

## 2011 Teaching Practices Colloquium Program: The Day at a Glance

### Monday, February 21<sup>st</sup>

|                            |  |   |   |  |  |  |
|----------------------------|--|---|---|--|--|--|
| 8:00-8:30                  | Registration (Clocktower - Foyer)<br><i>Committee</i>  |   |   |  |  |  |
| 8:30-8:45                  | Welcome (Clocktower – CTT 200)<br><i>Dr. Alan Shaver</i>   |   |   |  |  |  |
| 8:45-10:00                 | <b>Keynote Address</b> (Clocktower – CTT 200)<br><i>Dr. Frank Robinson</i>   |   |   |  |  |  |
| 10:05-10:15                | Coffee break (OM 2402)   |   |   |  |  |  |
| <b>Concurrent Sessions</b> | OM 2201  | OM 1335   | OM 2612   | OM 2202  | OM 2221  | OM 2422  |
| <b>A</b><br>10:20-11:10    | Sharing the Power in the Classroom: Students Are the Experts!<br><br><i>Gloria Ramirez &amp; panel</i>                       | Using Calibrated Peer Review to Create Equal Voices in the Classroom<br><br><i>Ron McGivern</i>   | Igniting the Flame to Learn About Death and Dying<br><br><i>Susan Ross</i>  | The lecture: The lively Past and likely Future of a Pedagogical Form<br><br><i>Norm Friesen</i>                  | Evoking Imagination as a motivation strategy for student engagement<br><br><i>Joi Freed-Garrod</i>   | Mapping the Writing Journey<br><br><i>Barb Muttit</i>  |
| <b>B</b><br>11:15-12:05    | TRU Aboriginal Student Engagement and Retention: What works?<br><br><i>Patrick Walton, Shelly Johnson &amp; Panel</i>        | Preparing Students for Labs—What's Effective?<br><br><i>Dan Bissonnette, Mark Paetkau &amp; Colin Taylor</i>                                | Climate Account Contributions under Changing Risk Scenarios: A Classroom Experiment<br><i>Laura Lamb &amp; Peter Tsigaris</i> | Does Choice in Types of Assignments Spark Student Engagement?<br><br><i>Ginny Ratsoy &amp; Michael Magliochi</i> | Engaging Distance Students in a Practical Based Curriculum Using Technology<br><br><i>Doug Baleshta, Robina Manfield &amp; Carolynne Fardy</i> | Complex identities and diversity in the classroom<br><br><i>Monica Sanchez-Flores</i>                                |
| 12:05-1:00                 | Lunch (OM 2402)  |   |   |  |  |  |
| 12:20-1:00                 | Poster Sessions (OM 2216)  |   |   |  |  |  |
| <b>C</b><br>1:10-2:00      | Supporting the Passion to Learn through Student Success: What are the students saying?<br><br><i>Kyra Garson &amp; panel</i> | *Culinary Arts: Discovery, Innovation and Passion<br><br><i>Ed Walker</i><br><br><i>*note this session is in the Culinary Arts Building</i> | Sparking the “burn to learn” within our students<br><br><i>Wendy McKenzie &amp; panel</i>                                     | The Labyrinth—A Low-Tech Path to Engagement<br><br><i>Nina Johnson</i>   | Incorporating Low-Risk Active Learning into Your Classroom<br><br><i>Joanne Rosvick</i>  | Become an Indigenist: Using an Educators’ Handbook to Indigenize Curriculum<br><br><i>Kathy Mitchell &amp; panel</i> |
| <b>D</b><br>2:10-3:00      | Academic Integrity at TRU: how are we doing?<br><br><i>Nancy Flood &amp; panel</i>   | A real life court case in a science classroom: Murdered by HIV.<br><br><i>Naowarat Cheeptham</i>  | What to do if the “engagement” seems to be off?<br><br><i>Susie Safford</i>   | Exploring Student Engagement From Two Perspectives<br><br><i>Gary Hunt &amp; Dorys Crespin-Mueller</i>           | Engaging Scholars to Learn from Their Mistakes<br><br><i>Jacqueline Kampman</i>  | Fostering Globally Minded Learners with the Global Competency Credential<br><i>Lian Dumouchel</i>                    |
| 3:00-4:30                  | <b>Wine and Cheese, Culinary Arts</b>  |   |   |  |  |  |