

# CELT

## Service and Program Guide Fall 2018



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### CELTALKS

All CELTALKS are held in OL 127 from 12:30–1:30 p.m.

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#### THURSDAY, SEPTEMBER 27

##### Talking for a Living • Heidi Verwey

Talking for a living can be challenging—especially for teachers, who have to speak a lot, five days in a row. Our vocal habits help make or break our instruction and greatly impacts our students' experience. We all know that teacher that is difficult to listen to, and we can't remember what they said. It comes down to presentation skills. Learn techniques and better vocal choices that can help your audience hear what you are saying and help them retain the information. Be heard, without hurting yourself.

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#### THURSDAY, OCTOBER 11

##### Redesigned Classrooms—Lessons from Arts & Education • Faculty Panel

This year, classrooms in the Old Main building at TRU are being redesigned to allow for more flexibility in learning and delivery styles. This work has already taken place in some classrooms in the Arts & Education building. The focus of this

CELTalk is to get direct feedback from instructors that have been using these spaces in A&E.

You'll hear some lessons learned in this journey towards more flexible and active learning. There will be two panels – one from the School of Education (where teacher candidates learn how to teach) and one from Modern Languages (where faculty are looking for active ways to promote language learning). The panels will share their successful strategies and learning opportunities for these spaces.

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#### TUESDAY, OCTOBER 30

##### 3D Printing for Educators

• Rob Higgins

Over the last several years, 3D Printing has developed from a fringe and expensive technology accessible only to engineers, to a mainstream and widely accessible tool of endless possibilities for educators and everyone else. High quality 3D Printers can now be obtained for \$1000 and user friendly software has almost eliminated the learning curve. However, to many,

3D Printing is still a mysterious technology that they do not know how to approach. Today we will examine the fundamentals of 3D Printing with an emphasis on Open Source printers and Open Access software.

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#### TUESDAY, OCTOBER 30

##### The Power of the Brick

• Andrew Fergus

How a simple plastic brick can transform group interactions by generating real shared understanding amongst the participants.

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## THURSDAY, NOVEMBER 8

### Democratizing Assessment in Higher Education • Gloria Ramirez

Assessment is one of the most important, yet elusive aspects of teaching and learning. Recent innovations in higher education pedagogy include student-centered teaching approaches, yet rarely is assessment aligned with these new paradigms. In this presentation, I will share implementation of peer and self-assessment in undergraduate and graduate courses and my reflections on lessons learned on the benefits and some of the challenges involved in implementing these forms of assessment.

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## THURSDAY, NOVEMBER 8

### Intercultural Learning and Place-Based Pedagogy • Robin Reid

From an educator's perspective, the myriad of the world views and experiences of students in the classroom provide opportunities for new ways of knowing, seeing, and experiencing the world.

Place-based education has the capacity to extend the learning community beyond the parameters of the university and to bring Indigenous and non-Indigenous, domestic and international students onto the local landscape. By intentionally using place-based and intercultural pedagogy, this SoTL project draws on student reflections to investigate whether intercultural learning occurred through a place-based walking tour assignment.

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## TUESDAY, NOVEMBER 27

### Weytk – The Importance of Introduction in Indigenous Culture • Roxane Letterlough

In Indigenous settings there is time set aside for the protocol of introduction, where everyone shares who they are and where they come from. This situates people, but also allows time for connections and conversations that build on relationships. I always do this when starting any class (K-16) and anyone can use this strategy, which is a step towards Indigenization.

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## TUESDAY, NOVEMBER 27

### The Culture of Curiosity: Inductive Teaching Keeps Them Engaged • Dian Henderson

Knowing that our students are not blank slates and aiming to invite and stir curiosity about the course content, led Jerome Bruner to define a strategy based on student inquiry called Concept Attainment.

This approach to introduce students to new concepts draws upon inherent human curiosity into a problem solving approach where students explore the attributes of a concept before naming it. This structured inquiry approach helps bring meaning to new concepts and engages students to explore, explain and provide examples. I have used this strategy in classes from elementary school through to university to teach science concepts and the rules of grammar or citation. Students love it because it is an alternative to being passive recipients of concepts to fully engaged allies in the learning process.

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# WORKSHOPS

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Don't see what you're looking for? We are happy to meet with you for one-on-one or small group consultations, and we are also available to offer customized programming for your department. E-mail your requests or suggestions to us at [celt@tru.ca](mailto:celt@tru.ca).

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## Instructional Skills Workshop

Fridays, October 19 & 26 • 4:30–9 p.m.

Saturdays, October 20 & 27 •  
8:30 a.m.–4 p.m.

OM 1732

The Instructional Skills Workshop (ISW) is a professional development program designed for faculty members who are interested in developing and enhancing their instructional skills. It caters to individuals new to teaching as well as those who wish to refresh and enhance

their skills. Participants will benefit from practicing skills and sharing ideas in a cooperative environment. The workshop consists of teaching practice, theory application, and topical sessions specifically relevant to each instructor's context. During the workshop you will teach short lessons and receive feedback. You will work closely with peers and trained facilitators. Through a supportive atmosphere you will have opportunities to develop new teaching skills, to enhance existing skills, and/or to try new and challenging ideas.

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## Liberating Structures

November 1 • 9 a.m.–3:30 p.m.  
Panorama Room

When you feel included and engaged, do you do a better job? Do you think teams in which people work well together produce much better results? Have you noticed the best ideas often come from unexpected sources? Do you want to work at the top of your intelligence and give the same opportunity to others?

Join us for this full-day workshop with Tracy Roberts from BCampus to learn more about Liberating Structures. Liberating Structures are a collection of powerful facilitation strategies that can be used in classrooms, meetings, planning sessions, team days, workshops, presentations, etc. They are seriously fun methods to engage and work together. Everyone will leave with new tools and ideas to bring to their facilitation practice! Everyone welcome.

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## Are Students Daydreaming or Deep in Thought?

### Fostering Student Learning through Formative Assessment-Based Participation Grades

November 6 • 10:30 a.m.–12 p.m.  
OL 340

Do you struggle with whether to assign participation grades? Do you want to promote active student participation in class but have concerns about how fair it is to assign marks simply for speaking? If so, then this session is for you! In this workshop, we'll discuss advantages and disadvantages of assigning participation marks, and we'll examine several options for assessing participation and engagement, focusing on formative assessment as a key strategy. Participants will also have the opportunity to try a few of these activities, and we'll discuss how they might foster student learning and contribute to a student's participation grade. Participants will be also be invited to share their own strategies for using participation marks to foster student learning.

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## Intercultural Mythbusting and Capacity Building

November 9 • 1–2:30 p.m.  
OM 1761

TRU has identified increasing intercultural understanding as a strategic priority. Recent years have seen a significant shift

in focus towards the internationalization and Indigenization of post-secondary education. This session invites TRU educators to engage in dialogue about the social and cultural contexts of common myths concerning diversity and intercultural dynamics on campus. We will explore how these myths influence student/teacher interactions, classroom dynamics, and reconciliation responsibilities.

*Facilitators: Amie McLean, Kyra Garson, and Alejandro Campos-Garcia Intercultural Coordinators, Faculty of Student Development*

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## Mental Health First Aid

Four Sessions  
Fridays, November 9–30 •  
9 a.m.–12 p.m.  
TRUSU Boardroom

Mental Health First Aid Canada (MHFA), sponsored by the Mental Health Commission of Canada, is a 12-hour training course delivered in 4 modules. Participants will learn how to provide initial help to people who are showing signs of a mental health problem or experiencing a mental health crisis.

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## Timed Talks

November 14 • 3:30–5 p.m.  
OL 340

This workshop is intended for faculty, staff, students, and administrators... anyone who has to speak in front of a group in a limited amount of time. This could include a presentation at an academic conference, sharing some key information at a meeting, or any other time when you're asked to speak "...but please be brief". This workshop will offer tips and strategies for planning your talk and for managing yourself as you present. You will get an opportunity to practice in a non-threatening exercise. Everybody welcome!

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## Towards Equitable and Inclusive Pedagogies In Complex Times

November 16 • 1–2:30 p.m.  
OM 1761

TRU's unique demographic composition represents an advantage, but also a challenge. While the cultural plurality of our student body, faculty, and staff is an undeniable resource for the development of a rich and cosmopolitan university experience, the increasing convergence of groups with different ethnic backgrounds also creates the potential for cultural frictions and even acts of discrimination and inequitable treatment. Moreover, the increased public presence of ethnic nationalism around the world and in Canada has sparked renewed interest in the balance between free expression and equality rights at universities. All around the world, prejudice has been emboldened and we witness increasing forms of racism and cultural intolerance in the public space. At the same time, there is a growing reaction against the presence and achievements of equality movements, such as feminism and LGBTQI. Classrooms and public spaces in universities have increasingly become sites of politically and emotionally charged exchanges between groups who subscribe to deeply conflicted ideologies. During this session we will explore strategies that seek inclusion of multiple perspectives while at the same time decreasing the risk of full blown conflict or unsafe learning environments for students.

*Facilitators: Amie McLean, Kyra Garson, and Alejandro Campos-Garcia Intercultural Coordinators, Faculty of Student Development*

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## Teaching for Learning or Teaching for Grades?

November 22 • 1:30-2:30 p.m.  
OL 340

Some students seem to be overly focused on grades. How can we shift their focus from grades, an extrinsic motivator, to learning, an intrinsic motivator? Do certain kinds of activities and learning environments increase student focus on learning? This session will provide tips for encouraging students' intrinsic motivation through the co-creation of a learning environment with the class that clearly values learning above all else. Although it's not reasonable for us to expect students to stop being concerned about their grades altogether, there are strategies we can use to encourage students to care more about their learning.

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## Content Coverage versus Limited Time: How to Win the Battle

December 4 • 10:30–11:30 a.m.  
OL 340

Most of us experience times in the term

when we wish we had more time to cover course content. How do we free ourselves from the burden of excessive content without sacrificing student learning? In this session, we will discuss how to create opportunities for students to experience course content that may not require as much class time as lecture. We will also discuss ways to reduce content coverage expectations by focusing on student achievement of learning outcomes. In addition to helping us manage our limited classroom time, these strategies also help students make sense of our curriculum. Participants will also be invited to share some of their own content time-saving strategies.

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## Instructional Development Weeks

SAVE THE DATE  
April 29–May 10

Instruction Development Weeks (IDW) take place during the first weeks of May each year. The goal is to provide faculty with a variety of options for developing their teaching practice in a workshop format without leaving campus.

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## Promotion and Tenure Sessions

SAVE THE DATE  
June 3 and 4  
OL 127

The promotion and tenure sessions are held annually in June to support tenure-track faculty members as they develop and assemble a successful dossier. Featuring speakers from across campus, this series of workshops are designed to compliment each other, offering insight into distinct components of the application. By the end of the workshops, faculty will understand the process of applying for tenure and/or promotion at TRU, construct a CV and teaching dossier that accurately describes positions, contributions and achievements, and receive guidance on how to plan their academic career.

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# COMMUNITIES OF PRACTICE

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Communities of Practice (CoP) are comprised of a group of people who share a concern or an interest in something they do, and want to learn to develop their skills and knowledge in collaboration with others. The CoPs coordinated by CELT support faculty as they develop skills and knowledge related to specific topics. Each meeting is relatively informal, with a theme or discussion point chosen based on the needs of the group.

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## Collaborative Online Intercultural Learning (COIL)

This group meets once a month to discuss the development and progression of COIL courses. COIL courses often embrace the use of digital technology to bridge the distance that separates countries and partners. Forms of interaction include online discussion groups, video conferences, class to class meetings, and online workgroup projects. Projects can vary in length and format, from semester length projects to projects lasting only a few weeks, and from synchronous to asynchronous.

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## K-16 Connections Project

CELT and School District 73 are working together to foster pedagogical and curricular connections between teachers and faculty. This CoP is designed to support faculty who hold K-16 Grants, or would like to develop a partnership with the regional school district. Our goals are to increase knowledge transfer between secondary school teachers and university faculty members with respect to curricula and pedagogical practices in each sector, ease transitions for students between grade 12 and 1st year university, and improve retention into 2nd year, spread

awareness and practice of research-based assessment strategies common to both secondary teachers and university faculty members, while showcasing instructional practices that use these assessment strategies.

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## Scholarship of Teaching and Learning (SoTL)

The SoTL Community of Practice is comprised of faculty who are actively working on a project related to the

scholarship of teaching and learning. This group meets to discuss research, share project ideas, communicate about the scholarly literature, and learn about modes of knowledge mobilization. Faculty who hold a CELT SoTL Accelerator Award are especially encouraged to attend.

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# EDUCATIONAL TECHNOLOGY

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## Teaching With Technology Orientation to Moodle

September 12 • 12–12:50 p.m.  
September 18 • 9–9:50 a.m.  
September 26 • 12–12:50 p.m.  
OL 346

In this workshop, faculty learn how to set up a basic Moodle course shell, practice letting students join using a registration code, and make use of the editing, document uploading, and privacy functions. Registration in each workshop is limited to six participants.

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## Technology for Teaching and Learning at TRU (PIDP 3240: Media Enhanced Learning)

Wednesdays Sept. 12–Nov. 21  
• 4:30–7:30 p.m.  
OM 1345

In this ten-week program, participants will have the opportunity to explore a wide range of technologies available to support teaching and learning at TRU including: Moodle, WordPress, Google Apps for Education, online conferencing (i.e., Big Blue Button), and others as determined by participant interest.

Attention will also be paid to Open Educational Resources (OER's), e-portfolios, SMART boards, and how online technologies can be used to help redesign courses for improved success and student engagement.

Participation will be mainly face-to-face, but some weeks will be through web conference (Big Blue Button) and online through Moodle and/or WordPress.

Participants will be encouraged to learn by doing; emphasis will be on creating materials and learning experiences which should be for use in your current or future teaching practice.

If you are enrolled in the Provincial Instructor Diploma Program, the certificate of completion can be used to apply for exemption on PIDP 3240: Media Enhanced Learning

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## Using Gradebook In Moodle

September 21 • 10–10:50 a.m.  
September 24 • 1–1:50 p.m.  
October 3 • 12–12:50 p.m.  
OL 346

In this workshop, you work in a small group to set up a gradebook, including adding categories, grade items and assignment weighting. Registration is limited to three participants per session.

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## Using Big Blue Button

October 15 • 12–12:50 p.m.  
OL 346

Did you know you can allow others to connect remotely to your course through Moodle? Big Blue Button lets you create links to real-time online classrooms. This open source web conferencing system can be used for distance learning, to allow

groups to connect remotely, or to bring in guest speakers. You can also use it to save and view recordings. Registration in this workshop is limited to six participants.

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## Creating Interactive Content Using H5P

October 17 • 12–12:50 p.m.  
OL 346

Did you know you can create interactive content in Moodle using H5P? This open source software allows you to create rich and interactive web experiences more efficiently. With H5P, you may create and edit interactive videos, presentations, games, timelines and more. In addition to being an authoring tool for rich content, H5P enables you to import and export H5P files for effective reuse and sharing of content. Registration in this workshop is limited to six participants.

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## FOR THE FOLLOWING WORKSHOPS

*Two sessions will be held for each workshop: one in person on TRU campus, another online via Big Blue Button and/or Greenlight web conferencing. Participants are free to attend either session, or both.*

*\*Online sessions will be available to the general public, as well as TRU faculty, staff, and students.*

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## Open Web Tools for Teaching and Learning (Sessions 1-4)

In this series of hands-on workshops, we will explore and try different kinds of free,

open web technologies many of which are hosted here at TRU. Discussions will include comparison of different kinds of applications, demonstrations, and planning for use in your classroom including diligence on privacy and FIPPA requirements. Each session will focus on a different kind of technology or application (see below).

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## Session #1: Surveys and Audience Response Systems

TRU: Oct 22 • 1–1:50 p.m. OL 249  
Online: Oct 26 • 10–10:50 a.m.

In this session we will explore features, functionality, and user experience of a number of audience response and survey applications including: Google Forms, Survey Monkey, Kahoot, and others. We will compare features and functionality of these applications, and discuss compliance with provincial privacy legislation (FIPPA). By the end of the session, participants will be able to discuss affordances of a number of survey and response systems, and create their own survey, quiz, or poll for immediate use in their classroom or another setting.

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## Session #2: Collaborative Documents

TRU: Nov 5 • 1–1:50 p.m. OL 249  
Online: Nov 9 • 10–10:50 a.m.

In this session we will explore features, functionality, and user experience of a number of collaborative document applications including: Google Docs, Etherpad, and others. We will compare features and functionality of these applications, and discuss compliance with provincial privacy legislation (FIPPA). By the end of the session, participants will be able to discuss affordances of a number of collaborative document applications and create a lesson or educational resource using docs for immediate use in their classroom or another setting.

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## Session #3: Annotate the Web with Hypothes.is

TRU: Nov 19 • 1–1:50 p.m. OL 249  
Online: Nov 23 • 10–10:50 a.m.

In this session we will explore features, functionality, and user experience of a number of Hypothes.is, a free, open source web annotation tool. An increasingly popular application for peer-review, Hypothes.is will be valuable for educators, students, or anyone who uses web-based resources for research projects of any scale. We will discuss features and functionality of Hypothes.is, and also compliance with provincial privacy legislation (FIPPA). By the end of the session, participants will be able to use Hypothes.is to annotate web content, and share their annotations with others.

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## Session #4: Chats and Discussion with Mattermost

TRU: Jan 28 • 1–1:50 p.m. OL 249  
Online: Jan 31 • 10–10:50 a.m.

In this session we will explore features, functionality, and user experience of a number of Mattermost, a free, open source chat and collaboration tool. An increasingly popular application for team-based projects, Mattermost will be valuable for teachers, students, or anyone who is involved in distributed teamwork for projects of any scale. We will discuss features and functionality of Mattermost, and also compliance with provincial privacy legislation (FIPPA). By the end of the session, participants will be able to create their own instances of Mattermost, and use Mattermost to share content and chat with others.

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## Educational Pecha Kucha

TRU: Dec 10 • 1–1:50 p.m. OL 249  
Online: Dec 14 • 10–10:50 a.m.

As part of the CELT's "Successful Presenting and Public Speaking" series, this hands-on workshop will provide an

overview of the internationally popular Pecha Kucha presentation format: 20 slides presented with 20 seconds for each slide. In this workshop facilitators will provide examples of their own Pecha Kucha; tips and tricks for effective Pecha Kucha will be discussed, as well as technical elements, and examples of how this format can be used in your classroom, conference presentation, or workshop. Some participants may be brave enough to create and share their own Pecha Kucha at the end of the session!

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## Wikipedia for Education: Strategies for Learning and Engagement

TRU: Jan 14 • 1–1:50 p.m. OL 249  
Online: Jan 17 • 10–10:50 a.m.

Wikipedia is "the largest and most popular general reference work on the World Wide Web" (Wikipedia, 2018). This hands-on workshop will provide an overview of how Wikipedia and/or other wiki authoring systems can be used by educators from a wide range of disciplines to have students engage in authentic, meaningful learning activities including writing, editing, and publishing for peer-review. Strategies for using Wikipedia in your classroom will be explored, as will related tools and applications to enhance the learning experience when engaging in Wikipedia-based activities.

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## Interactive Content Made Simple: Hot Spots, Timelines, Videos, and More

TRU: Feb 11, Mar 11 • 1–1:50 p.m. OL 249  
Online: Feb 14, Mar 14 • 10–10:50 a.m.

Add engaging, interactive learning activities to your Moodle course or WordPress site using H5P— a user-friendly web authoring tool that requires no technical knowledge or proficiency whatsoever. Create activities and learning objects that will help your students

succeed in your class, and possibly even have fun while doing so! You could also show them how to use these tools to create rich, interactive projects and assignments which reflect high levels of learning. In the first session of this two part series, you will learn about how this tool can be accessed in Moodle and through WordPress and about the many kinds of content it can help you create. In the second session you will use the tool to create new content for your current or future course. Note: you do not need to sign up for both sessions in order to participate. No technological knowledge or skill required!

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## Using Video for Student Engagement and Success

TRU: Feb 25, Mar 25 •  
1–1:50 p.m. OL 249  
Online: Feb 28, Mar 28 • 10–10:50 a.m.

In the age of the cellphone, video is ubiquitous. Used for far more than personal or entertainment purposes, there is great value to be had for both teachers and students in creating videos for teaching and learning. This two-part workshop series will provide perspectives and examples of good practices for both instructors and students when creating video content for courses. Both workshops will provide an overview of current practice, and an introduction to technical elements which, when used correctly, can lead to high quality videos and rich, engaging learning experiences through the production of videos.

**Part One:** Creating Videos for Your Class

**Part Two:** Students Creating Videos

Note: you do not need to sign up for both sessions in order to participate. No technological knowledge or skill required!

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## The Online Action Researcher's Toolkit: Empowering Faculty to Research What You Teach

TRU: April 8 • 1–1:50 p.m. OL 249  
Online: April 11 • 10–10:50 a.m.

This workshop will provide an overview of a toolkit to help anyone at TRU who wishes to do research on teaching and learning in blended or fully online settings.

**The toolkit includes:**

- Research briefs on 3 commonly used qualitative research methodologies: action research, case study research, and grounded theory
- Research briefs on 3 commonly used theoretical frameworks for research, teaching, and practice in blended and/or online settings: SAMR, TPACK, and Community of Inquiry (CoI)
- Sample rationale documents which can be modified to suit the researchers' specific project
- Sample informed consent documents
- Links to tools and applications for gathering and analyzing data

The toolkit will be available as an Open Educational Resource (OER). Designed through collaboration between TRU Open Learning, CELT, and the Research Office, this toolkit is meant to encourage faculty on campus and OLFM to research, write, and publish on their teaching practice. This can be helpful when seeking tenure or promotion. At its most basic level, it can lead to improved teaching and learning for students through a systematic approach to reflecting on and investigating one's own teaching practice.



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