

2013 Keynote Speaker: Linda B. Nilson

"The Mind Has a Mind of Its Own: Teaching to How It Works"



It's funny ... we all have a mind and yet know very little about how it works. If we don't know our own minds, we probably don't know our students' as well as we should. This keynote provides an overview of the leading psychological research findings relevant to learning and cognition and how we can apply them in our day-to-day teaching to enhance our students' learning. Specifically, it focuses on the elements that attract attention and the effects of divided attention, personal relevance, emotions, and different schedules and types of repetition on the depth of learning, the motivation to learn, the development of cognitive skills, and the retention and retrieval of material. As a participant, you will even "experience" how some cognitive principles work. By the end, you will be able to implement a variety of teaching methods and student activities that enhance many aspects of learning. In addition, these strategies make the learning process easier, more "natural," and more engaging for students.

[Linda B. Nilson](#) is founding director of the Office of Teaching Effectiveness and Innovation (OTEI) at Clemson University and author of *Teaching at Its Best: A Research-Based Resource for College Instructors*, now in its third edition (Jossey-Bass, 2010) and *The Graphic Syllabus and the Outcomes Map: Communicating Your Course* (Jossey-Bass, 2007). She also co-edited *Enhancing Learning with Laptops in the Classroom* (Jossey-Bass, 2005) and Volumes 25 and 26 of the major publication of the Professional and Organizational Development Network in Higher Education, *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*, as associate editor (Anker, 2007, 2008), and Volumes 27 and 28 as head editor (Jossey-Bass, 2009, 2010). Her most recent article, which addresses the instability of faculty development careers, is forthcoming in Volume 30 of this publication.

Dr. Nilson has also published many articles and book chapters and has presented conference sessions and faculty workshops at colleges and universities both nationally and internationally on dozens of topics related to teaching effectiveness, assessment, scholarly productivity, and academic career matters. She has been a regular presenter at the Lilly Conferences on College Teaching for years.

She has held leadership positions in the Professional and Organizational Development (POD) Network in Higher Education, the Society for the Study of Social Problems, Toastmasters International, Mensa, and the Southern Regional Faculty and Instructional Development Consortium.

Dr. Nilson was a National Science Foundation Fellow at the University of Wisconsin, Madison, where she received her Ph.D. and M.S. degrees in sociology. She completed her undergraduate work in three years at the University of California, Berkeley, where she was elected to Phi Beta Kappa.

2010 Keynote: Eileen Herteis

Eileen Herteis is Director of the Purdy Crawford Teaching Centre at Mount Allison University, a position she has held since 2004. Prior to that, she was the Programme Director at the University of Saskatchewan's Gwenna Moss Teaching Centre. Eileen is the proud recipient of the University of Saskatchewan's President's Service Award, given to recognize her contributions to teaching and learning at that institution.

A native of Scotland, Eileen studied at Glasgow University, M.A (Hons.) in English and Latin, and received a scholarship to pursue graduate studies at McGill.

Eileen has taught English, Business & Technical Communications, and Education in two colleges and five universities in Canada. Now devoting herself full-time to Educational Development, she focuses her work on the Scholarship of Teaching and Learning and portfolios—of every kind! The teaching portfolio web site and its companion site on the Scholarship of Teaching and Learning that she developed at the University of Saskatchewan have become nationally recognized:



<http://www.usask.ca/gmcte/portfolios/>

Eileen's recent publications include *Learning Through Writing*, co-edited with Alan Wright and Brad Abernethy (Dalhousie University: 2001); *Documenting Scholarship: How to Cope When the Subversive Becomes Mainstream*, in the Proceedings of the International Conference on the Scholarship of Teaching & Learning (City University & University of East London: 2003); *Business Writing and Grammar: A Quick Reference Guide* (University of Saskatchewan Extension Press: 2004) and a chapter on experiential learning portfolios in John Zubizarreta's book, *The Learning Portfolio: Reflective Practice for Improving Student Learning* (Anker Publishing: 2004). She has recently submitted an invited chapter, on how having a student intern increases professors' engagement in scholarship of teaching, to a forthcoming book on student peer mentorship. She is also working on a STLHE Green Guide devoted to student learning portfolios.

Active for many years in the Educational Development community in Canada, Eileen was a Board member and Membership Coordinator for the Society for Teaching and Learning in Higher Education (STLHE). She has served on the editorial board for the STLHE Green Guide series, the Executive of the Educational Developers' Caucus, and the Selection Committee for the 3M National Teaching Fellowships, Canada's most prestigious teaching award. Eileen is the current Chair of the Association of Atlantic Universities' Coordinating Committee on Faculty Development.

Eileen has given presentations throughout Canada, in the US and UK. In 2006 and 2008, she was the guest facilitator for the week-long Celebration of University Teaching series at University of the West Indies in St. Augustine.

See <http://pipl.com/directory/people/Eileen/Herteis>). for more information on Eileen's background and accomplishments.

Keynote Resources

[A Fine and Private Place](#)

[Content Conundrums](#)

2009 Keynote: Dr. Vianne Timmons

(Sheryl Bond had to cancel because of family illness. However, she contacted her colleague, Dr. Timmons, to come and deliver our keynote address.)

Dr. Timmons is President and Vice Chancellor, University of Regina. Vianne moved to Regina from UPEI just last year--<http://www.upei.ca/news/dr-vianne-timmons-named-president-elect-university-regina>

She has an extensive background in internationalization in post- secondary education so she will be speaking directly on our theme. For more information: <http://www.upei.ca/vpacademic/cv>

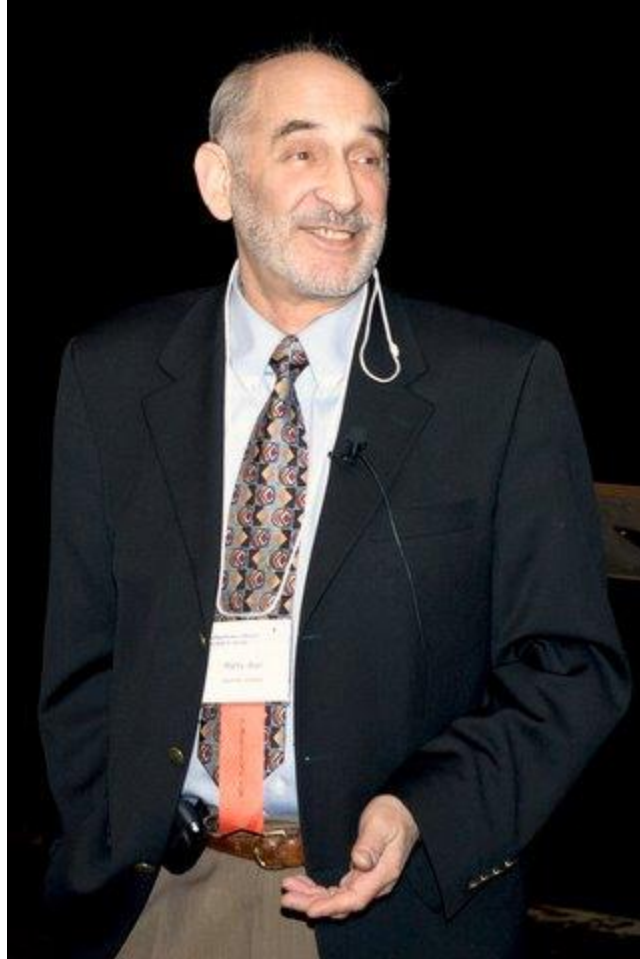
End-of-Day Plenary

Learning Local—Going Global

Facilitating Panel Discussion: Penny Heaslip, Centre for Teaching and Learning

In this panel session faculty and students will share their personal and professional experiences of “Learning Local—Going Global.” The session will provide insight into the challenges that are encountered addressing cultural diversity, both on campus and abroad. Faculty and students will share how they incorporate learning goals that concern diversity and global perspectives, and will outline the challenges and successes they have experienced. On campus, it is recognized that international students have two challenges, learning the course content while adjusting to a new culture. Canadian students who are learning abroad and faculty teaching in a foreign context, must also navigate a new culture, communicate in a respectful manner, and achieve or teach the learning outcomes. The audience will be called upon to share their perspectives and indicate how “Learning Local—Going Global” can be accomplished at Thompson Rivers University.

2008 Keynote: Dr. Marty Wall



Marty Wall is currently teaching and mentoring at the University of Victoria, having arrived as a professor emeritus from the University of Toronto.

A graduate of Harvard and the University of Pennsylvania, he spent most of his career at the University of Toronto, including serving as chair of the Department of Psychology, a post he held for a decade spanning the 90's. While chair, he served as the sole instructor of the introductory course in Psychology, a course of 2200 students. His interest in fostering excellence in teaching led to his establishing the university's Teaching Assistant Training Program, developing courses on university teaching for graduate students and to faculty, and presenting annual workshops on various topics related to university teaching.

He has been a recipient of several teaching awards, including Uof Toronto's Joan E. Foley Quality of Student Experience Award. More recently he was a recipient of a 3M National Teaching Fellowship.

More information on Dr. Marty Wall can be found at:

[www.mcmaster.ca/cil/posped/current issue/marty.wall](http://www.mcmaster.ca/cil/posped/current%20issue/marty.wall) ➡
www.mcmaster.ca/3Mteachingfellowships/2001/wall ➡

2007 Keynote: Dr. Dan Pratt


Dan Pratt is Professor of Adult & Higher Education in the Department of Educational Studies and the Acting Director of Clinical Education Fellowships in the Faculty of Medicine at the University of British Columbia.

Over the past twenty years he has been conducting research on the teaching of adults in different contexts and cultures. His research agenda has addressed three fundamental questions:

1. *What are different forms and philosophies of teaching?*
2. *How does culture inform our understanding of 'effective' teaching?*
3. *How does context influence the practice of teaching?*

He has published widely and his work is used across a wide range of educational institutions in North and Central America, Europe, Asia, and Australia. He is a recipient of the Killam Teaching Prize at the University of British Columbia and in 1999 his book, *Five Perspectives on Teaching in Adult and Higher Education*, won the Cyril O. Houle Award for most outstanding literature in adult education and higher education.

He is co-author (with John Collins) of the Teaching Perspectives Inventory (TPI), an on-line instrument that has helped more than 53,000 educators from over one hundred countries explore their views of teaching and learning.

Pratt, D. D. (2002). [Good teaching: one size fits all?](#)  IAN Up-date on Teaching Theory, Jovita Ross-Gordon (Ed.), San Francisco: Jossey-Bass, Publishers.

More on Dan Pratt and his work can be found at: www.edst.educ.ubc.ca/pratt.html

2007 Plenary Moderator: Dr. Norm Friesen

Dr. Norm Friesen is a Canada Research Chair in E-Learning Practices at TRU.

Dr. Friesen has been developing and studying Web technologies in educational contexts since 1995, and is the principal investigator in the SSHRC-sponsored learningspaces.org project. Dr. Friesen has previously worked as a SSHRC Postdoctoral Fellow at the School of Communication at Simon Fraser University, and as an adjunct faculty member at Athabasca University and the University of Toronto, and most recently as a visiting scholar at the Leopold Franzens University, Innsbruck, Austria. In addition to authoring dozens of articles and reports, Dr. Friesen has produced several editions of books on the instructional use of WebCT and on the implementation of the IEEE Learning Object Metadata standard. His academic credentials include Master's degrees from the University of Alberta (1997) and the Johns Hopkins University (1991), and a PhD in Education from the University of Alberta (2003).

2006 Keynote: Dr. Gary Poole

Director of UBC's Centre for Teaching and Academic Growth, past president of the Society for Teaching and Learning in Higher Education and a 3M Teaching Fellowship recipient.