Teaching Practices Colloquium

"Not just your average exchange at the photocopier"

February 21, 2005
8:30 a.m. - 4:30 p.m.
International Building
Rooms 1015 & 1020

Welcome to the first annual UCC Teaching Practices Colloquium!

This project started in the summer of 2004, as a discussion among Ginny Ratsoy and other instructors inspired by a trip to the Society for Teaching and Learning in Higher Education Conference in Ottawa. The idea made its way via the AE photocopy room to the English and Modern Languages Teaching Practices committee, where it was soon turned into a campus-wide initiative, with over a dozen people responding to a call for volunteers to make it happen.

Annette Dominik (*EML*) sent out the call, chaired the committee, and took on publicity. Kathy Mitchell (*College Prep*) contacted keynote speakers and Nancy Flood (*Biology*) jumped in to help her with budgeting, while Joi Freed-Garrod (*Education*) valiantly took on the organization of food and beverages. Gary Hunt (*Natural Resource Science*) drafted and sent out the call for papers, with Crystal Huscroft (*Geography*) as the submissions receiver. Joan McNamee (*Human Services Worker*) took on the room bookings, while Sonja Hot (*Math*) volunteered for technical support. Two *Canadian Studies Service Learning* students, Jennifer Jones and Lisa Longo, volunteered to help by designing the registration form and assisting Annette Dominik with publicity. Karen Densky (*ESL*) spoke up to ensure liaison with our new Open University colleagues and compiled the programme, assisted by Mairi MacKay (*Biology*), who also helped with scheduling of the sessions. Many others helped out behind the scenes.

The generous support of funding from the CUEF and Mark Evered's office enabled us to turn the project into reality. We hope to make this an annual event that will strengthen ties between colleagues in different disciplines. As UCC/TRU grows, it becomes increasingly important to keep communication channels open between those of us who teach in different parts of the campus, so we offer this event as one possible channel, and hope that the energy of everyone who teaches here will carry the colloquium forward from year to year.

We wish you an enriching day of exchanges.

Annette Dominik, Committee Chair (English & Modern Languages)
Karen Densky (ESL)
Nancy Flood (Biology)
Joi Freed-Garrod (Education)
Sonja Hot (Math & Stats)
Gary Hunt (Natural Resource Sciences)
Crystal Huscroft (Geography)
Jennifer Jones (Canadian Studies Service Learning Student)
Lisa Longo (Canadian Studies Service Learning Student)
Mairi Mackay (Biology)
Joan McNamee (Human Service)
Kathy Mitchell (College Prep)

Teaching Practices Colloquium Schedule

	Room IB1015	Room 1B1020
8:30-9:00	COFFEE (provided outside Room IB1015/1020)	
9:00-9:25	Keynote speaker: Mark Evered (**Room IB1015**)	
9:30-10:10 Session I	G. Ratsoy/J. Bastedo (EML) *The Service Learning Experience from Student and Faculty Perspectives*	S. Bell (EML) *Essay Evaluation on Tape*
10:15-10:55 Session II	K. Densky (ESL) *Cross-cultural conceptions of Creativity and the Implication on Teaching Methodology*	L. Deutschmann (SOCI) *Integrating PowerPoint: How Non-Wizards Can Have a Happy Classroom*
11:00-11:40 Session III	A. Dominik (EML) *BINGO: A Different Take on an Old Game Makes a Sophisticated Learning Tool*	G. Hunt (NRS) *Integrating Concepts Using a Fun and Collaborative Review Game*
11:40-12:00 Session IV	N. Carson (ECON) *My experience with the "Classroom Performance System"*	T. Waldichuk (GEOG) *Preparing for the Final Exam*
12:00-1:00	LUNCH (provided outside Room IB1015/1020)	
1:00-1:40 Session V	D. MacLennan/M. Novak (SOCI) *Faculty Under Pressure: Academic Standards and Student Diversity in a University College* B	M. MacKay (BIOL) *Using Games and Model Building to Engage Students in Learning*
1:45-2:25 Session VI	P. Murphy (EML) *Expanding Student Involvement in Faculty Research in the Arts and Social Sciences at UCC/TRU: A Critical Dialogue*	D. O'Reilly (PHP) *Using WebCT with Self-tests, Quizzes, PowerPoint and Flash Video* **NOTE: THIS TALK IS IN COMPUTER LAB IB2004**
2:30-3:10 Session VII	J. Hu (ESL) *Academic Writing Challenges of Chinese Students in Canadian Universities*	J. Robertson (SOCW) *Uncovering Aspects of Ableism Through Reciprocal Panel-Student Exchanges*
3:15-4:15	Panel discussion by UCC Master Teachers (**Room IB1015**)	
4:15-4:30	Closing remarks (**Room IB1015**)	

Abstracts

Name	Susan Bell (EML)
Title	Essay Evaluation on Tape
Length	40 min
Abstract	

Traditional methods of evaluating students' essays are stressful for the teacher and of minimal use to students. In fact, studies reveal that students rarely read instructor's comments. By listening to vocalized feedback, the student hears the inflection, emphasis, and cadence that just written words cannot impart; thus, meaning is greatly enhanced. In this trial, audio-taped comments decreased the evaluator's stress while increasing the quantity, quality and value of comments for students. Fifteen students were given the rationale for this method and asked to submit a blank cassette tape with their assignment. Five days after the return of their assignments, the students filled out a 16-question survey on their experience with the taped evaluation. The responses showed an overall positive experience. Several students suggested that the 30-minute session be reduced to 15 minutes, yet, for another question, the same students answered that they wanted as much instruction as possible. As a further motivation to listen to the tape, the score for the essay came at the end of the commentary. This placement might account for the desire for a shorter session.
The participants will be given copies of a marked essay to read. They will then listen to a taped commentary for the same essay. The group will then discuss the differences, positive and negative. The group will also address possible problems arising from the method. The session will end with comments on outcomes.

Name:	Nancy Carson (ECON)
Title:	My Experience with the "Classroom Performance System"
Length:	20 minutes.
Abstract:	

This past term was my first experience using the "Classroom Performance System", (CPS) produced by e-instrution and distributed through McGrawHill. CPS is a wireless response system that allows the instructor to ask questions and get responses from every student in the class. The students respond to questions using their individual response pads (remotes). The software tallies the responses and gives the instructor and students immediate feedback as to what percentage of the students correctly answered the question. CPS system increases the interactivity and active learning in the classroom. It also allows you to administer multiple choice quizzes and gives immediate grading. The drawbacks to the CPS system are that it adds some cost to the students and it takes up class time. I found it more useful in classes over 50 minutes in length. Asking a CPS question in the middle of the lecture revitalizes the students gets them thinking about applying the material they have just learned. I found the CPS system is great for the seminars. For the Colloquium, I would like to give a demonstration of the CPS system, allowing the participants a chance to experience answering questions using the response pads.

Name:	Karen Densky (ESL)
Title:	Cross-cultural Conceptions of Creativity and the Implication on Teaching Methodology
Length:	40 minutes
Abstract:	

This session will take a look at the concept of creativity and how the modern conception of it has permeated teaching methodology. This has significant impact on international students who may come to UCC with a different concept that may lead to incongruence between instructor expectations and student participation. Participants will be expected to examine and discuss how they view creativity and how their view affects their methods of delivery and expectations of their students, with a specific focus on international students. Video clips will be used to initiate the discussion. A final brainstorming session for "levelling the playing field" will take place.

Name:	Linda Deutschmann, Ph.D. (SOCI)
Title:	Integrating PowerPoint: How Non-Wizards Can Have a Happy Classroom
Length:	40 minutes
Abstract:	

There is increasing research evidence that PPT is NOT working to increase student learning in the classroom. I believe that this is because it is very often *misused*. This session would address, with parallel demonstration, the most common problems. It would be interactive in that I am sure that virtually all participants have been both victims and perpetrators. The equipment will allow people to demonstrate their own solutions/problems

Name:	Annette Dominik (EML)
Title:	BINGO: A Different Take on an Old Game Makes a Sophisticated Learning Tool
Length:	40 minutes
Abstract:	

I would like to share a version of the game of "Bingo" which I have found to be very useful in vocabulary learning in a classroom situation. I will explain the game and have attendees play it. Then I will explore some thoughts on why this seems to be a successful and, in fact, fairly sophisticated classroom activity. Finally, I will offer some suggestions for adapting the technique to areas and disciplines other than second language learning.

Name:	Jim Hu (ESL)
Title:	Academic Writing Challenges of Chinese Students in Canadian Universities
Length:	40 minutes
Abstract:	

This presentation reports part of the findings and discussions of the presenter's doctoral dissertation study completed recently at The University of British Columbia on the academic writing processes and challenges of Chinese graduate students in sciences and engineering at that university. Qualitative data were collected through multiple in-depth interviews with 15 Mainland Chinese students, who encountered challenges in writing academic course assignments and research proposals. Most of the challenges are difficulties the students reported in the interviews while others are suggested by the problems found in the students' sample writings and then discussed with the students in the interviews. The presentation discusses the challenges in four categories: 1) technical vocabulary and grammar in context, 2) academic writing style and format, 3) thought transcription (or expressing ideas in writing) in idiomatic English, and 4) information management and organization in source-based writing. Then, based on the data collected, the presenter offers explanations for the challenges from cross-linguistic and cross-socio-cultural perspectives, and suggestions as to what the faculty and host institutions can do to best help international students succeed in academic writing.

Name:	Gary Hunt (NRS)
Title:	Integrating Concepts using a Fun and Collaborative Review Game
Length:	40 minutes
Abstract:	

In writing exam questions, instructors often ask students to evaluate and synthesize concepts in a way that requires thinking at the higher levels in Bloom's classification of question levels. These include analysis, synthesis, and evaluation of concepts. Students should be given opportunities and challenges to think in creative ways in order to integrate knowledge. In this session, participants will play a terminology game that encourages a collaborative exchange of ideas in a small group format. We will discuss ways that the game can be adapted to serve a variety of functions across the disciplines.

Name:	Mairi MacKay (BIOL)
Title:	Using Games and Model Building to Engage Students in Learning
Length:	40 minutes
Abstract:	

I get students in my Cell Biology and Immunology classes to design games and build models to review concepts with their classmates. The students have fun designing and playing the games, and for me as an instructor, it is fun to watch them grapple with their class material in new ways to make the games and models accurate and entertaining. Playing the games designed by other students is also a fun way to review concepts.

In this session participants will form groups to design their own games or models to illustrate their knowledge about a simple topic. I will demonstrate some of the games my students have designed to illustrate more complex topics. I would also like to discuss with participants how they might use games in their own classes.

Name:	David MacLennan and Michaline Novak (SOCI)
Title:	Faculty Under Pressure: Academic Standards and Student Diversity in a University College
Length:	40 minutes
Abstract:	

Teaching is a knowledge-based occupation. What teachers do is influenced by their ideas about how students learn, what students need to know, and the range of factors that support learning. But teachers' knowledge is complex and context-sensitive. Their sense of what works and what is possible may change over time in relation to the educational settings they encounter.

The proposed presentation reports on a study of teachers' knowledge in a particular kind of educational setting. The university college occupies an intermediate position in the system of post-secondary education. Located somewhere between the community college and the university, it is an institution in transition. We anticipated that the transitional or intermediate status of the university college would be reflected in faculty ideas about teaching.
To investigate faculty views on teaching we interviewed individuals selected at random from science, social science and humanities programs in one university college. The interviews focused on two topics: academic standards and student diversity. Using these topics as points of departure, we encouraged faculty to speak freely about the challenges and opportunities they face working in a university college.

The proposed presentation will identify patterns and themes in the interviews. With the help of powerpoint slides, the information will be presented in clear and accessible manner. Members of the audience will be invited to express their own views on academic standards and student diversity. We anticipate a lively and productive discussion, given the major changes occurring both at UCC and more generally in British Columbia's system of post-secondary education.

Name:	P.J. Murphy (EML)
Title:	Expanding Student Involvement in Faculty Research in the Arts and Social Sciences at U.C.C./T.R.U: A Critical Dialogue
Length:	40 minutes
Abstract:	

This presentation will engage faculty in the Arts and Social Sciences in a discussion of ways in which we can expand our students' involvement in research at an undergraduate university. Such an engagement is mutually beneficial: a pedagogical imperative of a university is to enhance students' understanding of what academic research is and how it is conducted and there is no better way of conveying this than by having students play a significant role in assisting faculty with their particular research projects.

The first part of this presentation will deal briefly with a survey of current programs which formally involve student participation in research projects; for example, Work Study Students, CURA (Community University Research Alliance) sponsored projects, SSHRC (Social Sciences Humanities Research Council) Standard Grants which strongly encourage student involvement in the principal investigator's research. More recent initiatives such as CUEF (Comprehensive University Enhancement Fund) which supports student-faculty collaborative research projects and the University Press initiative which involves direct student engagement via specially designed course offerings et al. will also be highlighted. The role of Honours Programmes and the impact of new Masters Programmes will also be raised. [Audience Response solicited.] The second part of the presentation will deal with the issue of student involvement in research at the classroom level: how the pedagogical context itself can sometimes be transformed into a collective research exercise. The presenter will give a number of personal examples of how such "class action research" might be undertaken. [Audience response solicited: on pedagogy as research, as well as on any issues of concern raised by this presentation.]

Name:	Dan O'Reilly (PHP)
Title:	Using WebCT with Self-tests, Quizzes, PowerPoint and Flash Video
Length:	40 minutes (NOTE: THIS TALK IS IN COMPUTER LAB IB2004)
Abstract:	(Please bring a standard walkman headphone)

I will demonstrate how to use WebCT to deliver a multi-media lecture, making use of both PowerPoint and Flash video, and including both a self-test and a quiz. The class begins with a lecture, making use of PowerPoint projected onto the projector screen. The lecture itself teaches the participants how to identify necessary and sufficient conditions between two objects or things. Once the lecture is complete the participants are then signed into individual WebCT accounts, which contain links to both the PowerPoint presentation and a Flash Video clip of the main point of the lecture. The lecture link also contains a self-test, allowing the participants to determine if they understand the lecture material. The participants are able to replay the PowerPoint, Flash Video and self-test until comfortable with the concept of the lecture. Once the participants are satisfied that they understand the material, they individually complete a WebCT quiz to determine if they actually do. In wrapping up, I will provide a quick overview how to create the various components of the presentation, from WebCT self-test, to WebCT quiz (providing a link to a tutorial), to linking PowerPoint through a WebCT content module, to creating a Flash video using the software package Camtasia. Time permitting, I will also demonstrate how the teacher can view the various statistics and tracking information provided by the WebCT module.

Name:	Ginny Ratsoy (EML) Joel Bastedo (Fourth-Year Arts student and former Service Learning 300 student)
Title:	Experiential Learning Through Combining Academic Engagement and Community Activity: The Service Learning Experience from Student and Faculty Perspectives
Length:	40 minutes
Abstract:	

In a recent article in University Affairs, Léo Charbonneau describes the goals of Service Learning courses across Canada: " to benefit not only the recipient of the service, but also to provide an important learning experience for the student in a formal, structured way; to create more active and well-rounded citizens." This session will discuss the practical details of implementing a Service Learning course and provide examples of Service Learning courses in which those and other important objectives – especially the goals of experiential learning – are met. After a brief introduction to the Canadian Studies programme's experience with the model (on projects both within the UCC campus and in the larger community), the workshop participants will engage in an activity designed to explore both their professional suitability for the model and Service Learning possibilities within their respective disciplines. By the session's end, the participants will have a clear understanding of the challenges and benefits of the Service Learning model and its application to their disciplines.

Name:	Jeanette Robertson (SOCW)
Title:	Uncovering Aspects of Ableism Through Reciprocal Panel-Student Exchanges
Length:	40 minute presentation
Abstract:	

This session emphasizes the value of panel presentations as important teaching/learning modalities within education. The value of panel presentations is further enriched by the inclusion of reflective essays and the exchange of these essays with panel members, who later attend a class to speak to their experience of reading the essays and to clarify discrepancies, strengths, and limitations. A case study from a recent social work class on disability studies is examined to demonstrate how this process uncovered aspects of ableism in ways not previously accessible through traditional teaching modalities. This session is co-facilitated with a former student, and panel member.

Name:	Tom Waldichuk, (GEOG)
Title:	Preparing for the final exam
Length:	20 minutes
Abstract:	

This session uses a crossword puzzle to review key terms learned in a course. First and second year students often have difficultly knowing how to prepare for final exams. A crossword puzzle game can help them focus on key terms and also lessen their anxiety. First, the instructor assures the students that this material will be on the final exam. Second, two teams are created, e.g., the green and the blue team. One side of the class is the green team while the other side is the blue team. Third, the instructor picks a number between one and ten. The team that guesses closest to the number answers first. Fourth, the definitions are read out, and the first team has 10 seconds to come up with an answer. If the team cannot answer the question, or it gives the wrong answer, the other team can then answer. Fifth, the instructor writes in the correct answer using the pen colour of the team (green or blue). The team that successfully answers the question continues to have priority answering until it makes a mistake or cannot answer a question. Then the other team answers first. The instructor keeps a running tally of correct answers for each team on the overhead. To make the game more exciting candy is given to team members for answering difficult questions. By the end of the review session the students will have hopefully learned the key terms in the course.

Panel Discussion:

Our Master Teachers have been awarded UCC Teaching Excellence Awards.
We have asked them to share their experiences as a panel and in discussion with the audience.

Our "Master Teachers" are:

Linda Deutschmann (Sociology)
Michael Gorman (History)
Marilyn White (Nursing),
Peter Murphy (English and Modern Languages)
Alex Forbes (English and Modern Languages)

Questions we have posed for discussion are:

a) Many teachers have a goal of teaching students to be autonomous
   (self-directed) learners and move away from all knowledge coming from
   the teacher. What teaching methods do you use to foster autonomous
   learning? How do you assess autonomous learning?

b) What special teaching techniques work well for you in the classroom?

c) How have you turned classroom challenges into opportunities?

The Committee would like to thank the following individuals and organizations for their support of the Teaching Practices Colloquium:

Comprehensive University Enhancement Fund (CUEF)

Office of the Provost and VP Academic UCC

Mark Evered, Provost and VP Academic

Horst Holstein (UCC Printshop)

Murray Doubt (Media Services)

Arnold Boudreau (Media Services)

Natasha Scott

Sally Maio

Jackie Mullen

Linda Huntington

Ginny Ratsoy

Martin Whittles

Master Teachers

Linda Deutschmann

Alex Forbes

Michael Gorman

Peter Murphy

Marilyn White

NOTES

it is the teacher's responsibility to impart knowledge, a love of learning, the sources of knowledge (where you find it/how) & the importance of critical thinking