

# Survey Results & Analysis

for

2013 TRU Teaching Practices Colloquium



Monday, March 04, 2013

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## **Executive Summary**

This report contains a detailed statistical analysis of the results to the survey titled *2013 TRU Teaching Practices Colloquium*. The results analysis includes answers from all respondents who took the survey in the 9 day period from Tuesday, February 19, 2013 to Wednesday, February 27, 2013. 66 completed responses were received out of 145 invited to give a 46% response rate.

# Survey Results & Analysis

**Survey:** 2013 TRU Teaching Practices Colloquium

**Author:**

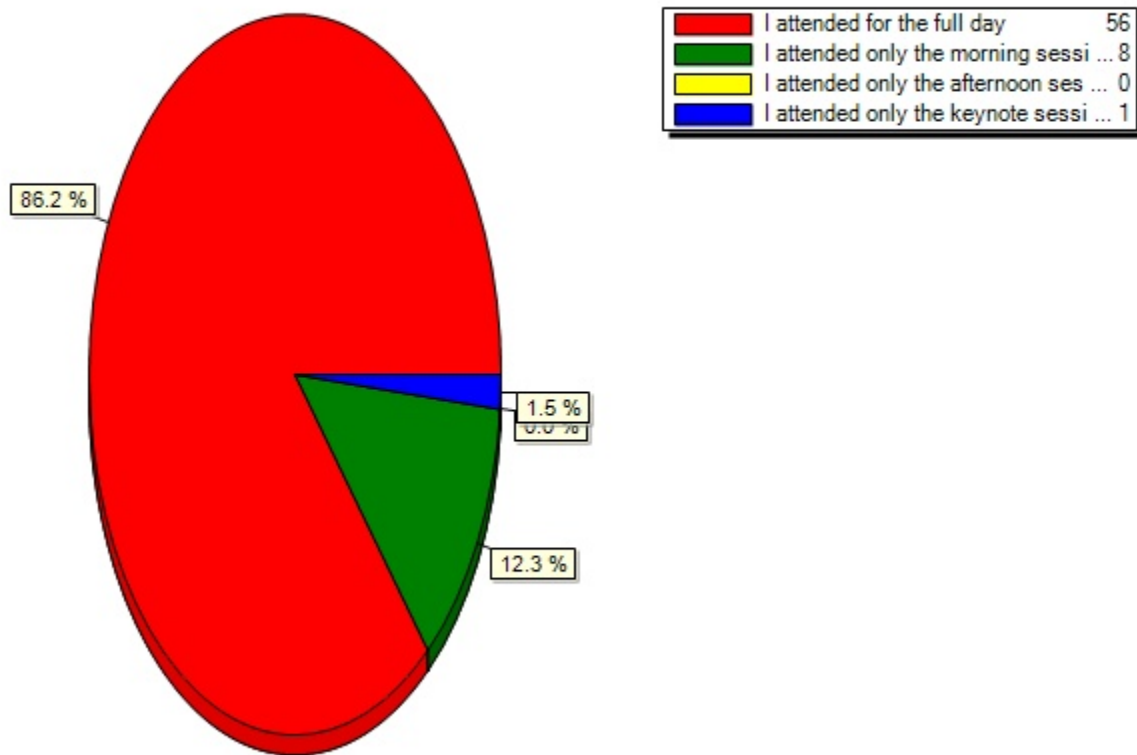
**Filter:**

**Responses Received:** 66

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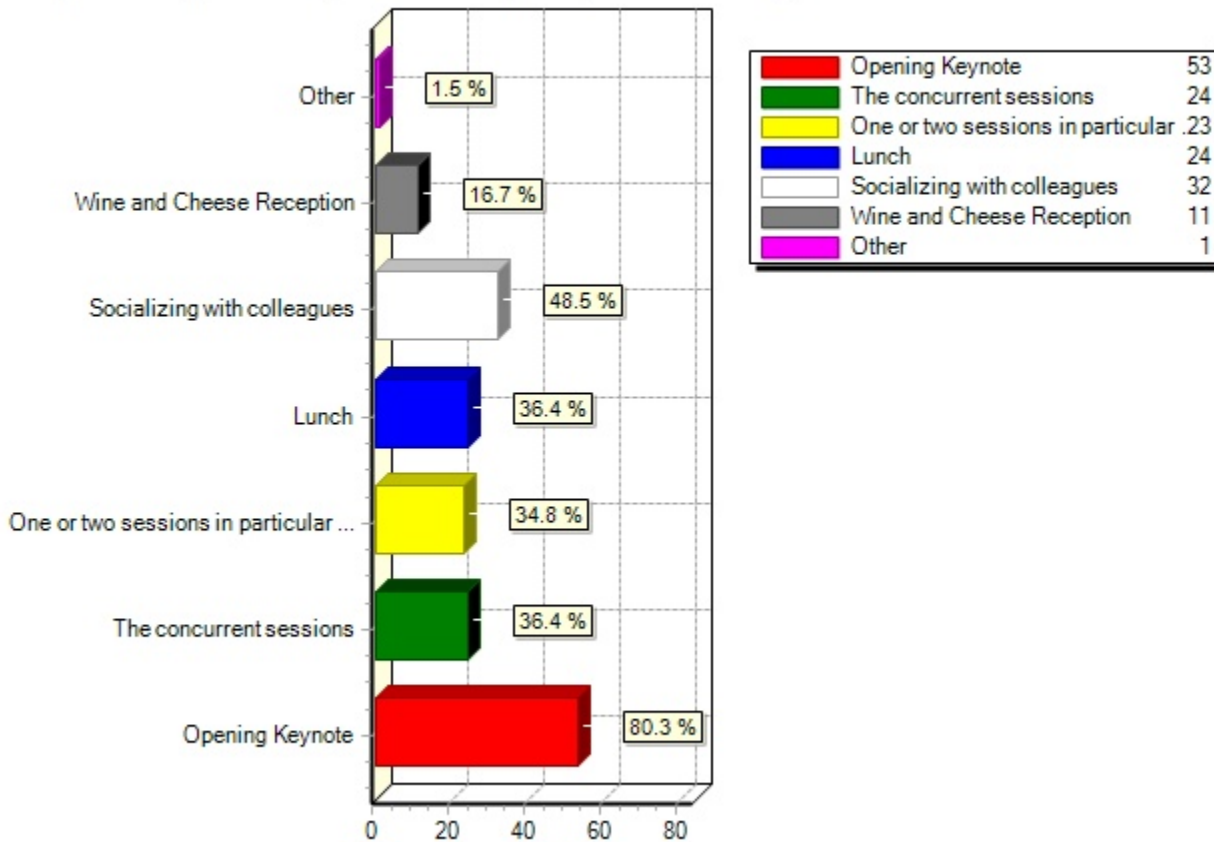
## 1) How much of the 2013 TPC conference were you able to attend?

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## 2) What were your favorite parts of the colloquium? (Choose one or more)

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Other Responses:

Session on Top Hat Monocle; generally talking about teaching with colleagues
Cell phone usage in a class
Gail Morong and Floriann Fehr
I enjoyed them all, but especially Susan Ross' and that of the Place Group.
smart classrooms
The one that Carol Rees gave~
Indian Time with Joanne Brown
Video integration into lectures (Tony Bell)

3) Of the concurrent sessions, which do you feel was most useful for your teaching

**practice?**

<b>Of the concurrent sessions, which do you feel was most useful for your teaching practice?</b>
I really enjoyed Andrew Fergus' session on debate and Gary's session on lecture capture.
Session on Top Hat Monocle
I'm not sure how useful it was for my own practice, but I found the Place Group panel very thought-provoking and inspiring.
using smart devices individual learning integrating online discussion
Multimodalities in Aboriginal Cohorts. This was an interesting panel which demonstrated the potential for interdisciplinary collaboration (very exciting) and a supportive cohort model for the students. I would love to see this expand to include many more student and faculty groups.
Integrating online discussion into the classroom
Extremely useful and creative- will try the ideas regarding multimodal
All the different teaching methods used.
Individual Learning Goals portfolio
James Swingle--on using cellphones; Chris Cederlof--Smartboards; Tony Bell--using video. I'm not usually excited about technology, but these three focused on the intersection between the teaching and the tools in useful and interesting ways.
Susan Ross: Multiple modalities in a blended learning course.
I would have to say they were all about equally useful: each has caused me to reflect and will likely continue to do so.
Jim Hu and Alana Hoare's
Sharing of a Multimodal Activity for Today Individual Learning Goals Portfolio Activities for Developing Critical Reading and Writing Skills Using Video to Improve Student Experience Video with Simple Tech
n/a
Those that presented specific strategies to use in the classroom.
Technology, Assessment, ESL students
"Lecture capture" - especially for differentiating uses, learning about the "how to's" of it and the current research findings.
Debating in the classroom
Of the ones I attended (all were excellent) I especially enjoyed Susie Safford "Pardon us..." and Peter Tsigaris "To MOOC or not to MOOC?" I came away with many new ideas and also it was wonderful to see what colleagues were doing in their courses. Keynote address was excellent, informative and lively presentation.
um.....can't say any of them really sparked a change in the way I will do things.....the keynote address was very useful though
I attended only one Fair and relevant assessment for learning for post-secondary learners
Florriane & Gail's

Jack Miller's Assessment talk
The morning blended learning ones
none...I am an instructional designer
Blended learning sessions with Susan Ross and Monica Sanchez (but they were all useful -- including Deb Wade and Peter Tsigaris!)
Smart board
Facilitating deep learning of digital texts
Dave Lidster and Susie Safford
best teaching practices for academic ESL students
They were pretty informative!
all the aboriginal sessions and blended learning
Lecture capture (Gary) Screen capture (Tony)
Indian Time
Learning what other faculty are doing in their classroom.
The nursing session, just before Prasad Ravi, was very good I thought. The "place" panel was very interesting too. And the seminar discussion including Ginny Ratsoy and Robin Nichol discussing their collaboration was very interesting too!
J Swingle regarding using cell phone app in class. Evaluation methods by Jack??
The presentations by Tony Bell Andrew Fergus Shannon Lower and Carol Rees
Susan Ross
Best Teaching Practices for Academic ESL students
Multiple Modalities: Susan Ross & Indian Time: Joanne Brown
1. Using Video to Improve Student Experiences by Tony Bell 2. Lecture Capture as a Mode of Learning by Gary Hunt
Blended Learning Indian Time
I was happy with the presentations. No one session stood above the crowd, but more importantly, I felt all the sessions were worthwhile.
Andrew Fergus - using Debate as a classroom activity.
Really enjoyed the one on "Saving Civility"
Tony Bell Online Info
Susan Ross's session. I also benefited from the discussion following our own panel presentation entitled "experimenting with Place Across Disciplines."
I suppose Monica Sanchez' session about adapting a course to become a blended course...this is something our Dean wants to do so it was good to see how it was done.
Andrew Fergus on Debate
Video integration into lectures (Tony Bell)
The blended learning session with the nurse instructor who teaches death issues and the next presenter on an upper level sociology class. Sorry forgot their names. Morning session after keynote

talk.

Difficult to see presentations in morning since so many concurrent sessions.

Fair and Relevant Assessment Pardon Us

**4) Please share any suggestions you have for the TPC Organizing Committee to consider for TPC 2014.**

**Please share any suggestions you have for the TPC Organizing Committee to consider for TPC 2014.**

It was very good. Thank you for your effort!

It seems there are a few faculty, e.g., some of the instructional designers in Open Learning, for example, who have extensive knowledge on evidence-based practices in teaching. I think it would be great to tap into this knowledge and go back to some of the basics and offer some workshops on just good basic solid teaching practices (offered by these individuals, if they were willing). This would nicely complement the more "exploratory" work that a lot of people are presenting on. While it is interesting to hear about all the different technologies available to us, I think over-emphasis on technologies (for which there's limited evidence to support their effects on learning outcomes) is unfortunate. I'd love to have workshops on, for example, how to design a graphic syllabus; how to motivate students; how to balance lecturing with other activities in the classroom; how to create productive discussions in the classroom; how to write learning outcomes and design assessments and course components in light of those learning outcomes. These are things that people who have been trained in teaching seem to know about, but many of us do not know these basic skills, but rather go with "what feels good" or "what seems to work.")

The posters were kind short-changed this year: 20 minutes in a dark hallway. Preferred last year, having the entire lunch hour (and Wine & Cheese) to view.

take the table out of the middle of the poster room, it was very difficult to navigate around the room

There could be a stronger emphasis on an interactive presentation style. The 20-minute format seemed quite rushed and the "need for speed" caused a tendency to read notes/slides which is not terribly engaging.

The power point session could have used at least 25 minutes - not the 12 it seemed to be allotted

Please have abstracts available during the conference (perhaps on the main wallboard in OM).

Separate each speaker topic with at least 5 minutes. It disrupted the class when people kept on coming. The speaker would stop until the people would find their seats.

The shorter sessions were great--maybe even more of those.

1. Bringing back the student panel to the TPC is worth considering. In my experience, faculty become more animated when students present. 2. Perhaps a more careful reading of the final program with an eye to omissions and misspellings. 3. Although I do not have concrete alternatives, I wish there

could be a way to highlight the posters more. Maybe a presentation of them over lunch?
Invite TRU World to do a presentation on the way International Students are admitted and tested and supported here at TRU; also all the additional supports available to all students - and the Writing Centre/ Math Help Lab/ Economics Lab/ Supplemental Learning/ Disability Services/ Co-op/ Wellness etc..
Non-wheat lunch options, e.g. salads or fruit plates. The soups were a good idea; they just need better recipes!
n/a
Everything ran smoothly, food was excellent, sessions and keynote excellent. I would like to see the same format and organization of it for next year. No changes suggested.
Very well organized this year. I liked the poster sessions during the coffee break. Lunch was better than previous year.
I know this may not be possible, but having each session 45 minutes with some being one hour would be great. Thirty minutes, for some, where not long enough.
Please remind the organizer in each room of the concurrent sessions to allow a couple of minutes between sessions for people to leave and enter the room. In one case the transition happened so quickly I had to walk out while the speaker was talking to go to the session I had planned to see.
This year, it was difficult to find a session which really grabbed my interest I was not very interested in most of the ones dealing with technology, and there were quite a few of those
It was all very well organized, but maybe some cramming of sessions and then it's hard to attend as many sessions as wanted. Why not run it until a bit later?
more coffee at break, liaise with presenters via an email group
A full, printed programe is better for wandering around and making last minute decisions. I didn't the TPC on TRU's main page, so perhaps highlight it better.
Do not give liquor chocolates out - not appropriate in a professional setting. In fact some of your speakers were AA members. Allow 5 minutes to move between speakers - if one ends at 11:05 then the next should begin at 11:10
Student participation and point of view, what students want
All posters in one room. it was awkward to have one in the coffee space I like the smaller event
The zero minute breaks between sessions created tension. A 5 min break should be between sessions so that people can move around more smoothly and the previous session can end completely and the following session set-up can be done properly before the scheduled start time.
Speakers up front with Keynote speaker- if they could have a mike to speak into- difficult to hear. Also to have Keynote speaker repeat questions from the audience as also not able to hear all the questions.
I thought the conference was organized very well :)
Make it longer. I really think it could easily be two days long. Have a vegetarian option for lunch. I could only see meat sandwiches...
I very much enjoyed the plenary this year, on the topic of understanding how minds learn and what facilitates or impedes learning. This information gives us a better understanding of the student perspective in the teaching and learning process - we need more of this! I was also very thankful to see a plenary with information that could be applied to any teaching approach/format, not just to



certain types of teaching approach. Thanks, and well done!

I think it is good to keep the concurrent sessions on the shorter side, but the 20 minute timeframe (including questions) with 5 minutes between sessions felt rushed at time. Any possibility of going to 25-minute presentations?

The Committee's environmental sensitivity is admirable, but such complete reliance on web and (anonymous, mass) email for marketing, makes the conference essentially invisible. It's an approach that's serviceable if one already knows about the conference, but not likely to reach those who don't. Even the day of, the conference was not very noticeable. So, my suggestion is some additional, more visible marketing and a directed effort to entice new attendees.

None - always great!

Possibly allow for 5 minutes between sessions to give people a chance to get to the next session.

Initially, I thought the time allotted for some of the sessions might be too short, but instead I found the shorter time period forced the presenters to stick to their main points. No time was wasted. There was even time for good questions and answers.

More of the same!

Longer sessions - 20 minutes too short

In some cases, I think the sessions need to be longer, and definitely include a 5-10 minute changeover time in between. Many speakers were rushed to finish up and in about half the sessions I attended, the speaker did not finish their presentation.

There was more emphasis on online course development. I would be interested in knowing the strategies to improve my classroom skills (rather the online) and probably that's the reason I liked the keynote lecture. There should be some workshops on how to go about managing your class, how to deal with habitual late comers, side-talks, telephones ringing in the class, underachievers etc. One stake-holder and probably the most important ones are the students and I did not see any presentation by students how they like to be taught. Some of the better presentations were going on at the same time in different rooms but you can only attend one. May consider themes for each session so that audience can attend all the presentations under that theme. You may also consider putting slides of all presenters on one pdf file and circulate it to audience through email or on CD prior to the workshop. In any case, it was a wonderful workshop, a day very well spent. My above comments are only for improvement but I was more than satisfied with what I learned that day. I will definitely attend next year. A very valuable workshop. Keep up the good work!

No time to change rooms! Split sessions meant sometimes I wanted to attend the first half of one, but then I didn't want to interrupt another one already in session.

##### **5) Any ideas for a theme for a future TPC?**

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Not sure...
Back to Basics. (see above!)
reflective practice
Decrease student stress or how to work with difficult students
No
None come to mind--but as open as this one is always good.
1. Collaboration 2. Interdisciplinary Initiatives 3. Experiential learning All of the above are featured in our latest academic plan.
The holistic university - helping our students connect their learning to their personal development & civic engagement
Will have to give it more thought
n/a
International teaching and learning experiences (e.g. Field schools, study abroad, practica, faculty exchanges)
Would like to see the theme of the scholarship of teaching and innovative ways of inquiring into, documenting, and disseminating promising practices and advancing the field of curriculum and pedagogy.
Not that I can think of at the moment.
Perhaps trying to feature the diversity of TRU, what we offer, who we are, why we are unique and that all programs from UEPrep, ESTR, Cope/Meca, trades/tech, culinary arts to the Master's programs on campus are crucial to the success of this university, recognizing research being done on campus by faculty and students, and how we can best meet the needs of our students both academically and personally through creating a lively campus environment. I realize this is a broad topic, more interdisciplinary than specific.
I'm not sure why the TPC needs to be themed. I would eliminate that and open up for whatever instructors do that's useful for students.
Basic pedagogy around course design...how to write good learning outcomes, how to match them to assessments and make a blueprint, Quality Matters Rubric etc.
Understanding the new student? Ages 17 - 25
reflections on teaching- could be research based, pedagogy or curricular shifts, personal and transformational learning applied back to the learners
This year's theme is a good one. For the future, maybe one on internationalizing the curriculum?
I will try to think of a theme suggestion. For the record, I would like to make a presentation on either " My reflections on "Reflection Assignments"" , or "Applied strategy and marketing projects as Service Learning" in 2014
As mentioned above, we need to keep exploring the learner's perspective and what facilitates or impedes the learning process, so further presentations on this broad topic would be great. In addition, there is one aspect of teaching and learning that is highly challenging and would deserve a plenary (or 2 or 3!). The issue is "How do we determine if a given teaching method/approach/format is better or worse or equivalent to another approach?" Many new teaching approaches and technologies have been developed, especially over the last decade, and more keep popping up. Each one of those has its strong proponents, insisting that "this is the way to go - this is the way of the

future". But on what basis do we determine if one approach/technology is better than another? On student grades at the end of the semester? On course evaluations? On the "feeling" of the instructor? On standardized tests? On re-testing the students a period of time after completing the course (e.g. 1 year or 2 years later)? And if one approach or technology does seem "better", how do we quantify this? In other words, HOW MUCH better is a certain approach? A lot better? Marginally better? Does an objective assessment method even exist to compare the effectiveness of different teaching approaches or technologies? How does an instructor decide whether to modify or abandon a certain teaching format in favour of another? Gut feeling? It seems to me that an objective analysis of effectiveness is a crucial element to truly improving teaching and learning, yet this seems to be largely ignored by the field of higher education with regards in the movement (race?) to develop new teaching approaches/technologies. A thoughtful, objective plenary on this topic would be most helpful. (Note that I'm assuming researchers somewhere have specialized in this area and actually have answers to these questions. I have no idea if that's the case!)

- Engaging a student's passion - Developing a student's Ethical viewpoint - Technology in the classroom

no

Any use of technology is always a favourite for me

No

Interdisciplinary approach to curriculum. ( truly interdisciplinary)

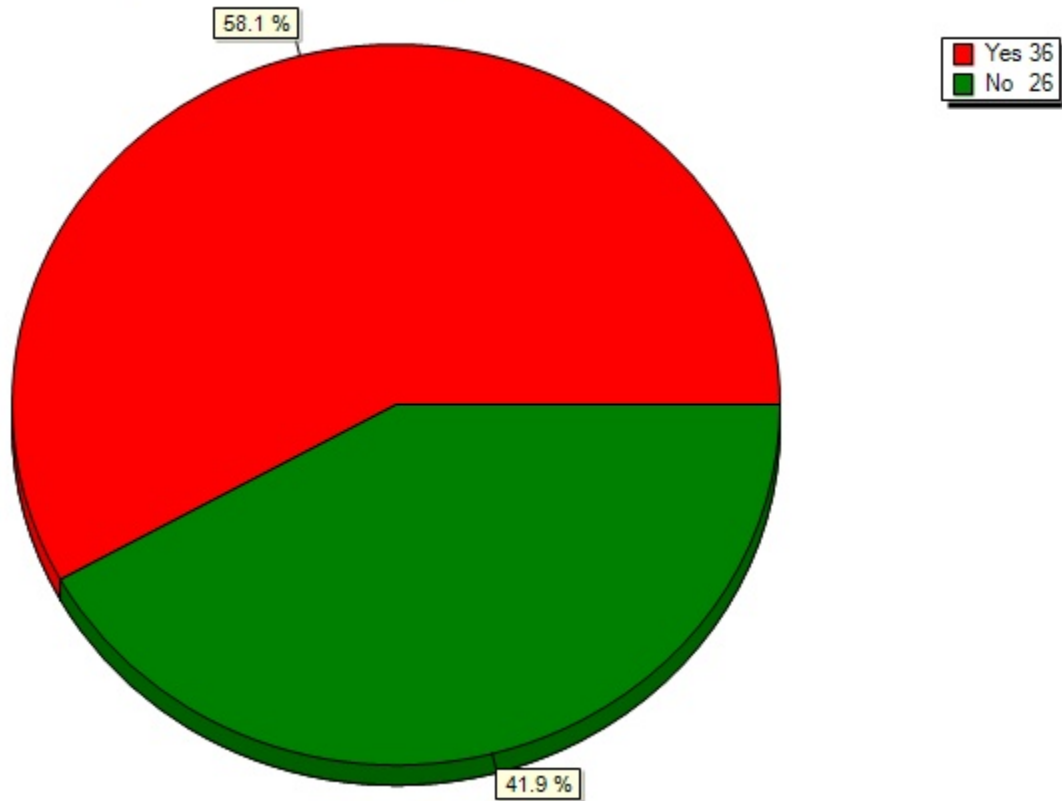
-Aboriginal education -Assessment practices and alternative assessments (maybe too narrow)

There was more emphasis on online course development. I would be interested in knowing the strategies to improve my classroom skills (rather the online) and probably that's the reason I liked the keynote lecture. There should be some workshops on how to go about managing your class, how to deal with habitual late comers, side-talks, telephones ringing in the class, underachievers etc. One stake-holder and probably the most important ones are the students and I did not see any presentation by students how they like to be taught. Some of the better presentations were going on at the same time in different rooms but you can only attend one. May consider themes for each session so that audience can attend all the presentations under that theme. You may also consider putting slides of all presenters on one pdf file and circulate it to audience through email or on CD prior to the workshop. In any case, it was a wonderful workshop, a day very well spent. My above comments are only for improvement but I was more than satisfied with what I learned that day. I will definitely attend next year. A very valuable workshop. Keep up the good work!

Sustainability education. If STLHE does it we can also do it. We could have been leaders but being laggards is also ok. Second best

**6) Was there a session you did not get to see, but wish you had?**

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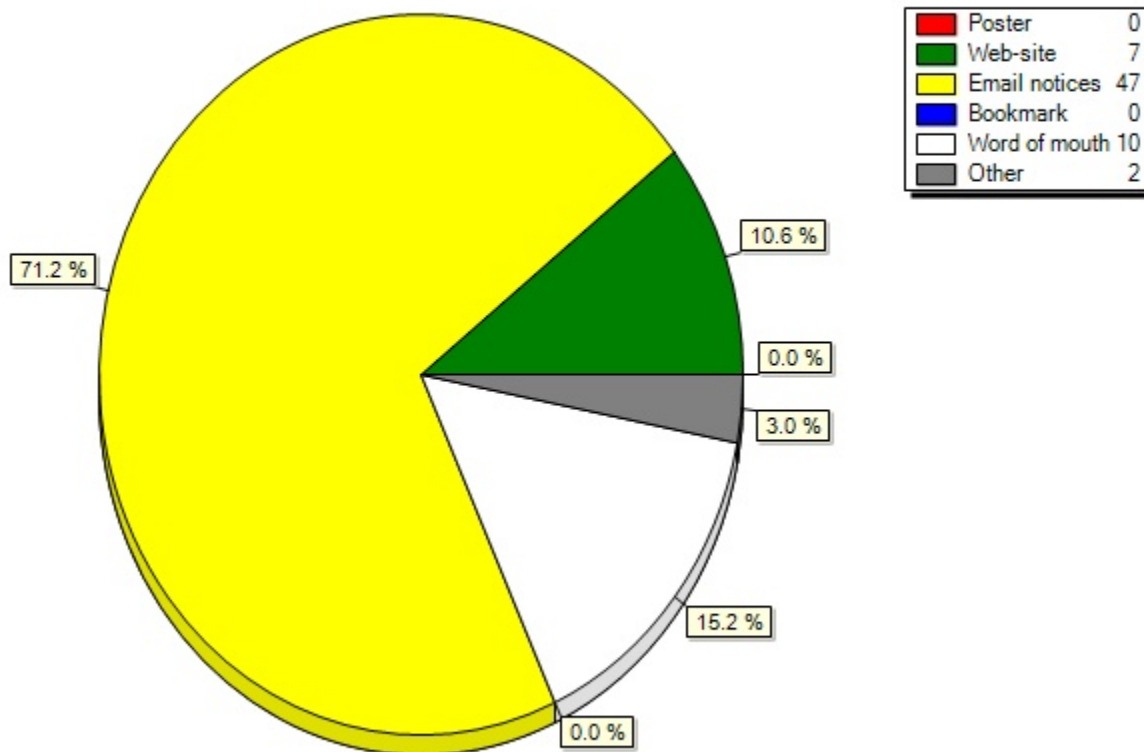
7) Which session(s) did you wish you would have seen?

Which session(s) did you wish you would have seen?
Joanne Brown: Indian Time session Gary Hunt: Lecture Capture Shannon Smyrl: Graphic Novel
lecture capture Using video to improve student experience
Multiple Modalities in a Blended Course--Susan Ross. The use of stones is fascinating. Marriage Market--Nancy Carson. I'd like to gather ideas for games in the classroom. Sharing a Multimodal Activity--Forriann Fehr. I'd like to learn more about the use of kinesthetic learning.
Teaching using the cell phone
Kim Naqvi's afternoon one.
Shannon Smyrl on multimodal assignments in a graphic novel course.
Indian Time
Multimodalities in Aboriginal Cohorts and Beyond Indian Time

Indian Time - couldn't stay for the full day
Marriage - by Nancy Carson
Susan Ross Multiple Modalities, Using Smart Devices,
the smart board session
Jack Miller's Assessment talk
Gloria Ramirez's and also Carol Rees'
Any on blended learning
Tony Bell on using video All of Peter Tsidaris -- I had to split the session with Deb Wade.
bringing the cell phone to class
Cross disciplinary Student led teach and learns
smart phone in the classroom
The marriage market, lecture capture
"Using videos" (at the end of the day as this one conflicted with "Lecture capture." I wanted to attend both. Maybe in the future, it might be worthwhile to schedule similar sessions sequentially, one after another, rather than simultaneously. People have special interests and may want to use as many opportunities as possible to pursue those interests. Some major conferences follow the sequential format to schedule sessions on the same or similar topic.
Debate or not to debate by Andrew Fergus.
Some of the morning sessions seemed very interesting but with overlapping times.
Joanne Brown and Tacey Ruffner's
Time in aboriginal culture. pedagogy of place
Bring your cell phone to class
Service Learning & Multi-modalities in Aboriginal Cohorts
Pardon us - We're after Changing the World...
Students: Bring your Cell phone to class. Video with Simple Tech
MOOC
Indian Time with Joanne Brown and Tracey Ruffner
Some were going on simultaneously but you can attend only one.
Don't have program anymore, so can't look it up.

## 8) How did you get information about the Teaching Practices Colloquium?

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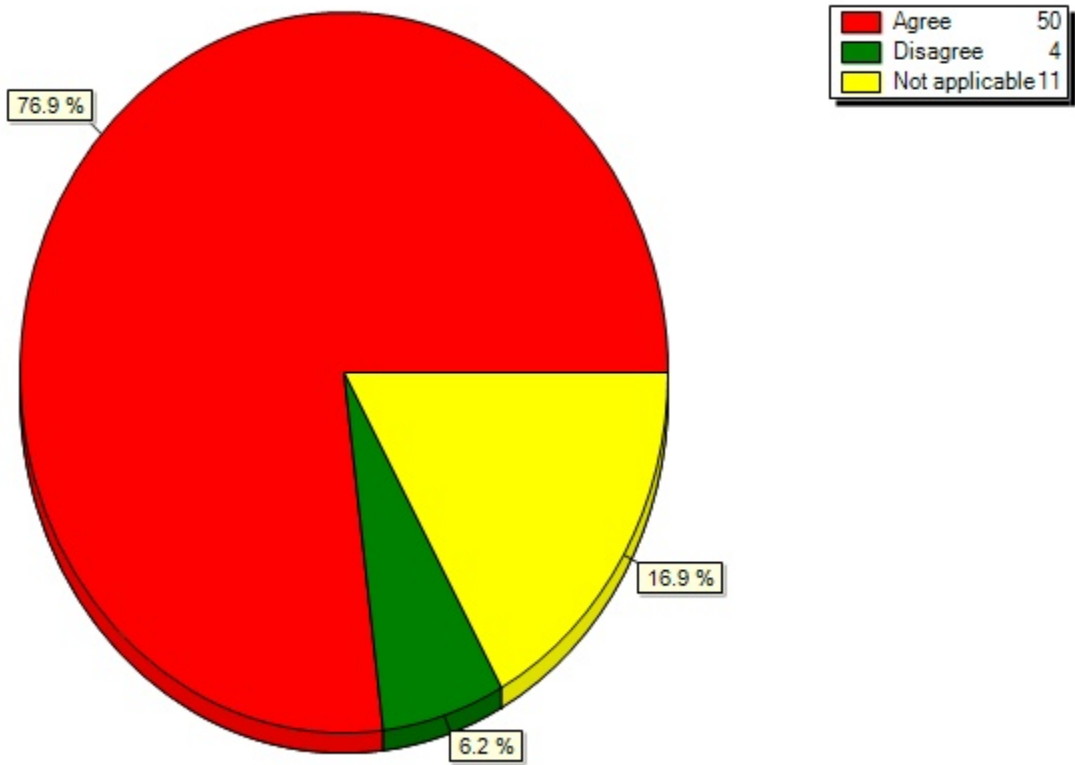


Other Responses:

several ways as indicated above
I know people involved.
Also website

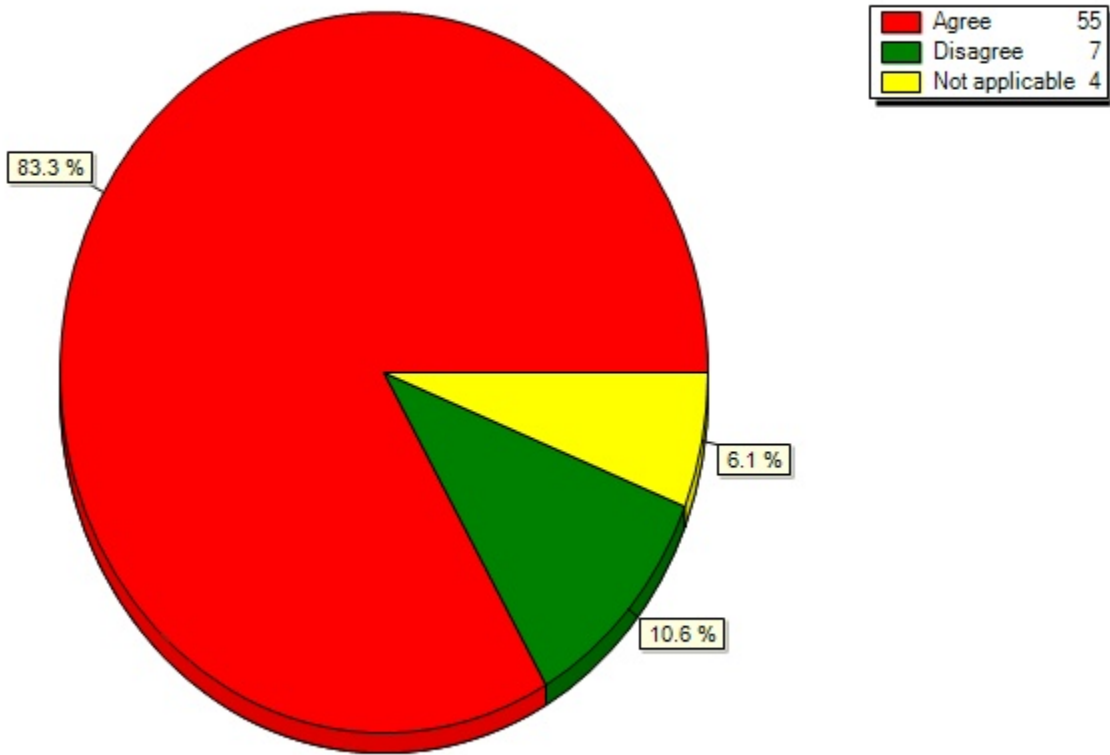
9) The on-line registration (Brown Bag Tickets) for TPC was efficient and easy to use.

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10) Having the program on-line was an effective way of communicating information about TPC 2013.

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11) Any additional comments?

Any additional comments?
Thanks again! Fantastic job and an enjoyable event.
I am concerned to hear that TRU is contemplating spending a large sum of money on lecture capture technology when apparently there is little evidence that it improves student learning. Thank you for putting on this event. This was my first time attending and I'm really glad I did. Interestingly, it was in the informal conversations with colleagues (especially a couple of the faculty from OL) - over lunch, coffee, wine and cheese - that I felt I learned the most.
The online program was somewhat effective, but I'd have liked to have seen a PDF version too - the format chosen was difficult to use. Liked that it was online; didn't like how it was presented online.
Well done! Great keynote address.
It was great. Loved the soup!
A good day--lots of variety. Keynote was good; sessions were great.



Please thank the caterers for supplying a special lunch to avoid my food allergies. They were awesome.

The fault is mine here, but I had expected to receive a paper receipt yesterday. I will likely find my receipt in the pile of papers that is my office desk, though. Please keep up the Culinary Arts collaboration. Not only does it offer a way to support our teaching and learning, rather than a multinational, but it gives us much better quality. Once again, the TPC organizing committee has done an exemplary job of organizing this important tradition. I know you have contributed immeasurably to the quality of teaching at TRU. The socializing you provide cannot be overestimated. Opportunities to talk informally about the most significant part of our jobs are rare.

I guess we're being environmental, so no paper folders? I would have liked a heads up to bring along a portfolio from home to store papers.

Hope the session information (abstract) could be printed out. It is tiresome to always have to run back to office to check.

It would be nice to have a small program providing a few lines of description about each session.

I enjoyed the lunch (the wraps are an excellent alternative to the usual sandwiches which have relatively too much carbs for the amount of protein inside)

I missed the e-mail letting us know about the on-line program & didn't see it until the end of the day but do think it is a good idea once the word gets out better. I attended the full day but was unable to come to the wine and cheese so that is why it is not listed under my favorites for the day I'm sure it would have if I'd been able to come!

Thank you!

Good to cut down on paper...a reminder about how to find the program via smartphones on the day would help

Loved it - great theme and turn out!

Not totally user friendly

Love the one pager to cut down on paper- very efficient and not at all a problem to know where I was going. A link to the program that am was helpful.

Maybe consider some kind of peer reviewed publication (proceedings?)based on the TPC, starting with this one we just had on Feb 18. The undergrad conf has a paper publication of proceedings. Give presenters a choice. If they wish to submit, fine; get the papers "peer-reviewed" and published. If they do not wish to publish, that is fine too. Online publication is inexpensive and a wonderful way for TRU faculty to share their work with the world as well as among ourselves, to celebrate our achievements, and enhance our and TRU's profiles. Especially for people who have not published, getting one online in the TPC proceedings may tell them that publication is not too scary and thus may encourage them to seek publication elsewhere. The choice of Culinary Arts was a great place for food. Please continue the new tradition. Thanks for the excellent work of the organizing committee.

Not enough water. Thank you for the treat (for the presenters)

I really liked the one page program being tucked into my name tag. It was really convenient. And, trading the name tag in for a drink ticket at the end was a very good idea too!

Great job to all the organizers!

Question 9 is a very incomplete exploration of the issue. It was unfortunate that the cost of the symposium could not be paid for by IDI. This is the very reason the IDI process exists: to pay for an expense at TRU directly from a TRU account. By using an external process (credit card and Brown

Bag Tickets), some TRU funds were unnecessarily paid to external agents that are entirely unrelated to the TPC or to TRU (Brown Bag Tickets and the credit card companies), which is an inappropriate use of TRU funds (or of faculty personal funds). As for efficiency, there is the substantial added cost of time and effort by faculty and TRU Finance staff of having every single faculty attending the symposium process the credit card expense and submit a claim to TRU for a refund of... \$30. I hope this will be resolved by next year so that we can use IDIs once again.

Need some source of abstract info available during the day of conference. Could abstracts be posted outside doors as a reminder of the session content?

Excellent job!

I didn't get many e-mail notices about the TPC and the schedule e-mail only arrived the morning of the conference. Would have been good to tell people about the online app. The online registration was good but definitely designed for US based individuals - would have been good to set default to Canada at least. There was a lot of break time - not sure so much was needed.

Having the program on line is a good thing. It just shouldn't be the Only thing.

The keynote was amazing!!!! I will be using her notes for years to come!

It was indicated that registration online was available right up until midnight of Feb 11 but when I went to register on this day, it would not allow me to register.

I thought the keynote speaker was great and it set a great foundation for the whole day.

Thanks to the Organizing committee for a great day!

I appreciate the small printed schedule that was part of the registration package. The sandwiches at lunch were dry and there needs to be labels on the sandwiches so people are aware of the ingredients.

With respect to the Brown Bag tickets, be careful about deadlines - it was listed as midnight but actually closed at noon, so it was a bit confusing to get that sorted out.

Great workshop. A lot more value than the registration fees charged. I will definitely attend next year.