

2006 Committee Members

Annette Dominik, Committee Chair (English & Modern Languages)

Janine Chan (Applied Health Technology)

Donna Daines (Nursing)

Karen Densky (ESL)

Joi Freed-Garrod (Education)

Sonja Hot (Math & Statistics)

Gary Hunt (Natural Resource Sciences)

Jennifer Jones (Canadian Studies Service Learning Student)

Lisa Longo (Canadian Studies Service Learning Student)

Kathy Mitchell (College Prep)

Jeanette Robertson (School of Social Work & Human Service)

Cindy Ross (Biological Sciences)

2006 Program (Session Abstracts)

Joi Freed-Garrod, Education

Oxygen in Action: Brain Boosters for Optimum Learning

Wake up your brain with rhythm, chant and movement. Put fun and renewed energy into classes with short, easy-to-learn body and brain boosters.

Recent brain research indicates that movement as well as the rhythm and rhyme of songs or chants reinforce memory and help refresh the mind for maximum engagement and ability to think critically and creatively.

Participants in this workshop will learn classroom-tested boosters suitable for both adults and children that they can use immediately for their own students:

Lynne Wiltse, School of Education
“Tea Party”/Word Sort

The tea party is an interactive learning strategy that can be used with either literature or nonfiction text. The term tea party refers to the social component of the strategy. Instructors can use “tea party” to introduce main ideas and key vocabulary to be taught or review important concepts in content-area textbooks. Conversely, “tea party” can be used with literature to summarize events in literature or focus on elements of story structure.

Participants attending the session will take part in a mini-version of a “tea party” which will serve the purpose of modeling the technique. A sample text will be used, and participants will move about the room, sharing their excerpts with each other. Following this, the word sort component of the activity will be modeled. Strategy steps will then be outlined and various applications of the strategy discussed. Participants will be encouraged to consider how the strategy could be applied in their teaching context.

Revitalizing Writing Assignments by Crossing Boundary Disciplines
Ila Crawford, VPA & Ginny Ratsoy, EML

We propose to present a case study of a fourth-year English assignment (easily transferable to other disciplines and years) that moved students out of their comfort zones by requiring them to give a visual response – accompanied by a written statement of the process leading up to that visual response – to a collection of short stories. The assignment, designed to engage students in a literary text in unconventional ways and to encourage them to reflect upon the process of making meaning, called for them to examine themes that emerge from that text by producing five artist trading cards (in book or poster form) with exhibition in mind.

Colloquium participants can expect to come away from our presentation, which will include a hands-on introduction to the particular form of the artist trading card, with a clear sense of how to develop an assignment that requires diverse responses and crosses disciplinary boundaries. We will propose that you do not need to be an artist in order to enhance learning by using images.

Ginny Ratsoy, EML, Kelly Ann Maddox, EML, and Daniel Brendle-Moczuk, TRU Library
**Integrating Diverse Research Methods and Teaching Practices in University Courses:
Weaning Students from Webpage Reliance**

We propose to present our findings on a pilot project that reflects diversity on four levels: student populations, research resources, research skills and teaching practices.

Having observed during standard 50 minute first-year introductory TRU Library sessions that our diverse students come to university with a different understanding of the various resources available and varying research skills (including sometimes a simplistic sense of what research entails), we decided they needed more. To that end, we developed a series of sequential research workshops for second and third-year literature students. These workshops were integrated into the course curriculum and accompanied by assignments (graded by the librarian and the

professor) designed not only to hone students' ability to utilize TRU Library's physical and on-line resources but also to assist students in the evaluation of materials from other on-line resources and provide the students with a more sophisticated understanding of the complexities of undergraduate research.

By the end of the session participants will have learned how to integrate various resources and research strategies into any course's curriculum and thus persuade students to use diverse resources and expose them to the complexities of undergraduate research.

Melissa Jakubec, Instructional Designer, Instructional Development and Research Group
Tech it Up! Interactive Web Activities for the Classroom

Interactive web-based activities are not only suitable for on-line instruction but can enrich the traditional classroom environment, particularly by appealing to a range of learning styles and providing activities that support and reinforce in-class instruction. The use of educational technologies can also be intrinsically motivating for the student. I will introduce software such as Hot Potatoes, Survey Monkey, Quia, Studymate, Respondus, Rubistar, Skype and Project Gizmo. I will also demonstrate the use of MSWord for marking (insert comment, colour coding, etc.) Participants will consider how these programs could be used in their own teaching contexts.

Iris Rich McQuay – Division of Student Development, and Doug Knowles - Division of Student Development

Checking In: a ritual of awareness, analysis and articulation

The COPE/MECA program is an experiential, self-reflective program where the class coexists as a cohort for the duration of 14 weeks. In this educational environment the students, themselves, are integral instructional assets, thereby making the daily practice of checking in essential. This ritual is designed to foster the practices of accountability to self and others, active and attentive communication skills, critical thinking and analytical dialogue. By reserving a space for each student to authentically and confidently respond to a daily question and pertinent quote, checking in honours and encourages each student's voice.

This practice promotes much more than shallow conversational responses. Each individual assumes the responsibility of assessing his or her emotional, intellectual, physical and spiritual condition at the beginning of each day and articulating that evaluation to the class as a whole. Through their responses to a pertinent discussion question and quotation, students develop confidence in their abilities to analyze, articulate and trust their own viewpoints as well as those of others.

As the course progresses, new concepts naturally incorporate themselves; students hone language use as a truly interactive social connection and trust of the group as a whole develops, as does trust of each individual's authentic place in that group. Consequently, the class, itself, begins to shape the nature of learning based upon check-in disclosure.

Michelle Harrison, Instructional Designer, Instructional Development and Research Group
Developing online courses: Building community and making the online experience authentic

Online learning pedagogical practices need to be different than those used in a face-to-face classroom. Teachers or facilitators need to learn new techniques for facilitating online discussions and creating engaging activities. To develop some of these skills I will use a guide that I developed that helps instructional designers and teachers choose activities for online laboratory activities. This guide helps link objectives to specific innovative learning activities that will create a constructive virtual classroom.

Tom Waldichuk, Department of Geography

Interactive geography field trips – Examples from Japan and Chase Creek

Geographers like to go for drives in the city and countryside. Parents like to take their infants for drives to calm them down and help them sleep. Geography students, like infants, will sleep if a field trip is not made interactive. This happens when experts hog the soapbox. In this presentation I discuss techniques from Japan and Canada to make field trips more engaging and student-centred. One strategy that I have used to make the Geography 310 field trip to Chase Creek more interactive is to have students give presentations in the field – students like to hear each other talk. The goal of this demonstration is to provide a concrete strategy for interactive and student-centred field trips that also highlights the diverse interests of students. I demonstrate this strategy by having participants work in groups of four to prepare a short 2-3 minute presentation about a landscape – in this case their office, classroom or work environment. Each member of the group should each present one point of the presentation, and one person should present a concluding point. Diagrams are limited to sketches on 8.5 x 11” paper. The audience (the people not presenting) evaluates each group in terms of content, focus and clarity of explanation.

Panagiotis (Peter) Tsigaris, Economics

Classroom Experimental Games to Enhance Learning

Classroom experimental games have been used to enhance learning in economics. Classroom games are used to illustrate economic concepts such as market equilibrium, externalities (i.e., pollution problems) and property rights, the tragedy of the commons, fairness, free riders’ problem, the voting paradox, prisoners’ dilemma and many more issues. The technique involves student participation. The interactive activity planned is to illustrate one of the above mentioned games. For example, to illustrate the concept of fairness participants play the ultimatum game. In this game a proposed division of an amount of money is made by one person (the proposer) and a second person (the responder) either accepts or rejects the offer. The outcome of the game is compared to the dictator game whereby the responder cannot reject any offer made. The game illustrates that individuals are interested in more than monetary benefits. Responders tend to reject what are considered unfair offers and will accept those considered fair. Proposers are then constrained to make proposals considered fair by the responders. At the end of the session, participants will have learned that bargaining outcomes are not always consistent with pure self-interested decision making individuals. The ultimatum game predicts that individuals tend to

reject offers which make them better off without hurting the other persons. Finally, participants will learn that they can design their own classroom games and apply them in order to enhance research and effectiveness in teaching.

Donna Petri, School of Nursing

Scholarship of Teaching and Learning: Is it the same as Scholarly Teaching?

Abstract In his book *Scholarship Reconsidered: Priorities of the Professoriate* Earnst Boyer (1990) challenged university teachers to take a critical look at how their institutions defined scholarship. Boyer also questioned the traditional definition of scholarship and proposed that multiple forms of scholarship existed on campuses. In the years following the Carnegie Foundation in the United States and others throughout the world embraced Boyer's model of Scholarship. One of the multiple forms of scholarship that Boyer identified was the Scholarship of Teaching. This was later redefined and called the Scholarship of Teaching and Learning. Through small group work and sharing, participants will explore and discuss concepts related to the Scholarship of Teaching and Learning and Scholarly Teaching. Participants will be encouraged to look critically at what they do in their role as faculty at TRU. Small group work will challenge participants to understand, recognize and differentiate between Scholarly Teaching and the Scholarship of Teaching and Learning.

Susan Purdy, Biological Sciences

The Great Fish Farm Debate

The Biology of the Environment course (Biol 104) that I developed this last year, and taught in the fall semester of 2005, involves both a lecture and lab component. During one of the lab periods the students are given a fictitious scenario involving the proposed development of a fish farm in the Queen Charlotte Islands (Haida Gwaii). They are given a few pages of background information about aquaculture in the world and in British Columbia specifically. They are then assigned roles of the various proponents in the issue that are meeting a local town hall to discuss whether the fish farm should be allowed to be developed. Proponents include the local MLA, Department of Fisheries and Oceans biologists, the owner of the proposed fish farm, local townspeople, local Haida First Nations people, and an environmental group. The lab period is three hours, which is sufficient time for the students to do the research and then conduct the debate. The students have one hour to do the research using the computers we have available in the lab, and an hour and a half to conduct the debate.

During the 30 minute interactive teaching session, I plan to give a brief outline of the above scenario, assign groups of people the same roles (take about 5minutes), give them the relevant background information on a sheet of paper which they can discuss amongst their group for 5 minutes, and then have a mini-debate lasting 10 minutes. Finally, I'd like the participants to help summarize the usefulness of this teaching technique to student learning.

Elizabeth Templeman, Supplemental Learning Coordinator

Everything You Ever Wanted to Know about Supplemental Learning

Supplemental Learning is a student support program new to TRU. In its second year, there are ten leaders and two mentors supporting students in some of our more challenging first year courses.

This is an opportunity to learn about the program—what it's all about; who is involved; and how it works. We will present a brief overview of the program, followed by a panel of involved individuals (student, leader, mentor, faculty, and coordinator), each of whom will describe a particular role and perspective of SL. By the end of the session, participants will know something about SL, and know how to find out more.

Gary Hunt. Department of Natural Resource Sciences & Nancy Flood. Department of Biology
Learning Activity Preferences in First Year Biology Students

A survey on learning activity preferences was given to 240 first year biology students. They were asked to choose the three learning activities they perceived as most effective in learning the course content. Activities in the lecture and lab component were surveyed separately.

Participants will discuss the survey instrument and how it might be used in their subject area. I will present the survey results and we will conclude with a discussion of how learning activities preferred by students relate to teaching methods and learning styles. At the end of the session, participants will know the three most important activities these students chose as most effective in their learning. They will learn about an effective survey instrument that can be used for student input and will take away ideas of how teaching practices can take into account the student perspective of learning.

Emma Bourassa, ESL

Intercultural Intersections- Practical tips for understanding and communicating in a multicultural classroom:

Many times frustrations arise from miscommunication, particularly in multicultural classrooms. This session will provide vignettes and experiential practice working with a few concepts that can be used in the intercultural classroom right away. These are also tips that can be shared with students.