

CELT

Service and Program Guide Winter 2019



CELTALKS

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

MONDAY, JANUARY 21

Visible Learning and What This May Mean in Higher Education Classrooms • Tory Handford

In 2009 John Hattie published a groundbreaking meta-analysis that identified what does an effective learning environment in K-12 include? What does it not include? What is the % effect on student learning and well-being of the learning environment component? This meta-analysis is interesting to consider in all learning environments. It is not perfect – but it's comparative nature makes it better than most of our information about effective learning strategies thus far. We'll take a look at the research and consider what applies and what that implies in the higher education environment.

Motivating Students to Read

• Alex Church

Are your students reading the assigned readings? If not, why? How can we motivate students to read? This talk explores various reading strategies

to meet the challenges of student engagement in reading while also encouraging relationship building and accountability.

TUESDAY, FEBRUARY 12

Being "Courageously Holistic:" Reflections on Ecological Contemplative Practices

• Jodi Latremouille

In this talk, which is inspired by the teachings of elder Bob Cardinal from the Enoch Cree Nation and Dr. Dwayne Donald from the University of Alberta, I consider what "courageously holistic" teaching practices might be called for in these "ecologically sorrowful times" (Jardine, 2015, p. xv). I will reflect on the meaning of ecological contemplative practices in my work with Master of Education students at Thompson Rivers University, based on the recognition that students are not only intellectual beings, but also physical, emotional and spiritual beings. I will demonstrate examples of some of the arts-inspired

ecological contemplative work that we do in our classes, such as daily poetry readings, listening circles, sharing food, "heart-tunings," and creative assignments that weave story and place. Following Paul Wapner's (2016) view that private contemplation may empower and enrich action in the public sphere, I will consider the potential impact of these holistic practices on students' orientation towards social and ecological justice in their own work in the field of education.

Otsin: Development of an Indigenous Rural Nursing Practice Course

• Sheila Blackstock

Otsin is the spirit of Gitxsan Peoples and reflects the Gitxsan nursing faculty member sharing the journey in the development of a unique third year nursing practice course. A context-based, student centered teaching pedagogy using a two-eyed seeing approach informs the development of the interdisciplinary Indigenous nursing practice course. The theoretical tenet of place is reconceptualized to reflect Indigenous

communities and rural nursing practice. A metaphor of weaving together cedar strips reflects the journey workshop participants will experience in expanding their lens beyond the classroom walls to rural and Indigenous northern communities.

TUESDAY, MARCH 12

Creating a Sensory Smart Post Secondary Classroom • Nan Stevens

The presentation will provide an opportunity to learn about the Zone'in program created for classroom teachers by occupational therapist, Cris Rowan. All students, including adult learners, have diverse self-regulation needs, and postsecondary instructors are not alone when trying to maintain a high level of engagement with their students. Sensory dysregulation describes a state of over or under arousal and when a person is not able to successfully regulate or process environmental stimuli (Cheng, Boggett-Carsjens, 2005). The Zone'in program enables simple tools for sensory regulation, and provides a means for educators to help their students maintain engagement, be calm and alert in their learning, and have a high level of recall (Shanker, 2012, 2014). Adapting methods from K-12 special education and generalist classroom settings, Dr. Nan Stevens will demonstrate how even a lecture hall can become sensory smart for all learners.

Creating Better Open Textbooks

• Steven Earle

Students say that they like Open Educational Resources (OERs) - such as open textbooks - because they save them a lot of money, but how do they feel about using them, compared with traditional printed resources? Open Learning faculty member and BCCampus OER Research Fellow Steven Earle will describe the results from his ongoing research into how students access and use OERs and what they like and don't like about that experience. He will discuss how we can use the student feedback to help us make open textbooks even better.

THURSDAY, MARCH 28

Creating a Sense of Belonging: Value of Building Community and Connectedness with Students

• Amy Tucker

Creating a sense of belonging in a learning environment is an increasingly popular topic among higher educational institutions around the world. Several studies suggest, creating a sense of belonging among learners is critical in terms of student engagement, academic success, and motivation. The purpose of this presentation is to explore the best practices of creating a sense of social belonging among learners in the virtual classroom and examine the benefits. Specifically, it will provide a literature review, anecdotes from colleagues, students, and the presenter. The findings will also allow practitioners to appreciate and enhance learning opportunities among adult learners. Finally, lessons learned, continuing challenges and guidelines for practitioners considering the development of such a model will be presented and discussed.

The Brain on PlayDo

• Kim Calder-Stegemann

Kim teaches a graduate summer course in educational neuroscience in the M.Ed. program. In a short period of time, both domestic and international students must learn the anatomy, physiology, and function of the brain, which can be a tall order in a compressed course.

Using current brain research, Kim uses novel methods to teach challenging content and concepts. Come for a fun session, playing with blocks, playdo, and full-body movement to experience these methods for yourself!

TUESDAY, APRIL 9

MOOCs for Teaching and Learning

• Matthew Stranach

Massive Open Online Courses (AKA "MOOCs") have been offered by some of the world's leading universities for more than a decade. Inspired by a Canadian model of online teaching practice, millions of students have studied in thousands of MOOCs generally free of financial cost or academic credit since 2008. Dr. Matthew Stranach of TRU Open Learning completed his doctorate on social presence in MOOCs. Matt will speak about lessons these kinds of courses can teach us about how to improve teaching and learning in fully online and in blended settings.

Introduction to Group Testing

• Carolyn Ives

Exams don't have to be stressful, and they don't have to be summative assessments only. If you want to make the most of your students' collaborative learning experiences and foster student metacognition, you might want to consider group testing, which is as much a learning experience as it is an exam. This kind of testing environment includes individual and group assessment, peer teaching opportunities, reflection and negotiation experiences, and, sometimes, instant feedback for students. How can all that happen in a single exam? Come to this CELTalk to find out!

Assessment and Evaluation of Learning

8 Weeks - Tuesdays
January 8 - February 26
4:30-7:30 p.m.
OL 344



THOMPSON
RIVERS
UNIVERSITY

Centre for
Excellence in
Learning & Teaching

Facilitators:

John Churchley and
Carolyn Ives

In this course, we will examine the ethical, practical, and research foundations for the assessment and evaluation of student tasks for learning in courses and educational programs. The purpose of assessment and evaluation in the learning process will be explored along with the ethics of how and when to evaluate learning. The course will enable participants to create assessment tools and evaluation systems that are aligned with instruction and educational outcomes to reflect and communicate student learning.

If you are enrolled in the Provincial Instructor Diploma Program, upon completion of this course, you may apply for exemption on PIDP 3230: Evaluation of Learning.

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COURSES, EVENTS AND 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.

New Faculty Orientation

January 3 • 8:30 a.m.–3:30 p.m.
OL 340

Our goal is to reach out to all new (or almost new) faculty, including tenure-track, limited-term contract and sessional faculty. We want them to feel a part of TRU and well-informed about the institution and their role as faculty. These orientations include key information and contacts regarding services that their students may need, services from HR that they may need, and academic services that they may use in their teaching and research.

First Day of Class Activity Boot Camp

January 4 • 9 a.m.–12 p.m.
OL 127

How much do first impressions count? If you're not quite sure what to do on the first day of class but want to inspire your students right from day one, this workshop is for you. This session aims to inspire you to engage and excite your students about your course material right from the first minute they enter your class. Rather than spending most of the first class going over your course outline, there are multiple strategies you can use to stimulate reflection, critical thinking, and enthusiasm for the course content. An engaging first day of class can set the stage for an active and learning-centred classroom and foster classroom community. We'll experiment with a few strategies throughout the session, so please come prepared to participate!

Assessment and Evaluation of Learning Course

8 Weeks - Tuesdays

January 8-February 26 • 4:30–7:30 p.m.
OL 344

In this course, we will examine the ethical, practical, and research foundations for the assessment and evaluation of student tasks for learning in courses and educational programs. The purpose of assessment and evaluation in the learning process will be explored along with the ethics of how and when to evaluate learning. The course will enable participants to create assessment tools and evaluation systems that are aligned with instruction and educational outcomes to reflect and communicate student learning.

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A Book, a Bowl, and a Bun

Faculty Book Club for Better Teaching and Learning

January 17, February 14 and March 21
• 12–1 p.m.
ESTR's Market

Come join us at ESTR's Market for lunch and a discussion about *Small Teaching*, a book by James Lang that outlines strategies for small-changes in the classroom that can create big impact on student learning. We'll supply the book, the bowl of soup, and the bun, and you supply the discussion. Please register as soon as possible so we can get your book to you in advance; registrations are due by January 7 at the latest to ensure ESTR's can provide lunch.

Provincial Instructor Diploma Program (PIDP)

The Centre for Excellence in Learning and Teaching has partnered with Vancouver Community College to bring the Provincial Instructor Diploma Program (PIDP) to TRU Kamloops. Students build knowledge and skills to design, develop, manage and evaluate the instruction of adults in post-secondary education, business, industry and non-traditional adult learning environments. For more information about this program or to register, please visit VCC's website: www.vcc.ca.

The following courses will be offered at the Kamloops TRU campus.

PIDP 3250 Instructional Strategies

January 24-26 and February 22 and 23

PIDP 3100 Foundations of Adult Education

March 14-16 and April 12 and 13

PIDP 3260 Professional Practice

May 9-11 and June 7 and 8

Continuing the Journey of Transforming Education in BC

Presenter: Pat Duncan,
Superintendent of Learning - BC
Ministry of Education

February 5 • 2–3:30 p.m.
Mountain Room

The BC K-12 Curriculum has gone through a redesign process over the past several years and is being completed with the new Graduation Program. TRU faculty and administration are invited to hear about the changes directly from a senior Ministry of Education representative. Pat Duncan, Superintendent of Learning at the Ministry will present on the entire transformational process of the redesigned curriculum, as well as the specifics of the new

Graduation Program. We will also have a panel of secondary teachers to talk about their experiences with the curriculum thus far. The focus of the session will be curriculum and instruction (rather than admissions). All TRU faculty and administration are welcome and are encouraged to attend.

Creativity in the Open

February 7 • 9 a.m.–4 p.m.
February 8 • 9 a.m.–12 p.m.
OL 127

The Centre for Excellence in Learning and Teaching and Open Learning are hosting a day and a half of learning about creativity in a fun and informal unconference format. Workshops and sessions will involve authentic learning with hands-on opportunities to contribute and create. You are invited to join us for a single workshop, a few sessions, or the entire event.

Timed Talks

February 13 • 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!

Teaching Practices Colloquium

Adventures in Teaching
February 19

Please note that due to the change in Family Day, the TPC will now be held on the Tuesday of Reading Week.

The Teaching Practices Colloquium is

a chance for faculty to come together to learn from each other and to share our knowledge and experience about teaching. This year, the central theme of the 2019 TRU Teaching Practices Colloquium is "Adventures in Teaching."

TRU PD Day

Everyone is a Teacher
February 20

Whether you're a parent teaching your child to drive, a support staff member teaching a co-worker how to put a table in MS Word, or a faculty member teaching in (or out) of your academic area of expertise, we are all teachers. This session will provide a fun way to look at what it means to teach others. How do we communicate information and ensure that people understand? How do we give and receive feedback so that they can learn what we want them to know and/or do? The workshop will be engaging, non-threatening, and a great way to learn about teaching and learning when we are a teaching and learning institution!

IDays

Welcome to my Classroom
March 11 - 15

We all have personal histories from our school experiences as children that have shaped our identities. This panel presentation will feature stories from faculty, staff, and students from around the world about their elementary, secondary, and tertiary education. What did their classrooms look, sound, and feel like in their home cultures, and how did that affect who they are today as learners?

Classroom Assessment Techniques (CAT)

March 20 and 27, April 3 • 12–1 p.m.
OL 344

Do you ever wonder if students are on track with their learning in your courses? Do you ever wonder if your teaching strategies are effectively reaching them? If so, this workshop is for you! Based on the

book *Classroom Assessment Techniques* by Angelo and Cross, this three-session series will offer you the opportunity to explore formative assessment strategies to help you determine how well your students are learning and how well your course is progressing. Over the course of the workshop, you'll have the chance to explore several classroom assessment techniques, try some in your classes, and report back to the group about the results. You will also receive a copy of *Classroom Assessment Techniques* to continue on in your assessment journey after the workshop is over.

Mind the Gap - Project Showcase

April 10 • 4:30-6:30 p.m.
TRU Grand Hall

Teachers from School District #73 and TRU instructors have been collaborating on a number of projects that involve students from both institutions. These projects are both building curriculum and instruction connections between educators and building connections and relationships between K-12 students and TRU. This event will be a celebration of these projects which will include performances and short presentations and posters on the activities and lessons learned. All educators and administrators from TRU and SD73 are invited!

OM Classroom Design for Instruction

April 26

TRU has undertaken a huge project of upgrading classrooms in Old Main. While there were many structural and physical issues addressed through this work, a primary consideration was the design of classrooms that can provide for a variety of learning activities. On April 26, there will be a special event to celebrate the official "grand opening" of these spaces. The celebration will include the presentation of resources to help faculty explore a variety of learning activities that are now possible in these rooms. Keep watching for further details!

April 23-May 17

Instructional Development Weeks (IDW) take place during April and 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.

Facilitator Development Workshop (FDW)

April 23-27 • 8:30 a.m.–4:30 p.m.

\$800

Includes refreshments and materials. Payment is due upon receipt of confirmation that space is available.

The Facilitator Development Workshop (FDW) is a five-day training event to prepare facilitators to lead the Instructional Skills Workshops. Participants refine their teaching techniques through the mini-lessons, and with guided practice and feedback, develop strategies for facilitating the group process. Participants have the opportunity to develop new knowledge and techniques for facilitating group development, to explore other teaching methods, to explore formative evaluation techniques, and to receive feedback on their own teaching and facilitating skills.

Half-Day Workshops

April 29-May 3

TBD

Sustainability in the Curriculum

May 6 and 7 • 8:30 a.m.–4:30 p.m.

If you are interested in integrating sustainability into your curriculum or would like to strengthen the focus on sustainability that already exists in your course, then join CELT and the Office of Sustainability for this two-day intensive hands-on workshop, which is modeled on one created at Emory University and offered at many other institutions.

It features guest speakers and activities to inspire participants to consider the big sustainability issues in their disciplines, and it will also provide specific tools to create a new course outline or revise an existing one.

Interculturalizing the Curriculum

May 8-10 • 8:30 a.m.–4:30 p.m.

One of TRU's Strategic Priorities is Increasing Intercultural Understanding. Developing and modeling intercultural competency has become an important objective for faculty. Our campuses and classrooms are becoming increasingly culturally diverse. International student enrolment has increased 83% in less than a decade with some 265,000 students studying on Canadian campuses (CBIE 2015). New and first-generation Canadians comprise a growing population of students. Moreover, we are called to action by the Truth and Reconciliation Commission which will "require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism" for public servants (Call 57). Educators are also tasked with "Building student capacity for intercultural understanding, empathy and mutual respect" (Call 63iii). TRU's Interculturalizing the Curriculum seeks to provide a foundation in intercultural theory, inclusive pedagogy and learning outcome design to bring us closer to the goals of developing pedagogical approaches and curricula that will help to prepare students as effective professionals and citizens in increasingly complex and diverse global and local contexts.

Participants in the program will:

- Apply intercultural development theories to their own and students' development
- Review cultural values dimensions related to learning and teaching in diverse contexts
- Consider inclusive, multiple perspective pedagogies
- Reflect on settler/Indigenous relations
- Develop learning outcomes, assessments, and learning activities to support intercultural learning for all students
- Become part of an interdisciplinary community of practice at TRU and beyond.

Instructional Skills Workshop

May 8-10 • 8:30 a.m.–4:30 p.m.

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.

Course (Re)Design Institute

May 13-17 • 8:30 a.m.–4:30 p.m.

The Course (Re)Design Institute (CRI) is an intensive, hands-on five-day workshop during which participants apply evidence-based and learning-centered design principles and strategies to the creation or

revision of one of their courses. Modelled on an approach developed at McGill University and documented in Saroyan and Amundsen's *Rethinking Teaching in Higher Education* (2004), the CRI includes study of theories of course design and learning, peer discussion and feedback, and time for systematic reflection. The workshop's activities focus on concept

mapping, developing learning outcomes, selecting instructional strategies/learning activities, and assessment planning. As a result of their participation in the CRI, faculty members will be able to apply the (re)design method to other courses—and improve their teaching skills.

PROMOTION AND TENURE

June 3 and 4 • 9 a.m.–3 p.m.
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.

COMMUNITIES OF PRACTICE

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.ca.

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.

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.

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.

EDUCATIONAL TECHNOLOGY

In addition to regularly scheduled drop-ins, we offer a variety of training opportunities to faculty in order to help them use Moodle and other tools to support student learning. These interactive workshops are held regularly and maintain limited enrolment to provide personalized learning. As workshops fill, more will be added.

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.

Teaching with Technology Orientation to Moodle

January 16 • 1–1:50 p.m.
January 17 • 4–4:50 p.m.
January 21 • 9–9:50 a.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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Using Scheduler

January 18 • 11–11:50 a.m.
OL 346

Did you know you can specify time slots and allow students to schedule meetings with you? You can record the outcome of the meeting, the note can be made visible to students or kept confidential (visible to you only). Group scheduling is supported; that is, each time slot can accommodate several students, and optionally it is possible to schedule appointments for entire groups at the same time. Registration in this workshop is limited to six participants.

Assessment in Moodle

January 22 • 11–11:50 a.m.
January 25 • 10–10:50 a.m.
February 1 • 3–3:50 p.m.
OL 346

Moodle offers a variety of tools to assess student learning. Learn how to run a quiz, set up an assignment dropbox, have students generate content, and connect assignments to the gradebook. This workshop is limited to three participants per session.

Using Gradebook In Moodle

January 23 • 12–12:50 p.m.
January 29 • 4–4:50 p.m.
January 31 • 11–11:50 a.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.

Creating Interactive Content Using H5P

January 30 • 11–11:50 a.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.

Using Big Blue Button

February 4 • 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.

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!

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

TRU: Apr 8 • 1–1:50 p.m. OL 249

Online: Apr 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.

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

TRU: Apr 15 • 1–1:50 p.m. OL 249

Online: Apr 18 • 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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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.

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).

Session #1: 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.

Session #2: Surveys and Audience Response Systems

TRU: Feb 4 • 10–10:50 a.m. OL 249
Online: Feb 6 • 2–2:50 p.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.

Session #3: Collaborative Documents

TRU: Feb 18 • 10–10:50 a.m. OL 249
Online: Feb 20 • 2–2:50 p.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.

Session #4: Annotate the Web with Hypothes.is

TRU: Mar 4 • 10–10:50 a.m. OL 249
Online: Mar 6 • 2–2:50 p.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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The CELTeam

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Jamie Drozda
Dr. Matthew Stranach

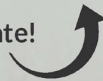


Teaching Practices Colloquium TPC 2019

Adventures in Teaching

Save the Date:
Tuesday February 19, 2019

New Date!

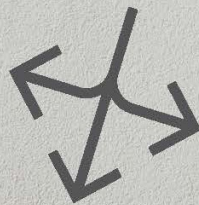


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Formats include:

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Speed Sessions (15 min.)
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