

Concurrent Session Two

Thursday, June 16, 2:10 – 3:00 pm

C2-1

2:10 - 3:00 pm

Room: Arts 102

Creating Welcoming Environments for Indigenous Knowledges in Higher Education

Margaret Kovach, Educational Foundations, University of Saskatchewan; Carmen Gilles, Educational Foundations, University of Saskatchewan

C2-2a

2:10 - 2:35 pm

Room: Arts 208

The Experiences of Students in an Accelerated First Year Course

Madelyn P. Law, Department of Community Health Sciences, Brock University;
Brent E. Faight, Department of Community Health Sciences, Brock University

C2-2b

2:35 - 3:00 pm

Room: Arts 208

What Instructors Report about their First-Year Students

Thomas F. Nelson Laird, Center for Postsecondary Research, Indiana University;
Mahauganee D. Shaw, Center for Postsecondary Research, Indiana University; Eddie R. Cole, Center for Postsecondary Research, Indiana University

C2-3a

2:10 - 2:35 pm

Room: Arts 211

Optimizing Faculty Skills for Distributed Learning: Understanding the Issues for Faculty Development

Sonia A. Udod, College of Nursing, University of Saskatchewan; Louise Racine, College of Nursing, University of Saskatchewan; R. Anne Springer, College of Nursing, University of Saskatchewan; Pat Wall, Continuing Nursing Education, College of Nursing, University of Saskatchewan

C2-3b

2:35 - 3:00 pm

Room: Arts 211

Diversity, Performance and Ranking: A Malaysian Higher Education Institution's Perspective

Ananda Kumar Palaniappan, Department of Educational Psychology and Counseling, University of Malaya

C2-4

2:10 - 3:00 pm

Room: Arts 101

Technology and the New Academics

Robert Horgan, Faculty of Education, Queen's University; Andrea Horgan, Student Experience Centre, University of Ontario Institute of Technology

C2-5

2:10 - 3:00 pm

Room: Arts 104

Inclusive Practice in Field Education

Gai Harrison, School of Social Work and Human Services, University of Queensland; Rose Melville, School of Social Work and Human Services, University of Queensland

C2-6

2:10 - 3:00 pm

Room: Arts 106

Psychology? Citizenship? Helping first year students think beyond the multiple choice exam

Connie K. Varnhagen, Psychology, University of Alberta

C2-7

2:10 - 3:00 pm

Room: Arts 108

How instructors make meaning of features in Active Learning Classrooms (ALCs) and the impact on the student learning experience.

Adam Finkelstein, Teaching and Learning Services, McGill University; Jaehoon Han, Department of Educational Psychology and Counseling, McGill University; Mariela Tovar, Teaching and Learning Services, McGill University; Cynthia Weston, Teaching and Learning Services, McGill University

C2-8

2:10 - 3:00 pm

Room: Arts 214

Transcribe Your Class - Using Technology to Improve Accessibility

Keith Bain, Liberated Learning Consortium, Saint Mary's University; Eunice Lund-Lucas, Disability Services, Trent University

C2-9

2:10 - 3:00 pm

Room: Arts 210

Phases of learning in Higher Education

Maureen Volk, Memorial University

C2-10

2:10 - 3:00 pm

Room: Arts 109

Creating a shared commitment to excellence in teaching and learning: A collaborative, comprehensive, Faculty-wide approach

Mariela Tovar, Teaching and Learning Services (TLS); Tina Piper, Faculty of Law; Jennie Ferris, TLS; Carolyn Samuel, Centre for Continuing Education; Dr. Laura Winer, TLS, McGill University

C2-11

2:10 - 3:00 pm

Room: Arts 105

Contre toute attente : promouvoir le succès des étudiants malgré leurs défis langagiers/Against All Odds: Promoting student success despite language barriers

Ginette Roberge, École des sciences de l'Éducation, Laurentian University

C2-12

2:10 - 3:00 pm

Room: Arts 217

CWCA Plenary Session - Writing Centres: Interactions with Diversity

Marion McKeown, Royal Military College

C2-13

2:10 - 3:00 pm

Room: Arts 212

CSEC Plenary Session - Peer Leadership: Practices from Canadian Colleges

Ruth Rodgers, Durham College; Janice MacMillan, Durham College; Tim Loblaw, SAIT Polytechnic; Annemarieke Hoekstra, Northern Alberta Institute of Technology

C2-14

2:10 - 3:00 pm

Room: Arts 206

TAGSA Plenary Session - Defining Our Paths: Exploring diverse ways of supporting graduate students

Megan Burnett, University of Toronto

C2-15

2:10 - 3:00 pm

Room: Arts 200

From professional development to integrated scholarly experience: transforming the ontology of graduate education

Teresa Dawson, Learning and Teaching Centre and Department of Geography;
Gweneth Doane, Faculty of Graduate Studies and Faculty of Nursing, University of Victoria

Concurrent Session Two

C2-1
Room: Arts 102

Thursday, 2:10 – 3:00 pm

Creating Welcoming Environments for Indigenous Knowledges in Higher Education

Margaret Kovach, Educational Foundations, University of Saskatchewan; Carmen Gilles, Educational Foundations, University of Saskatchewan

Research Track

Abstract:

What is required of post-secondary educational systems that propose a mandate of inclusivity in classroom curriculum and instruction? Who needs to be involved? What conversations and actions need to occur? These are critical questions for moving forward with educational inclusiveness in higher education. This session seeks to respond to these questions from the specific context of Aboriginal post-secondary education and from the particular vantage point of post-secondary educators. The focus of this session is a 2009 pilot study of non-Indigenous teacher educators at the University of Saskatchewan. Using a qualitative research design incorporating an Indigenous methodological approach this study offers insight into the challenges and motivations of integrating Indigenous Knowledges into general course instruction. A finding of the research showed participant understanding of Indigenous Knowledges as a way of understanding the world that, more often than not, contrasted with western formal post-secondary environments requiring examination of one's own instructional readiness. A further finding of the study showed that the ability to integrate Indigenous Knowledges into classroom instruction was dependent upon several relational influences as the institution, collegial support, student dynamic and connection with the Indigenous community (Kovach, 2010).

This session will offer an overview of these findings and introduce the purpose, goals, and research activities of a larger cross-disciplinary research project expanding upon the pilot study funded by a Social Sciences and Humanities Research Council grant involving Indigenous and non-Indigenous faculty in Education and Social Work in four post-secondary sites in Western Canada.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: General

Keywords: higher learning, aboriginal, curriculum, instruction, indigenous knowledges

C2-2a
Room: Arts 208

Thursday, 2:10 - 2:35 pm

The Experiences of Students in an Accelerated First Year Course

**Madelyn P. Law, Department of Community Health Sciences, Brock University;
Brent E. Faught, Department of Community Health Sciences, Brock University**

Research Track

Abstract:

Introduction: Individual, social and organizational factors influence student retention and performance (Thomas, 2002). As outlined by Wlodkowski (2003) factors such as motivation, concentration, work experience, self direction and an abbreviated amount of time for learning may help to enhance student learning. Students continue to struggle with the desire to pursue their educational goals in the midst of competing personal priorities such as maintaining employment or family responsibilities, either as an adult learner or traditional university student. These personal and social demands and the understanding of the value of an accelerated learning environment in higher education lead to the development of "Supercourse".

Purpose: The purpose of this project was to explore the experiences of students in an accelerated (2 week format) full credit course called "Supercourse" which was offered through the Faculty of Applied Health Sciences at Brock University.

Method: Using a cross sectional design students were asked to respond to survey questions and to write their thoughts and experiences in a qualitative open ended format. This allowed for both a descriptive quantitative analysis and qualitative content analysis approach. Questions pertaining to the reason for taking the course, their overall perceptions of the course and impact on their educational goals were examined. Supercourse was conducted daily over two weeks (10 instructional days; May 3-17) in an accelerated format at the level of Year-1 on health-related content. 89 undergraduate students were enrolled in the course and data collection was completed by 74 students (M=28; F=46) with an online survey format.

Results: A favorable responses to the course format was seen with 94% of the respondents reporting that they would take a course in this format again. Out of 90 students who were initially enrolled in the course, only one student dropped out of the course. 80.5% of the students indicated that they took the course so that they could complete a credit and then they could focus on a job in the remaining summer months. This was further highlighted in the qualitative data where students outlined that the two week format allowed them to “get ahead” and at the same time be able to work and make money to support their education during the rest of the year. Further to this, students were asked what they liked most about the course to which the two mostly commonly stated reasons were the length of the course and the fact that the format required their complete focus and investment which they felt enhanced their understanding of the material.

Conclusions: The results of this research outline that this accelerated course helped students to manage their desire to take spring and summer courses to ease their workload for the year long program while being able to successfully manage summer work. Understanding the students’ personal and social situation in the development of an accelerated learning environment appears to have resulted in a high level of student retention and motivation.

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: General

Keywords: student experience, innovative course delivery

C2-2b
Room: Arts 208

Thursday, 2:35 - 3:00 pm

What Instructors Report about their First-Year Students

Thomas F. Nelson Laird, Center for Postsecondary Research, Indiana University;
Mahauganee D. Shaw, Center for Postsecondary Research, Indiana University;
Eddie R. Cole, Center for Postsecondary Research, Indiana University

Research Track

Abstract:

Drawing on data from institutions that participated in the Faculty Survey of Student Engagement (FSSE), this presentation examines instructors’ perceptions of the nature and frequency of first-year students’ engagement in educationally effective practices. FSSE annually collects such information from institutions of higher

education where students have completed the National Survey of Student Engagement (NSSE).

Hundreds of institutions, including 8 Canadian institutions, have used FSSE to gain a broader picture of student engagement on their campuses. In this session, we focus on general as well as Canadian-specific findings about instructors' perceptions of the amount of first-year student participation in effective practices, such as active and collaborative learning and student-faculty interaction—findings from NSSE are used to highlight areas of potential agreement and discrepancy between students and instructors. In addition, our results highlight how certain faculty characteristics predict their perceptions of first-year students.

Though other forms of engagement will be discussed in the session, we use student-faculty interaction here to illustrate the importance of this work. Nearly all who study student-faculty interactions report findings from the students' perspective (e.g., Astin, 1993; Kuh & Hu, 2001; Pascarella & Terenzini, 1991, 2005). The literature says little about faculty perceptions of their interactions with students generally, and with first-year students particularly. One aim of this session is to better understand student-faculty interactions from the faculty point of view in order to identify areas where faculty can help first-year students engage more effectively. Our findings suggest, for example, that 17% of faculty reporting about first-year students indicate that the typical first-year student they teach never discusses ideas from readings or coursework with their faculty members outside of class and another 62% indicate that first-year students only do this sometimes.

First-year students who interact with faculty in and outside the classroom are known to experience greater gains in personal/social development and general education knowledge (Umbach & Wawrzynski, 2005); yet, evidence suggests they are the least likely group to do so (e.g., at 2010 NSSE institutions, 40% of first-year students reported never discussing ideas from readings or coursework with their faculty members outside of class), particularly at large research institutions (Kuh & Hu, 2001).

Through an interactive presentation, we will introduce participants to FSSE and NSSE, describe our findings about faculty perceptions of first-year students, and explore the possible implications of the findings for instructors, professional development staff, and administrators seeking to improve instructional practice. Participants will leave this session with a better understanding of the surveys of student engagement and faculty perceptions of first-year students. Further, participants will leave with ideas, shared by the presenters and participants, for applying the findings to their institutional context. Such ideas will likely include encouraging faculty to provide more opportunities for students to engage (e.g., providing more ways for interacting with instructors outside of the classroom

context) and for faculty members and others to gather more information about what their students are actually doing.

Theme: Scholarly Teaching and the Scholarship of Teaching and Learning

Audience: General

Keywords: teaching practices, first-year students, student engagement, instructor perceptions

C2-3a
Room: Arts 211

Thursday, 3:30 - 3:55 pm

Optimizing Faculty Skills for Distributed Learning: Understanding the Issues for Faculty Development

Sonia A. Udod, College of Nursing, University of Saskatchewan; Louise Racine, College of Nursing, University of Saskatchewan; R. Anne Springer, College of Nursing, University of Saskatchewan; Pat Wall, Continuing Nursing Education, University of Saskatchewan

Research Track

Abstract:

Session Objectives:

1. To present the outcomes of a pilot study designed to explore and understand the technological and pedagogical knowledge and learning needs of faculty who will teach in a distributed learning delivery model involving multiple educational sites.
2. To engage the audience in a discussion of the issues arising from the survey regarding teacher preparedness when measured against learner and organizational expectations for distributed learning.
3. Discuss strategies for enhancing faculty skills and knowledge in distributed learning environments.

Globalization, internationalization, and new technologies represent the driving forces that indubitably influence nursing education in the 21st century. The impact of these forces on curriculum development, learning and teaching strategies, and pedagogical practices remains elusive. While distributed learning is critical to geographically distant students and promoting a student-centered philosophy represents a noteworthy goal for nursing education, the implementation of a distributed learning model is not without challenges for nurse educators and administrators alike. Technological innovations in higher education include

sophisticated distance teaching-learning approaches, yet the implementation of a distributed learning model of delivery can be an experience that engages nurse educators in rich and life changing learning experiences. Nonetheless, these experiences may also create uncertainty as increasing demand to master new technologies and pedagogies arise.

This pilot project explored the needs of nursing faculty prior to the implementation of a new curriculum designed to improve student experiences inside and outside the classroom. The objectives of the study were to explore faculty needs and to document problems, perceived or actual, pertaining to issues of pedagogy and technological preparedness. The distributed learning literature suggests that course planning, communication skills, collaborative teamwork, and technology proficiency are the four key areas in which faculty require competency. The new curriculum requires a shift from traditional methods of course delivery to the integration of distributed learning approaches. To determine faculty's perceived levels of competence in each of these areas, a convenience sample composed of tenure-track, tenured, limited term, and clinical instructors teaching in each of the College's three sites across Saskatchewan participated in an online survey. The online survey was administered through Survey Monkey. The survey asked questions about perceived levels of experience and confidence using a wide variety of distributed learning techniques. A response rate of 61 % was attained and 64% of full-time faculty member participated in the survey. Descriptive statistics were used to analyze quantitative survey data while content analysis was used to analyze open-ended qualitative responses in the survey.

Findings suggest that faculty members' confidence, skills, and perceived readiness fall below what they deem necessary to be effective teachers in distributed learning. The outcomes of this presentation will reinforce key faculty development strategies for improving the quality of teaching and learning in distributed learning environments. The implications of this study will be especially useful for educators and those serving in faculty development roles.

Theme: Innovation with Technology

Audience: General

Keywords: technology; distributive learning; faculty development; program delivery innovations

C2-3b
Room: Arts 211

Thursday, 2:35 - 3:00 pm

Diversity, Performance and Ranking: A Malaysian Higher Education Institution's Perspective

Ananda Kumar Palaniappan, Department of Educational Psychology and Counseling, University of Malaya

Research Track

Abstract:

With the exponential growth in innovation in technology and telecommunication, globalization has accelerated at an even faster pace resulting in greater internationalization and diversity in many aspects of higher education in many countries, including Malaysia. This has resulted in the inflow of foreign students and faculty, thus increasing diversity in many higher education institutions (HEIs). There is also a growing need for HEIs to excel in all areas to climb higher in the annual ranking exercise (the most common being the Times Higher Education (THE) ranking, the Shanghai Jiao Tong Academic World ranking agencies, Multi-dimensional Global ranking of Universities or U-Multirank and the U.S. News & World Report). Among the main ranking criteria in some of these ranking agencies are international student and faculty as well as publications, citations and teaching. This has led to changes in the Malaysian government HEIs' policies regarding scholarship in teaching and learning as well as remunerations and rewards for research and publication. This paper will discuss the views of the increasingly diverse students and faculty in an HEI in Malaysia on issues relating to the need to enhance performance and meet the criteria formulated by ranking agencies. It will also highlight some of the common problems and innovative strategies proposed by these diverse student and faculty that might help resolve some of the issues and problems they are currently facing.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: Administrators

Keywords: diversity, ranking, performance

C2-4
Room: Arts 101

Thursday, 2:10 - 3:00 pm

Technology and the New Academics

Robert Horgan, Faculty of Education, Queen's University; Andrea Horgan, Student Experience Centre, University of Ontario Institute of Technology

Innovative Practice Track

Abstract:

Learning Objectives:

Following completion of this session, participants will:

- gain an appreciation for students with diverse learning needs in higher education,
- develop a practical understanding of how various ICTs can support students' learning in higher education, and
- identify various ICTs that they can encourage students to utilize to promote an inclusive learning environment

Session Description:

This presentation will discuss how various information and communication technologies (ICTs) facilitate the inclusion of diverse groups of students that, perhaps traditionally, would not have been able to succeed at the post-secondary level. Various groups of students with disabilities (learning, physical, and/or intellectual) can utilize various ICTs to reach academic goals. This discussion presents multiple perspectives from the presenters both as graduate students and educators at the post-secondary level. Practical applications of ICTs will be highlighted along with a connection to the literature to suggest how various ICTs can increase motivation and self-efficacy (Zimmerman, Bandura, & Martinez-Pons, 1992). The discussion will conclude with critical questions as to how post-secondary institutions are responding to the challenge of meeting the needs of these new academics and how institutions can promote inclusive learning opportunities for all.

Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American Educational Research Journal*, 29(3), 663-676.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: General

Keywords: technology, ict, higher learning, disabilities, inclusive learning

C2-5
Room: Arts 104

Thursday, 2:10 - 3:00 pm

Inclusive Practice in Field Education

Gai Harrison, School of Social Work and Human Services, University of Queensland; Rose Melville, School of Social Work and Human Services, University of Queensland

Innovative Practice Track

Abstract:

Proponents of inclusive practice in higher education have focused predominantly on what happens in the classroom rather than what happens in the field. Yet, field education – usually in the form of a practicum - is a core component of many students' education in disciplines such as social work, education, medicine and the allied health professions. Despite recognising the importance of the learning that takes place in the field, educators have given minimal attention to what constitutes inclusive field education. In particular, little consideration has been given to how students from culturally and linguistically diverse backgrounds fare in the field. This lack of attention to the learning experiences of these students on practicum is of some concern given, firstly, the diverse student population in the higher education sector and, secondly, the expansion of international student numbers in many higher education institutions across the world. Moreover, many universities are now pursuing widening participation agendas to target under-represented groups, including students from migrant and refugee backgrounds. This increase in student diversity in higher education foregrounds students' different learning styles, backgrounds and levels of cultural capital, which not only become apparent in the classroom, but also out in the field.

The purpose of this paper is to examine these issues in more depth in relation to one particular discipline - social work - in the context of field education in Australia. Although many Australian universities have adopted equity and anti-discriminatory policies to ensure an equitable representation of minority groups and a level playing ground for students, it is not clear how these policies are applied beyond the university environment. Social work students who embark on field placements are supervised by professional practitioners working in agencies who abide by their own organisational policies and practices. Some of these supervisors are very responsive to the needs of students from diverse backgrounds, demonstrate a good level of cultural awareness and are able to affirm the value of difference for the workplace. However, others would appear to adopt a less

reflexive attitude and may in turn adopt a deficit view of students from culturally and linguistically diverse backgrounds. Moreover, they may be quick to pick up on a student's lack of cultural capital such as not having the 'right' accent, language competencies or general 'know how' on the job. For some of these students, placement may then become a highly stressful experience which compromises their learning in the field.

In this session we will identify potential challenges and issues in field education faced by students from culturally and linguistically diverse backgrounds who may be perceived to lack the requisite cultural capital to successfully complete their practicums. We will consider a number of topical questions such as how can we, as educators, prepare these students adequately for the field and, perhaps more importantly, how can we make the field more responsive to a diverse student group. This paper will be of interest to those educators who have an interest in debates surrounding inclusive practice in field education.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: Educational Developers; Administrators; General

Keywords: inclusion, diversity, cultural, linguistic, practicums, international students, cultural capital

C2-6
Room: Arts 106

Thursday, 2:10 - 3:00 pm

Psychology? Citizenship? Helping first year students think beyond the multiple choice exam

Connie K. Varnhagen, Psychology, University of Alberta

Innovative Practice Track

Abstract:

Session Learning Outcomes:

- Learn about an innovative course project on applying course concepts to developing citizenship
- Reflect on the lessons learned about managing many group projects in a large class setting
- Consider how a similar project can be built into participant's courses

Session Description:

University is more than learning concepts and skills and taking exams. University provides an important opportunity for students to grow as citizens in the broader community. The Introductory Psychology 104 Citizenship Project was designed to help 500 first year psychology students move beyond memorization of facts and concepts to applying psychology and reflecting on how psychology fits in with society and global issues. Students worked in small groups to design and engage in their citizenship project, create an artefact, and write a reflective essay. They received time during three class periods throughout the term to meet and used their learning management system and other digital technologies for communication and collaboration as they worked on their projects.

The projects were incredibly creative and the students' reflections were incredibly insightful. In this concurrent session, I will describe the development of the project, including using Westheimer and Kahne's (2004) definitions of citizenship and Willison and O'Regan's (2007) Research Skill Development Framework that was used to develop the project and marking rubrics. I will then show a few of the 125 artefacts from the projects that included interviewing students on "what it means to be a citizen," producing a claymation video of the reflex arc that can be used for teaching, posting a sleep hygiene Web site and passing stickers with a logo and URL around campus, and performing random acts of kindness across campus.

Using several quotes from student essays, such as:

"Not only did we learn that psychology is ever-present and highly relevant to society but we learned that even making small changes in the world can have a profound impact on ourselves and the world around us." and "Although years from now we may forget the function of the reticular formation or who developed functionalism, we will always remember our volunteer experience."

participants will consider ways in which they can integrate some sort of citizenship project into their classes. We will end the session by sharing these ideas and suggestions for helping students think beyond the content and multiple choice exams and begin to apply their learning and understanding to understanding and contributing to society.

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: General

Keywords: student experience student engagement experiential learning community service learning large class rubrics integrating teaching and research

C2-7
Room: Arts 108

Thursday, 2:10 - 3:00 pm

How instructors make meaning of features in Active Learning Classrooms (ALCs) and the impact on the student learning experience.

Adam Finkelstein, Teaching and Learning Services, McGill University; Jaehoon Han, Department of Educational Psychology and Counseling, McGill University; Mariela Tovar, McGill University; Cynthia Weston, Teaching and Learning Services, McGill University

Innovative Practice Track

Abstract:

Active Learning Classrooms (ALCs) are learning spaces designed to foster active and collaborative learning, increase student engagement and student-faculty interaction. In this session, we will share the methodological framework and results of a project, now completing its second year, documenting the teaching and learning experiences in ALCs at our institution. Three ALCs were built based upon the principles derived from the benchmarks of good educational practice identified in the National Survey of Student Engagement (NSSE). NSSE benchmarks helped focus the documentation to these areas: (1) instructor-student interaction, (2) student collaboration, and (3) active participation and engagement. A

LCs offer many features, both furniture that encourages collaboration (e.g. round tables for group work, movable chairs for facilitating work in pairs or small groups) and numerous technological affordances (e.g., digital writing, screen sharing facilities) to provide a supportive learning environment. However, these rooms are new and different environments for many instructors. While they can provide important new opportunities, they also create unique challenges. In order to take advantage of the features that these types of rooms provide, instructors and students have to reexamine their approach to teaching and learning and make meaning of these new spaces.

During this session, we will explore the rich documentation and in-depth data that we have collected from sources such as instructor and student questionnaires, in-class observations and instructor interviews. Key findings will be discussed with a focus on how instructors and students make meaning of the features of these classrooms and the impact that it has on the learning experience. Particular attention will be given to instructors' thinking (conceptions) about teaching, planning and actions in these classrooms. Implications for future research on evaluating university learning spaces will be examined.

Objectives:

In this session, participants will

- Examine and discuss a methodological framework for documenting teaching and learning experiences in classrooms
- Discuss the complex nature of evaluating teaching and learning spaces
- Explore and discuss key findings from in-depth data collection including: the role of instructors' thinking, planning and actions in the classroom and how they make meaning of new features that these classrooms offer; students' experiences within these new classrooms
- Discuss implications for creating learning spaces on their own campuses and future research on how space impacts teaching and learning

Interactivity: We plan to provide opportunities for participants to discuss and reflect on challenges of documenting the complex relationship between learning spaces and teaching and learning. We will be using several strategies to facilitate this process including buzz groups (relationship between space and teaching and learning) think- pair-share (discussing results, application to their own setting).

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: Educational Developers; Administrators; General

Keywords: active learning classrooms, conceptions of teaching, approaches to teaching, evaluation, documentation, technology, innovation, collaboration, active learning

C2-8
Room: Arts 214

Thursday, 2:10 - 3:00 pm

Transcribe Your Class - Using Technology to Improve Accessibility

Keith Bain, Liberated Learning Consortium, Saint Mary's University; Eunice Lund-Lucas, Disability Services, Trent University

Innovative Practice Track

Abstract:

Supporting and enhancing teaching and learning in post secondary education is a critical challenge facing Canadian institutions. Demographic, technological, and international trends increase the importance of adopting new methods to support diverse learning communities. Speech recognition technology is an emerging

method that potentially enhances accessibility and academic outcomes for a variety of diverse stakeholders (Bain et al, 2002; Bain et al, 2005).

The Liberated Learning Consortium is an international research network headquartered in Canada dedicated to improving access to information through Speech Recognition (SR) based captioning and transcription systems.

Through a new project supported by Canada's Social Development Partnerships Program, a team of leading National Disability Organizations, Saint Mary's and Trent Universities, Cambrian College, and IBM Research are piloting a prototype Hosted Transcription Service that is designed to enhance traditional content delivery and note taking practices.

This system allows participants to upload recorded lectures and receive Speech Recognition generated transcripts. This system generates a transcript that is automatically synchronized with the original media, allowing students to intelligently review class content, search for key words, and interact with these new learning resources according to personal preferences.

This presentation provides a forum for discussing the state of classroom note taking practices and accessibility challenges. Participants will be introduced to the latest Speech Recognition systems, including a Hosted Transcription Service designed specifically for teaching/learning applications. Presenters will discuss the technology's implications for diverse student populations (Leitch & MacMillan, 2003).

Case studies of how instructors have utilized these technologies in their learning environment will introduce new teaching strategies to improve content delivery and accessibility. Furthermore, the Multimedia Transcripts generated by these technologies create unique digital resources that can be used by teaching/learning professionals to aid publishing efforts and enhance blended and eLearning environments (Wald, 2006). The presentation will close with an open discussion of key challenges, including intellectual property concerns, as well as opportunities for participants to pilot these technologies.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: General

Keywords: transcription, note taking, multimedia, accessibility, disability, speech recognition

C2-9
Room: Arts 210

Thursday, 2:10 - 3:00 pm

Phases of learning in Higher Education

Maureen Volk, Memorial University

Innovative Practice Track

Abstract:

A group of researchers led by Benjamin Bloom studied the formative years of 150 outstanding mid-career Americans, 25 each in six different fields: two athletic (professional tennis players and Olympic swimmers), two artistic (pianists and sculptors), and two scientific (mathematicians and research neurologists). The researchers wanted to see if they could identify any common elements in their subjects' background and education that may have led to their success. As they reported in *Developing Talent in Young People*, they found that all of their subjects went through three phases of learning, which they labeled Having Fun, Laying the Technical Foundation, and Mastery. Each phase was characterized by different motivators and symbols of success. The instructors, their teaching styles and the relationships between student and teacher were also different in each phase. These phases occurred at different ages among the six fields, and the transition from one phase to the next could be dramatic or gradual. However, if the study's subjects advanced to second-phase instruction before spending enough time in the first phase, they dropped out and did not return to the field until rediscovering it through a further period of "fun".

In many academic disciplines, undergraduate students arrive with widely varying levels of motivation and interest in the subject. Some are ready and eager to begin working intensively to master the foundations of the field, a few self-starters may be ready for the mastery phase of learning, while others, if they have any intrinsic interest at all, are still in the first-fun-phase. Even professional schools with delayed and highly competitive admission are likely find that their students are not all in the same learning phase. Similarly, some instructors may not be equally comfortable with teaching in each phase. Bloom's framework offers a way of understanding some of our students whose learning phases may be out of sync with their peers or with our expectations, and a context for considering our own teaching styles. It may even help us find ways to nudge a few more students toward more advanced phases of learning and eventual success in the field.

At this session, the presenter will outline the three phases described by Bloom's research team, focusing on the motivators and the role of the instructor in each phase. Through small groups discussions, participants will compare how these

phases might apply to their own disciplines, which phase(s) they most enjoy teaching, and how they might accommodate the range of learning phases among the students in their own classes. The session will also consider the study's possible limitations, including whether or not its findings can be generalized to the wider student population (as opposed to future superstars) and beyond the cultural context of the United States.

Theme: Scholarly Teaching and the Scholarship of Teaching and Learning

Audience: General

Keywords: phases of learning, motivation, teaching styles

C2-10

Thursday, 2:10 - 3:00 pm

Room: Arts 109

Creating a shared commitment to excellence in teaching and learning: A collaborative, comprehensive, Faculty-wide approach

**Mariela Tovar, Teaching and Learning Services (TLS); Tina Piper, Faculty of Law;
Jennie Ferris, TLS; Carolyn Samuel, Centre for Continuing Education; Laura
Winer, TLS, McGill University**

Organizational Change Track

Abstract:

Teaching and Learning Services and the Faculty of Law are partners in a three-year program dedicated to improving teaching in the Faculty. The program, Better Teachers for Active Learners (BTAL), involves a series of initiatives with the common goal of generating a shared commitment to excellent, innovative and engaging teaching and learning practices as well as reinforcing the position of the Faculty as a recognized leader in innovative legal education. The program is the result of the vision of a supportive Dean and a committed Faculty member (2nd author), and is supported philosophically and financially by senior administration. This session is recommended for educational developers, instructors and administrators with an interest in program-level faculty development, regardless of their disciplinary focus. We will share our experiences and lessons learned in the conceptualization, design and first year implementation of this Faculty-wide program. We will discuss the design and key program initiatives, emphasizing the potential transferability to other disciplines and institutions. Examples of such initiatives include: Faculty Learning Communities, a curriculum inventory, experiential and active learning experiences, discipline-specific resources, and a

Faculty teaching website. This type of comprehensive intervention has the potential for a significant impact as its ongoing nature and multi-faceted approach encourage the involvement of all stakeholders. The discipline-specific focus provides particular relevancy and can help to further a Faculty culture that values teaching and learning.

Session objectives and strategies: Participants will consider how a similar Faculty-wide program may be useful and adapted to their institutional context, and share the guiding principles and frameworks that they use for designing their teaching support programs. We will be using several strategies to facilitate this exchange including brainstorming possibilities for transferability, think-pair-share and a one-minute paper (lessons learned, implications). Participants will also brainstorm further strategies to design and develop Faculty-wide programs to enhance teaching and learning.

Theme: Communities of Practice, Learning Communities

Audience: College Educators Special Interest Group; Educational Developers; Administrators

Keywords: faculty-level program initiatives; faculty learning communities; faculty development; discipline specific programs; curriculum development

C2-11
Room: Arts 105

Thursday, 2:10 - 3:00 pm

Contre toute attente : promouvoir le succès des étudiants malgré leurs défis langagiers/Against All Odds: Promoting student success despite language barriers

Ginette Roberge, École des sciences de l'Éducation, Laurentian University

Innovative Practice Track

Abstract:

Des étudiants de tous côtés du monde viennent en Ontario pour entreprendre des études postsecondaires. En vue du fait que l'anglais est la langue majoritaire de la province, les individus qui proviennent de régions dans lesquelles d'autres langues sont dominantes éprouvent parfois des difficultés réussir dans leurs cours d'anglais. Une théorie qui fait couramment objet de débat, l'hypothèse de la période critique, postule qu'il y a un créneau optimal pour l'apprentissage d'une langue seconde.

Certains chercheurs croient que les individus n'atteignent pas le même degré de fluidité dans une langue autre que leur langue première lorsque cette langue seconde est apprise hors des paramètres de cette période critique. En face de ces probabilités, comment pouvons-nous, en tant qu'éducateurs, assurer le succès d'étudiants qui parlent l'anglais comme langue seconde? Bien que l'animatrice de cet atelier ait mis en pratique de nombreuses stratégies au fil des années, notamment des tuteurs, de l'assistance individualisée, des aides-enseignants et la mise en valeur d'appuis visuels variés, il est évident que ces méthodes ne sont pas individuellement suffisantes pour aider les étudiants qui parlent anglais comme langue seconde. En effet, l'adaptation d'un climat culturel inclusif au-delà de la salle de classe est aussi nécessaire.

Objectifs d'apprentissage et degré d'interactivité:

En se basant sur la prémisse que les pratiques pédagogiques et les milieux éducatifs intégrateurs requièrent une approche holistique dans laquelle les interactions entre pairs en classe, l'environnement physique, les stratégies d'enseignement ainsi que le climat culturel du milieu sont traités et valorisés en parts égales, cette présentation interactive exposera les participants une variété de stratégies pratiques d'enseignements qui ont comme objectif l'éveil culturel et la promotion du succès des étudiants malgré leurs défis langagiers. Tenant compte du fait que les dynamiques d'un groupe diffèrent d'année en année et que les différences individuelles affectent la nature de ces dynamiques de classe, autres tentatives seront présentées qui dépassent les murs de la salle de classe, savoir : des sessions de tutorat individualisées et un programme d'assistance à la rédaction, une série d'ateliers pratiques destinés aux étudiants étrangers, ainsi qu'une excursion communautaire. Des récits d'étudiants inscrits au programme en question seront aussi présentés.

Students from across the globe travel to Ontario every year to pursue postsecondary studies. Consequently, a number of ESL students struggle to succeed in their English language courses. One theory that has been the subject of widespread scientific debate, the critical period hypothesis, postulates that there is an optimal window of time for learning a second language. Some researchers also believe that individuals never reach the same level of fluidity in a second language as in a first language when the second language is learned at an age outside of the parameters of the critical period. Faced with these odds, how can we as educators ensure that students succeed in their courses even if English is a second language? The presenter has put into practice a wide variety of strategies through the years, such as: tutoring sessions, individualized assistance, teaching assistants and the use of varied visual supports in the classroom. It has become evident, however, that these endeavours in isolation are not sufficient to assist ESL students. The creation of an inclusive cultural classroom environment is also essential.

Based on the premise that pedagogical practices and inclusive educational settings require a holistic approach in which interactions between peers in the classroom, the physical environment, instructional strategies and the cultural institutional climate receive equal value and treatment, this interactive presentation will expose a variety of educational practises that strive to promote cultural awareness and encourage student success despite language barriers. In light of the fact that group dynamics differ from year to year and that individual differences affect the nature of these classroom dynamics, other endeavours will be presented, endeavours which surpass the classroom, such as: individualised tutoring sessions and a writing assistance program, a series of practical workshops for international students, as well as a community excursion.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: General

Keywords: anglais langue seconde, climat culturel, diversité, stratégies d'enseignement / esl, diversity, teaching strategies, cultural climate

C2-12
Room: Arts 217

Thursday, 2:10 - 3:00 pm

CWCA Plenary Session - Writing Centres: Interactions with Diversity

Marion McKeown, Royal Military College

Innovative Practice Track

Abstract:

In Canada, the words “diversity” and “inclusion” are frequently heard in the media and in government publications. In particular, colleges and universities recognize that students of all cultures, backgrounds, and ages struggle with the work required at the post-secondary level. As administrators and teachers gain understanding of the complexities involved, they design new curricula and teaching strategies to implement their insights, and Writing Centres are at the forefront of this work.

Writing Centres themselves are as varied as our country. All differ, yet all deal with the students as unique individuals and thus with multiple perspectives of Canadian life. On the other hand, Writing Centres are augmenting the traditional one-on-one meetings with programs, workshops and classes designed for the needs of varied student demographics. Writing Centres are creating leading edge programs and

supports that help students from diverse backgrounds succeed at their institution of choice.

During the Canadian Writing Centre Association plenary, a group of panelists will explore the insights gained by Writing Centres from across the country as they respond to the diverse requirements of their students and facilitate success in their post-secondary programs.

In the ensuing discussion, we hope to contribute an assessment of the ways in which the horizons of our understandings of diversity are actually changing as teaching and learning theory intersect with practice.

Audience: Writing Centre Special Interest Group; General

C2-13
Room: Arts 212

Thursday, 2:10 - 3:00 pm

CSEC Plenary Session – Peer Leadership: Practices from Canadian Colleges

Ruth Rodgers, Durham College; Janice MacMillan, Durham College; Tim Loblaw, SAIT Polytechnic; Annemarieke Hoekstra, Northern Alberta Institute of Technology

Innovative Practice Track

Abstract:

The College Sector Educators' Community (CSEC) is a special interest group of STLHE dedicated to bringing together individuals and groups associated with teaching and learning in Canadian colleges, institutes, cégep, polytechnics, and university colleges. One of the most positive characteristics of the college teaching environment is the prevalence of peer support and resource sharing. This session will engage participants in a discussion related to the concept of peer leadership, gather examples of peer leadership practices across Canada's colleges, and generate recommendations for how the College Sector Educators Community can support expanded peer leadership among our members.

Audience: College Educators Special Interest Group; General

C2-14
Room: Arts 206

Thursday, 2:10 - 3:00 pm

TAGSA Plenary Session - Defining Our Paths: Exploring diverse ways of supporting graduate students

Megan Burnett, University of Toronto

Innovative Practice Track

Abstract:

In May 2011, 170 graduate students, administrators, faculty members, educational developers and student support staff came together at the University of Toronto to discuss the different kinds of support, and the quality of support, provided to graduate students. Many of the key issues raised at the Navigating Your PATH: Exploring and Supporting Teaching Assistant and Graduate Student Development conference have important implications for the work we do with graduate students. This plenary session will provide an opportunity to explore in greater depth a few of the conference's central themes (as pulled from the conference evaluation data) in order to identify what needs to change in our practice and in the way we support the practice of others if graduate student development is to be enhanced in Canada. What are the diverse ways we can prepare our graduate students for multiple roles? What opportunities exist to help graduate students identify their own diverse "paths"? What key "paths" do we as educational developers, faculty members and graduate students need to pursue to enable change? All those interested in deepening the conversation started at PATH and in thinking about graduate student support in new ways are invited to attend, regardless of whether or not they participated in the PATH conference.

Audience: TA Developers Special Interest Group; Educational Developers; General

C2-15
Room: Arts 200

Thursday, 2:10 - 3:00 pm

From professional development to integrated scholarly experience: transforming the ontology of graduate education

**Teresa Dawson, Learning and Teaching Centre and Department of Geography,
and Gweneth Doane, Faculty of Graduate Studies and Faculty of Nursing,
University of Victoria**

Innovative Practice Track

Abstract:

Within the higher education literature there have been long and rich discussions emphasizing the importance of professional development for graduate students (see for example, Chism, 1998; Austin and Wulff, 2004; Sprague and Nyquist, 1991; and Weimer et al 1989). There is consensus that we need to provide all graduate students, regardless of academic discipline, a successful, meaningful and purposeful graduate experience that best prepares them for a successful career path.

Using a reciprocal model of theory-informed practice and outcomes-based theoretical development, our working hypothesis has been that professional development itself is insufficient to produce deep learning for future careers. Rather, our scholarly team (Faculty of Graduates Studies, Learning and Teaching Center, and a group of representatives from the Student Transition Center, Counselling Services and Co-operative Education and Career Services at the University of Victoria) has engaged in a collaborative inquiry process focused on the development of partnerships and strategies that could support an integrated graduate experience through which domains of learning within academic preparation, professional development and personal effectiveness could be more intentionally addressed and explicitly linked (Mowbray and Halse, 2010; Dall'Alba, 2009; Dall'Alba and Barnacle, 2007; and Gilbert et al 2004). In essence we are asking for an ontological shift in thinking about the nature of graduate student education in Canada.

The goals of the session are: a) to share and obtain feedback on our findings regarding innovations in graduate program curricular development and institutional scaffolding provision that enable collaborative partners to create the possible conditions for a truly integrated graduate education b) brainstorm with participants regarding the transferability of our findings to their own context c) provide a possible support network of resources for those interested in pursuing this idea further.

Approach will be: i) a series of strategic scenarios/questions designed to elicit discussion and create a collaborative group understanding of the issues involved. Scenarios will be based on our experiences ii) collaborative group problem solving in the form of concrete suggestions for innovations in curricular design or institutional scaffolding responses iii) reflective discussion that integrates theory and practical experience drawn from participant expertise.

In terms of outcomes, we hope that participants will leave with: i) a clearer sense of the difference between the possibilities of professional development programs for graduate students and the potential provided by an integrated scholarly approach to career development, ii) an understanding of which types of programs are appropriate for their own context, iii) a plan for how one might move from one approach to the other (if desirable) and iv) resources and strategies that might make this transformation possible.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: General; Administrators; Educational Developers

Keywords: collaborative inquiry, integrative education, professional development, graduate education, ontological turn