSION C1: Residential school & 60s scoop survivor teach with passion on hard issues!
HHB110
Facilitators: Collette Jones and Sarah Wright Cardinal, Indigenous Education
Many instructors ask how to Indigenize or decolonize curricula. Indigenizing broadly means bringing Indigenous knowledge into course content. Decolonizing starts with asking ourselves why we hold the values we have. Experiential learning activities allow critical thinking in fun and meaningful ways that connect participants’ to the issues and prompts reflection on the First Peoples of Canada. The co-facilitators will weave together their narratives, humour, and experiential activities so that participants can gain a deeper understanding of Indigenous perspectives; critical thinking as a tool for decolonizing; and suggested approaches to Indigenizing courses.
Learning outcomes:
  • Develop awareness of First People’s history and contemporary issues;
• Practice critical and reflexive thinking to explore within Canadian history;
• Engage in appropriate conversations to express ideas, meaning & emotion;
• Create personally meaningful praxis that demonstrates an understanding of contexts.

SESSION C2: How to support students with academic accommodation
HHB116
Facilitators: Darryl Gorrie and Kiku Tupper, RSCD/Centre for Accessible Learning
Have you considered that the design of your course may produce barriers to access and participation for some of your students? Instructional accommodations are changes in presentation, response, setting and timing/scheduling that can lower these barriers, without reducing learning expectations. Learn how to support your students with accommodations and about the role of the RCSD (soon to become The Centre for Accessible Learning on Aug 15th) in facilitating accessible learning at UVic.

SESSION C3: The art and craft of teaching the large class
HHB128
Facilitator: Marty Wall, Learning and Teaching Support and Innovation
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.

2:45 p.m - 4:00 p.m

SESSION D1: Empowering the UVic community to use technology to teach and learn
HHB116
Facilitator: Mariel Miller, Technology Integrated Learning
How can we use technology effectively in the classroom? How can technology be used to transform student experiences? Technology Integrated Learning (TIL) assists the UVic community with technology-enabled teaching and learning. We help faculty and staff adopt technology, such as CourseSpaces and the OAC, to create dynamic face to face, blended, and online courses and class activities. In this interactive session, we introduce the range of services available to faculty, staff and students at TIL. We will finish with discussion of what faculty, instructors and students at the University of Victoria need in order to innovatively use technology as an effective tool for learning centered teaching and active learning.

SESSION D2: Facilitating difficult conversations in the classroom
HHB116
Moderator: Laurene Sheilds, Panel: Jeffrey Ansloos, Valerie D’Erman, Annalee Lepp, Victor Ramraj, and Audrey Yap
Recent global events, such as the US Travel Ban and the murders last January at a mosque in Quebec, raise many questions and concerns for students and faculty alike. Prompted by outcomes of a working group led by Jim Dunsdon, AVP student affairs, this session brings together experienced faculty to address the question: How can instructors and staff effectively respond to such events through interactions and dialogue with their students within the context of their classroom?

SESSION D3: Out there learning: Critical reflections on off campus study programs (field courses)
HHB128
Facilitators: Deborah Curran, Associate Professor, Faculty of Law and School of Environmental Studies and Cameron Owens, Associate Teaching Professor, Department of Geography. Deborah facilitated a
field course in the remote central coast of BC for five years that focused on Indigenous and colonial resource management law and Cam facilitates sustainability field schools in the regions of Cascadia (Pacific Northwest) and Western Europe. Off-campus study programs such as global exchange, co-ops, internships, study abroad, and field schools have the potential of opening students’ eyes to the world around them, challenging their perspectives and worldviews as they gain knowledge, skills, and life-long friendships. The facilitators of this session each run their own field schools and over the past year have worked with colleagues from across North America on an edited book that focuses on one of these types of experiences: short-term off-campus programs for a small group of students led by at least one instructor from the home institution that focus on a specific topic of study in a location removed from the students’ everyday lives. Taking a critical perspective, the session facilitators will explore opportunities for field courses to enhance student learning about colonialism, Indigenous laws, sustainability and community development within specific disciplinary contexts.

The learning outcomes for the session are to:
• Familiarize participants with approaches to field school learning;
• Introduce participants to the variety of field school learning approaches used by colleagues at UVic;
• Unpack some of the benefits of and challenges to field school learning;
• Explore the potential for field course learning in each of the participants’ disciplines.

Thursday, August 31
9:00 am - 10:00 am

Opening Plenary
The Importance of Space, Place and Reflection: Experiential and Learning-Centred Teaching

Helga Thorson, 2016 Award for Excellence in Teaching for Experiential Learning

To what extent does the space in which we teach matter? What is the relationship between knowledge and place? How can the process of reflection enhance learning? This plenary session addresses ways of enhancing experiential and student-centred learning through a focus on space, place, and reflection.
POSTER 1: Creating a Russian testing centre in Canada
Julia Rochtchina, Germanic and Slavic Studies
My poster will present the initiative for creating a Testing Centre for Russian language in Canada. The Testing Centre will give Canadian students an opportunity to assess their knowledge of Russian according to international standards, take the TORFL (Test of Russian as a Foreign Language) examinations at all levels and receive an internationally recognized certificate that confirms their level of Russian. For instructors the Testing Centre may serve as guidelines for teaching Russian providing them with clear goals and appropriate assessment rubrics. It is important to emphasize that while based at the University of Victoria, this Testing Centre will serve not only UVic students but any learner of Russian in North America.

POSTER 2: Applying laser-cut molecular models 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 laser-cut molecular models 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 3: Active learning by reading and making questions
Lijun Zhang, Economics
In teaching it is important to actively engage students, and to do this properly instructors need to guide and equip students with self-learning tools. I used an assignment in the first-year macroeconomics class, requiring student to read selected articles from magazines and make a question. The assignment was carefully designed to guide the students to summarize an article, to link the new materials to class discussion and to apply the knowledge they learnt. The empirical study shows that students tend to have better performance in the questions on the same topic as what they had made read and a question.

POSTER 4: Your time zone or mine?: Negotiating distance and online tutoring at the Writing Centre
Gillian Saunders, Centre for Academic Communication
Since the summer of 2015, distance and online academic communication skills supports at the CAC have undergone revision to include real-time tutoring options and bookings through WCONline. With the continued support of distance program instructors, the service has experienced significant growth. This poster gives details of the changes, challenges, and successes of our centre throughout the transition period to becoming one of very few centres in Canada to offer in-house online and distance support of this kind.

POSTER 5: A different way to listen: The Writing Centre blog
Madeline Walker, Centre for Academic Communication
My purpose for creating the poster was to inform other Writing Centres about our new blog—a resource for graduate students writing their theses and dissertations—and to stimulate interest in using blogs as an inexpensive and responsive resource to support student writing.
POSTER 6: In-class design, construction, and demonstration of a modular spectrometer
Gillian Saunders, Centre for Academic Communication
This poster describes a classroom-based activity for 3rd year chemistry students, designed to increase their familiarity, appreciation, and interest in optical instrument design and operation. The nature of the activity will be outlined, and the student responses, along with some aspects of their assessment, will be summarized.

POSTER 7: Caste in a box: Silencing poverty-class higher education diversity policies
Elaine J. Laberge, Sociology
Elaine, a new graduate student at UVic, shares how personal stories help us understand how systemic poverty shapes undergrad experiences on campus. Silenced no more; let’s not caste them in a box—and, together let’s break through these uncomfortable conversations. This poster presentation provides an opportunity to discuss the findings from a nine-month, in-depth narrative inquiry into the echoes of childhood poverty as undergraduate students compose lives in higher education. Complete details on this research can be found at www.echoesofpoverty.com

SESSION E1: Application of game theory to classroom learning
HHB110
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 E2: Critical visual thinking strategies
A025 in the Mearns Centre
Facilitators: Gillian Booth, Legacy Art Gallery and Ted Riecken, Curriculum and Instruction
Through the guidance of a facilitator and working in groups with artwork, participants will experience how to visually analyze, look critically and communicate what they see. Participants will be introduced to Visual Thinking Strategies, a teaching technique that uses the practice of extended observation of visual imagery and discussion to help students develop the following transferrable skills:
- Thoughtful and extended examination of data
- Critical thinking
- Communicating ideas clearly
- Listening to and considering the views of others
- Holding multiple perspectives

SESSION E3: Optimizing multiple-choice test items
HHB128
Facilitator: Marty Wall, Learning and Teaching Support and Innovation
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.

**1:00 pm - 2:00 pm**

**SESSION F1: Using experiential learning to teach the UN sustainable development goals**
HHB110

*Facilitator:* Heather Ranson, Gustavson School of Business

Experiential learning is a learning process where one learns through experience (Kolb, 1984). Although any topic can be taught using experiential learning, sustainability education is a particularly good topic (Rimanoczy, 2016) as it is a topic learned in classrooms, and the workplace. Chapman, McPhee and Proudman (1995) offer nine criteria for experiential learning:

1. mixture of content and process;
2. absence of excessive judgment;
3. engagement in purposeful endeavors;
4. encouraging the big picture perspective;
5. Creating a role for reflection;
6. creating emotional investment;
7. re-examining values;
8. the presence of meaningful relationships;
9. learning outside one’s perceived comfort zone.

Experiential learning can be based in the classroom or taken out into the field (Lewis and Williams, 1994). Examples of classroom based experiential learning include cases, role-playing, simulations, and interactive activities. Examples of field-based experiential learning include co-operative education work terms, practicums, internships, and field trips.

In this 60 minute interactive session I will:
- Provide an overview of how to assess your lesson plans for experiential learning
- Review how a lesson plan for a class I teach on Biomimicry (SDG 9: Industry, Innovation, Infrastructure) became more experiential over the course of three years.
- facilitate a discussion on experiential learning techniques suitable for a number of other lessons

Together participants will create a take-away list of activities we can incorporate into our classes.

**SESSION F2: Tips for Using Active Learning Classrooms**
HHB116

*Facilitators:* Mariel Miller, Technology Integrated Learning, “Students’ Active Learning”; Elisabeth Gugl, Economics, “Changing my Teaching”; Rishi Gupta, Civil Engineering, “Using the Pod Style Classroom”

This session will speak to how instructors have used Active Learning Classrooms at UVIC to positively change the way they run their classrooms. Active Learning Classrooms are spaces designed to promote students to actively participate in the process of learning. In these spaces, instructors can integrate instructional techniques that go beyond traditional lectures and create ways for students to engage with material, participate in the class, and collaborate with each other. The session will begin by answering the question ‘what is active learning?’ Next, instructors will share their experiences using different room features to transform their classrooms into exciting, dynamic learning environments.

**SESSION F3: Designing learning outcomes Part 1: Performances**
HHB128 (Note this session will continue with Part 2 immediately after Part 1)
Facilitator: Joe Parsons, Learning and Teaching Support and Innovation

In Part 1 of this 2-part active learning workshop you will learn about and apply Bloom’s Revised Taxonomy of Learning to the creation of learning outcomes for your own course. The focus will be on Performances that constitute “critical thinking” in your discipline, and identifying possible lower-level Performances that are foundational to your higher-level goals.

2:15 am - 3:45 pm

SESSION G1: ‘No Stepping Back’: An applied theatre project on residential schools aimed at middle school students
HHB110

Facilitators: Phil Duchene, Lauren Jerke, Theatre, and Carmen Rodriquez de France, Curriculum and Instruction and Indigenous Education

The aim of this joint project with Applied Theatre, Curriculum and Instruction and Indigenous Education is to address the thorny issue of helping Canadian children to understand the history of residential schools and their catastrophic effects on First Nations’ communities. To that end we have been working for over two years on a play aimed at Middle Years students that will help bring an understanding of the experience and legacy of residential school survivors into the classroom. We have linked four stories: the truths of the survivors themselves, the Pied Piper of Hamelin, the Gord Downie story, ‘The Secret Path’, and Paul Owen Lewis’ 'Frog Girl'. Our hands-on session will welcome optional contributions in readers’ theatre, improvised scenes, and a talk-back. Our play, ‘No Stepping Back’, premiered at the Phoenix Theatre in March in front of a Middle School audience. Each workshop and performance, reading and discussion has taken us a little nearer a truthful telling of this shameful history.

SESSION G2: The uses and mis-uses of PowerPoint in teaching
HHB116

Facilitator: Marty Wall, Learning and Teaching Support and Innovation

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 G3: Designing Learning Outcomes Part 2: Conditions and Criteria
HHB 128 (Note this session will continue until 4:30 pm)

Facilitator: Joe Parsons, Learning and Teaching Support and Innovation

In Part 2 of this active learning workshop (see Session F3 above) you will deepen the meaning and utility of learning outcomes beyond the specification of student Performances to include Conditions and Criteria. Specification of Conditions and Criteria facilitate formative and summative assessment, selection of instructional strategies and the sequencing of learning opportunities.

3:35 pm – 4:35 pm

SESSION H1: Evaluating teaching quality: The role of self-reflection, peer review, and student experience
HHB110

Facilitators: Laurene Sheilds and Shawn Curé, Learning and Teaching Support and Innovation
Focusing on quality teaching and teaching enhancement are important values upheld by both instructors and students. This session will focus on the role of self-reflection, peer review and student experience, including CES data in providing feedback on teaching quality. Appropriate use of the CES will be discussed within the context of a broader conversation regarding quality teaching and teaching enhancement.

SESSION H2: Beyond attendance: Using polling technologies for innovative assessment
HHB116
Facilitators: Katy Chan, Rebecca Edwards, Hajime Kataoka, and Bryan Smith, Technology Integrated Learning
Classroom polling systems (e.g., iClicker) have become a staple in post-secondary classrooms. When used effectively, polling technologies have the capacity to increase student engagement and participation, and allow for in-the-moment assessment. However, polling technologies are often used to ask low-level questions (e.g., recognition questions) or simply to take attendance. This workshop will demonstrate effective ways polling technologies can be used to assess and promote students’ attainment of high-level learning outcomes.

Specifically, using Bloom’s Taxonomy as a framework, presenters will suggest and demonstrate a variety of approaches to using polling technologies to assess student learning at different levels. Throughout the session, participants will have hands-on opportunities to generate strategies for using polling technologies in their own classrooms as well as try polling technologies from a student perspective. Please bring your own phone or device! By the end of this session, you should be able to:
• Understand how polling technologies can be used for higher-level assessment
• Create a plan for using a polling technology in your teaching