

Roundtable Sessions

Thursday 12:10 – 1:00 pm

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R1 Collaboration as a Road to Services Provision in Teaching & Learning Centres In Canada

Dalia Hanna, The Learning & Teaching Office, Ryerson University; Maureen Reed, The Learning & Teaching Office, Ryerson University

Arts 101

R 2 Responding to the Call for Action on Aboriginal Education: The Role of Centres for Teaching and Learning

Jim Greer, Tereigh Ewert-Bauer, Jeff Baker, and Brad Wuetherick, Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan

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R 3 Growing our Capacity for Service Learning & Community Engagement in Canada

Chelsea Willness, Edwards School of Business, University of Saskatchewan

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R 4 More than Beyond the Classroom: Co-Curricular Service-Learning at St. Thomas More College

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R 12 Expanding Horizons: Optimizing International Students' Learning Experiences

Lynn Taylor, Centre for Learning and Teaching, Dalhousie University

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R 13 Teaching in your Second Language: Challenges and Strategies

Marla Arbach, Comparative Literature and Literary Theory, University of Santiago de Compostela

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R 14 Teaching and Learning using Accelerated Scheduling: The Supercourse Experience!

Brent E. Faught, Department of Community Health Sciences, Brock University;
Madelyn P. Law, Department of Community Health Sciences, Brock University;
Anna Lathrop, Department of Physical Education and Kinesiology, Brock University

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R 15 Motivating More Students in Larger Classes: Using the Carrot and the Stick

Russell Day, Psychology Department, Simon Fraser University

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R 16 Informal Mid-term Teaching Evaluations: Constructing a Practical Resource for Faculty

Jovan Groen, Centre of University Teaching, University of Ottawa

Arts 210

R 17 Supporting Scholarship of Teaching and Learning Communities Through a Web Portal

Gary Hunt, Centre for Teaching and Learning, Thompson Rivers University;
Heather Hurren, Centre for Teaching and Learning, University of British Columbia-Okanagan;
Peter Arthur, Centre for Teaching and Learning, UBC-Okanagan; Janine Hirtz, Centre for Teaching and Learning, UBC-Okanagan; Sylvia Currie, BCCampus

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R 18 Innovative Partnerships: An Approach to Pediatric Clinical Education

Marcella Ogenchuk, College of Nursing, University of Saskatchewan; Shelley Spurr, College of Nursing, University of Saskatchewan; Michelle Prytula, Department of Educational Administration, College of Education, University of Saskatchewan; Jill Bally, College of Nursing, University of Saskatchewan.

Arts 212

R 19 Narrative pedagogy and the evaluation of clinical practice in education: Fostering clinical competency through stories

Stephanie Zettel, Faculty of Health and Community Studies, Mount Royal University

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R 20 Stories from a sustainable teaching and learning class/community

Peta White, University of Regina

Arts 213

R 21 Moving from your Comfort Zone into The Zone: Sharing Successes and Surprises

Sheryl Mills, The Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan; Terry Tollefson, Soil Science, University of Saskatchewan

Arts 214

R 22 New Pathways to Connect with Students

Julie Weible, STLHE student board member-at-large (outgoing), University of Calgary; Natalie Gerum, STLHE student board member-at-large (incoming), Mount Allison University; Arshad Ahmad, STLHE President, Concordia University; Susan Vajocki, STLHE board member, McMaster University; Angie Thompson, STLHE board member, St. Francis Xavier University

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R 23 Teaching-Stream Faculty: Measuring and Communicating Scholarship and other Scholarly Activities

Colin J. Montpetit, University of Ottawa; Lovaye Kajiura, McMaster University

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R 24 "Have you, my little serpents, a new skin?" Transformative Possibilities for Curricular Design in English Studies and Beyond

Lee Easton, English, Mount Royal University; Kelly Hewson, English, Mount Royal University

Arts 217

R 25 Bridging an Enthusiasm Gap in the Classroom: Can Reality TV Help?

Richard J. Long, Edwards School of Business, University of Saskatchewan

R-1
Room: Arts 101

Thursday, 12:10 - 1:00 pm

Collaboration as a Road to Services Provision in Teaching & Learning Centres In Canada

Dalia Hanna, The Learning & Teaching Office, Ryerson University; Maureen Reed, The Learning & Teaching Office, Ryerson University

Organizational Change Track

Abstract:

The Teaching and Learning offices across Canada all share a unique job in providing support and professional development to teaching faculty. They have challenges that differ from other centres on campus due to the unique nature of the services provided by the teaching and learning centres. This roundtable will assist programs across Canada to spearhead a movement of collaboration and sharing of resources amongst Canadian centres of teaching and learning in higher education.

The Teaching and Learning centres support the development of faculty members through different projects, and the coordinators are the executors of many of these projects. In this session we will discuss the possible ways of collaboration and communication among the program coordinators (nationally and internationally) with the focus on the following objectives:

- Exchange ideas related to same programs provided
- Create a sense of belonging to a community
- Why invent the wheel? use same resources and share successes and failures

In this session also we will discuss an initiative that started in 2010; an invitation was sent out through the Council of Ontario for Educational Developers' (COED) list serve to invite program coordinators to meet in conjunction with the COED's yearly meeting; 8 universities sent representatives and the meeting was held in Toronto. One of the outcomes was to create a shared website on wikispace to communicate and share information related to the listed objectives. Research indicates that building collaborative communities increases individual participation and interest in programs; members may go to their communities to ask question and get advice, then take that advice back to implement in their teams (Callahan, Schenk & White, 2008). I would like to expand the collaboration with other program coordinators from Canada and internationally and will lead the discussion in this session on possible ways of collaboration and communication among the program coordinators in the teaching and learning centres with the focus on:

- Event planning procedures
- Internal marketing strategies

- Creating standard forms for similar programs
- Program evaluation methods (including a discussion of best practices)
- Common teaching and learning resources
- Use of technology in executing projects
- Professional development needed

Theme: Diversity and Inclusive Practice in Higher Education

Audience: General

Keywords: collaboration, teaching, learning, coordinators, share, service, development

R-2
Room: Arts 101

Thursday, 12:10 - 1:00 pm

Responding to the Call for Action on Aboriginal Education: The Role of Centres for Teaching and Learning

Jim Greer, Tereigh Ewert-Bauer, Jeff Baker, and Brad Wuetherick, Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan

Organizational Change Track

Abstract:

The Assembly of First Nations in Canada recently issued a "Call for Action" with respect to Aboriginal Education in Canada (Atleo, 2010). There are a number of ways in which universities might address that call, including but not limited to aboriginal access and student support strategies, creating a welcoming campus environment (both in terms of classroom and institutional infrastructure, and in terms of creating an inclusive, anti-racist culture among students, staff and faculty), and through specific aboriginal curricular initiatives (including the inclusion of cultural/historical/contemporary aboriginal content, understanding aboriginal learning and ways of knowing, and embracing indigenous knowledge across the disciplines in an integrative way). Most universities in Canada, according to a recent AUCC report, have been working diligently at the aboriginal access and student support area, though there is admittedly lots of work left to do to achieve equity (AUCC, 2010). Success stories in the other areas, in particular the inclusion of specific aboriginal curricular initiatives, are less common. In order for these initiatives to be successful there is a particular challenge around faculty readiness, even when faculty willingness is abundant, to embrace multiple ways of knowing (and in particular indigenous knowledge systems), and to create an inclusive, anti-

racist classroom environment. A recent survey of the websites of Centres for Teaching and Learning across Canada turned up very little collectively in terms of programming with respect to faculty development around aboriginal education priorities. Recently, the University of Saskatchewan funded, through its institutional priorities fund, a faculty development initiative bringing together aboriginal education experts from the College of Education, aboriginal elders from the local and national communities, and the Gwenna Moss Centre for Teaching Effectiveness to specifically address faculty readiness to engage with issues related to aboriginal education. This roundtable, facilitated by members of the Gwenna Moss Centre for Teaching Effectiveness, will discuss the potential role for Centres for Teaching and Learning in helping universities respond to the "Call for Action", and in particular explore ways to overcome the barriers facing Centres wishing to play a leadership role on their campus with respect to this area (including our own educational developers' readiness to engage with issues related to aboriginal education).

Theme: Diversity and Inclusive Practice in Higher Education

Audience: Educational Developers

Keywords: aboriginal education, educational development, faculty development, curriculum innovation

R-3
Room: Arts 104

Thursday, 12:10 - 1:00 pm

Growing our Capacity for Service Learning & Community Engagement in Canada

Chelsea Willness, Edwards School of Business, University of Saskatchewan

Innovative Practice Track

Abstract:

Community Service Learning (CSL) has become a widely adopted practice in some jurisdictions, particularly in the U.S., but is slower to catch on in other regions. This session will explore the factors that can facilitate successful implementation of Service Learning in post-secondary curriculum, such as resources/support, infrastructure, awareness and communication strategies, and instructor development. The flip-side of this, of course, are barriers that may make this teaching and learning approach challenging or even unfeasible.

The goal of this session is to bring together individuals who have some experience with implementing CSL in various contexts, with those individuals who are interested in doing so but are unsure how to proceed. We will discuss successes and challenges, best practices, exciting outcomes (e.g., pedagogical reasons that make CSL so rewarding), and new ideas for making it work.

Additionally, as the facilitator of this session, my ultimate goal is to build upon the network of instructors, professors, coordinators, and other interested stakeholders so that this sharing of ideas and mutual support can continue beyond the scope of the conference. After some initial consultation with the Canadian Alliance for CSL, it is apparent that there is a need for a more formal and active network, and that such resources are currently limited (particularly for business and management curriculum).

Theme: Experiential Learning

Audience: General

Keywords: community service learning, community engagement, student engagement, experiential learning, knowledge and skills application

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Thursday, 12:10 - 1:00 pm

Room: Arts 104

More than Beyond the Classroom: Co-Curricular Service-Learning at St. Thomas More College

Patricia McDougall, Psychology, St. Thomas More College; Chibeze Philomena Ojukwu, Engaged Learning Office, St. Thomas More College; Caitlin Ward, Engaged Learning Office, St. Thomas More College

Innovative Practice Track

Abstract:

The Service and Justice Project (SJP) at St. Thomas More College (STM) is a Community Service-Learning Program where students serve real community needs, critically reflect on their experience in the community, and learn how they can strive for social justice in their community. Drawing on the work of humanist Jean Vanier as well as the tenets of Catholic social thought, the SJP focuses on encounters with the Other, taking students out of their comfort and privilege to interact with people who live very different lives than they do. The aim of the SJP is to go beyond traditional experiential learning, which ties theoretical class concepts

to real world situations. Instead, the project aims to create a transformative learning experience, in which students are given the opportunity to learn about various social issues by encountering them, and the people most affected by them, directly.

The SJP offers a co-curricular service-learning experience for students who might not have the opportunity to engage with service-learning or community-engaged scholarship through their coursework. Working an average of two hours per week in a community placement, students meet regularly to discuss the meaning of their experiences in light of social justice themes. Students also hear from community partners, who explain the role of their organizations in larger society and the systemic problems that create a need for their work. Because this service-learning experience is not tied to a particular class, students have the option of volunteering at a variety of different placements and different sorts of placements, including working with children (e.g., Saskatoon Crisis Nursery, St. Maria Goretti Community School), immigrant services (e.g., Saskatoon Open Door Society, Global Gathering Place), and community health organizations (e.g., Student Wellness Initiative Towards Community Health, AIDs Saskatoon). The diversity of community placements is an asset to critical reflection sessions, as students are able to see how various social issues affect different segments of society by sharing their own experiences.

To give all students an opportunity to participate in SJP, STM makes available a number of tuition awards (up to \$500). Thanks to a generous endowment from Les and Irene Dubé, the SJP is also able to offer up to 18 \$2000 scholarships to students entering their first year of university at STM. Candidates are nominated by their high school awards committee, and Service & Justice Scholars participate in the SJP as one of the terms of accepting the award

This roundtable discussion, facilitated by Engaged Learning Coordinator Caitlin Ward, will unpack the SJP's history, its practical administration, philosophical underpinnings, and student outcomes.

Theme: Experiential Learning

Audience: Educational Developers; Administrators; General

Keywords: co-curricular programs, engaged learning, service-learning, social justice,

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Room: Arts 105

Thursday, 12:10 - 1:00 pm

Stories About Trust Within The University

Candace Bloomquist and Kim West, University of Saskatchewan

Organizational Change Track

Abstract:

What if the only form of trust that existed within institutions of higher education was based on contractual trust? What if only that which is explicitly written in a syllabus or in a contract is allowed or even encouraged? What would happen to learning with only contractual trust? Students and instructors would not be allowed to diverge from what was written in their syllabus or contract, to include achieving outcomes below or even beyond what had been stated in such documents. What would happen to creativity?

In this roundtable discussion we will explore the impact of trust, both contractual and personal, on learning communities within institutions of higher education. For the purposes of this roundtable a storytelling approach will be used. This type of approach can help build personal trust through the actions of conveying one's own trustworthiness and communicating one's trust in others (Sole 2002). In this approach participants will be asked to share their own stories, as well as listen to others' stories about how trust has impacted their learning or the learning of others they know. We will discuss the potential impact that a lack of personal trust and an emphasis on contractual trust would have on learning within educational communities.

During this roundtable we will explore the questions: How does trust impact (1) your capacity to learn, (2) your sense of community, and (3) your creativity? Given that a community can be made up of any number of different combinations of individuals who play different roles within educational communities, this session will explore relationships of trust between teachers and students, teachers and administrators, between colleagues, and even between students. It is our hope that listening to others and sharing your own perspectives during this roundtable will provide a spark for you to continue to critically reflect and engage in honest dialogues on why personal trust is vital and how you can build trust within your own community.

Theme: Communities of Practice, Learning Communities

Audience: TA Developers Special Interest Group; Writing Centre Special Interest Group; Educational Developers; Administrators; General

Keywords: personal trust, contractual trust, trust, creativity, learning communities, storytelling, community

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Room: Arts 105

Thursday, 12:10 - 1:00 pm

In a Perfect Universe(ity)...

Glen R. Loppnow, Department of Chemistry, University of Alberta

Organizational Change Track

Abstract:

"In a perfect universe" is a favorite saying of a friend of mine, and is his way of separating the ideal from the real. However, the ideal can inform and provide guidance to the real. In this round-table, we will discover the characteristics of an ideal post-secondary institution. Globally, we will discuss the answer(s) to the following question, "With unlimited resources, what would the perfect post-secondary institution look like to students?".

With a model of post-secondary institution that originated in the second industrial revolution and a history of education literature that stretches back about 150 years, it is time to reflect on what we've learned.

Specific questions to be discussed (limited to 10-15 minutes each) will be:

1. Who do post-secondary institutions serve (i.e. In planning a new institution, what should be its goal)? Students? Employers? Governments? Society? Higher goals of learning?
2. What is the most effective learning environment for students? What would a classroom look like? Would there be classrooms? What would the teaching look like?
3. What is the most effective program structure for learning? What disciplines should every student be exposed to?
4. Of the answers to questions 1-3, what do higher educational institutions currently do right? Of the answers to questions 1-3, what do higher educational institutions currently not do, or could improve on?

Learning objectives will include the following:

1. Upon completing this round-table, participants will better predict the success of new learning initiatives and curriculum changes.
2. Upon completing this round-table, participants will be better able to describe a direction post-secondary education should be moving in and hopefully, a roadmap of how to accomplish that.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: General; Administrators

Keywords: Post-secondary education; Diversity; Teaching reflection; Innovative pedagogy; Transformational Curricular design; Program Level Outcomes; Institutional Leadership and Objectives; Integration of Research, Teaching, and Learning

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Room: Arts 106

Thursday, 12:10 - 1:00 pm

The Value of Co-Curricular Records in Higher Education

Brea Lowenberger, University Learning Centre, University of Saskatchewan

Innovative Practice Track

Abstract:

Academic newsfeeds are frequently populated with stories about institutions introducing some form of co-curricular record or system that officially recognizes students' participation and achievements outside of the classroom. The benefit to the overall student experience—and to the university as a whole—in recognizing the development of community-minded and engaged participants is vast. Students gain a clearer sense of what they're learning by applying classroom learning to the 'real world', the university honors its commitment to providing a holistic education which emphasizes citizenry and the responsibility which higher education bestows, and the reputation of the institution grows as its alumni enter into a competitive workforce with the experiences required for employment.

Roundtable questions on the horizon:

- 1) To what degree should the university place value on, or recognize co-curricular activities which enhance higher learning?
- 2) What activities or accomplishments are recognized on a co-curricular record?

- 3) What are co-curricular records used for at (and across) postsecondary institutions?
- 4) How are co-curricular records (and learning outcomes associated with them) maintained?
- 5) How is your institution implementing (or planning to implement) co-curricular records? The University of Saskatchewan hopes to implement a co-curricular record for its students, and, through this roundtable discussion, we hope to gain a clearer sense of what is involved.

Theme: Experiential Learning

Audience: General, Administrators, College Educators Special Interest Group

Keywords: holistic education, experiential learning, student experience, citizenry, community

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Room: Arts 108

Thursday, 12:10 - 1:00 pm

Wider Horizons: Fostering a Culture of Undergraduate Research

Roxanne Harde, Humanities, University of Alberta-Augustana; Neil Haave, Science, University of Alberta-Augustana

Innovative Practice Track

Abstract:

On the one hand, undergraduate research might seem more easily facilitated at large medical/doctoral institutions where graduate students provide models for their undergraduate counterparts. On the other hand, when graduate students are available and need sources of funding, undergraduates are generally not hired as research assistants, although this pattern may change as the Tri-Council Agencies look ever more favorably on undergraduate researchers. The idea of building a culture of undergraduate research is sound; the academy can only benefit by widening the horizons of these students and encouraging them to see themselves as independent researchers. Overall, the idea of undergraduates as researchers has been gaining currency for some time across Canada, even as faculty members and administrators seem uncertain as to how to support these endeavors in ways that benefit the students, their faculty mentors, and the institution as a whole.

As Associate Deans, Teaching and Research, we are both faculty members who work with undergraduate researchers and administrators who work together to

build a culture of undergraduate research on a small liberal arts campus of the University of Alberta. In conducting this roundtable discussion, we will first outline the various initiatives we have undertaken at Augustana: an ever growing number of summer research assistants, including those who are funded to work on their own research projects; a hugely popular Student Academic Conference at the end of every term; successful Tri-Council applications built around undergraduate research assistants; and research on Directed Studies courses undertaken by faculty and students across the disciplines. We hope to lead participants in a lively discussion that brings together undergraduate research ideas and initiatives that have worked in a variety of situations and institutions.

Theme: Scholarly Teaching and the Scholarship of Teaching and Learning

Audience: General; Administrators

Keywords: undergraduate research; student experience; liberal arts.

R-9
Room: Arts 108

Thursday, 12:10 - 1:00 pm

On Line Group Projects - Making Them Palatable for On-line Students

Claudia M. Caruana, University of Maryland, University College

Innovative Practice Track

Abstract:

On-line courses at the University of Maryland, University College are required to have at least one group project. Usually, this is the most disliked component of the advanced technical writing classes I teach in the program. (At present, I have three group projects within a 13-week time-frame: one is a hybrid group project and the other two are standard group projects, one focusing on creating instructions and the other on visual presentations.

Students complain that they hate group work because there are location and time zone issues (I have military students in Iraq and Afghanistan as well as others in the Far East plus stateside students) and dislike working with other students who do not participate fully or follow-through on the assignment. Others cringe at the thought of group grades.

What do you do with group projects? Together, we will share and explore what others do with on-line group projects.

Theme: Transformational Curricular Design

Audience: General

Keywords: on-line education, group projects

R-10
Room: Arts 109

Thursday, 12:10 - 1:00 pm

Challenges and benefits of open source vs. commercial learning management systems in higher education: Is this the right question and does it really matter to students?

Nick Baker, Centre for Teaching and Learning, University of Windsor

Organizational Change Track

Abstract:

This session aims to:

- Provide a forum for discussion of the relative benefits and costs of different approaches to learning management systems
- Discuss the question of whether 'open source' vs. 'commercial' is even the question we should be asking
- Determine what is the right question if not this?
- Discuss whether this matters to end users at all.

Learning Management Systems (LMS) or Virtual Learning Environments (VLE) have become almost ubiquitous in higher education worldwide and are seen as a critical component of the learning infrastructure in most universities. In recent times there has been a growing movement towards adopting Open Source (OS), or non-commercial solutions to the provision of LMS. Proponents of open source products argue that they are more cost effective, flexible and customisable than their commercial counterparts. They also argue that the community of developers is more responsive to the needs of the community, and represents a knowledge community that is important in itself. Supporters of commercial systems argue that the technical support, stability and quality assurance provided by commercial products outweighs the cost of reduced flexibility and customisability, while the sheer size of the community using these tools lends itself to innovation and support for the community. To complicate matters, there have been recent developments in hybrid models whereby OS code is utilised in commercial operations.

This roundtable discussion asks you to consider who we should be thinking about when considering this question, and what it is that actually matters to the end users in the long run. We will examine some of the perceived and actual costs and benefits of OS vs. commercial models for the provision of LMS resources, and the blurring of these boundaries with the hybrid models currently evolving. We will discuss the institutional risks associated with this decision-making process and the importance of formalising the support, review and governance structures for educational technology management to ensure quality of service. I will argue that the LMS can no longer be considered as an add-on, but instead, are as important to the university's business as all other IT services such as email, internet and network access. We will discuss the importance of the end-user experience to adoption, uptake and cultural change in technology-mediated teaching, and consider the factors that contribute to this in the context of an institutional LMS.

Theme: Innovation with Technology

Audience: General; Administrators; Educational Developers

Keywords: learning management systems, cultural change, elearning, open source software, online learning

R-11
Room: Arts 109

Thursday, 12:10 - 1:00 pm

**Transition to a new Learning Management System (LMS):
Opportunities for reflection on online teaching, learning, and support**

**Christopher Goetz, Centre for Teaching and Learning, University of Alberta;
Genevieve Gauthier, Centre for Teaching and Learning, University of Alberta;
Dave Sun, Centre for Teaching and Learning, University of Alberta; David Laurie,
Centre for Teaching and Learning, University of Alberta; Asim Aziz, Centre for
Teaching and Learning, University of Alberta; Trevor Jones, Centre for Teaching
and Learning, University of Alberta**

Organizational Change Track

Abstract:

A central learning management system (LMS), such as WebCT, Blackboard or Moodle is one of the most common technological infrastructures provided in post-secondary institutions. Typically, these web-based systems provide online access to course material, assessment, management and interactive/collaborative learning

tools. The use and development of these systems will often change over time, as institutions will inevitably switch from one system to another in order to meet the rapidly changing needs of teaching, learning, and administration.

The transition to a new LMS can provide many complex challenges for a post-secondary institution. This type of institutional change requires vast amounts of planning, system design, coordination, training, and support in order to meet the functional baselines set in place by previous systems and processes. How then, does an institution go beyond the base set of goals and requirements for this type of transition and focus on higher level challenges? How can an institution use this type of transition as an opportunity to reflect upon current strategies for online teaching, learning, and support?

In this round-table, we would like to share and discuss the challenges and opportunities faced by the University of Alberta during our LMS transition from Blackboard Vista to Moodle. In particular, we would like to discuss the opportunities for an institution to use this type of transition as an opportunity to reflect and improve upon processes, models, and strategies for online teaching, learning, and support. We hope that this discussion will generate a constructive exchange of strategies and ideas, and potentially foster the development of a community of LMS users across universities to share pedagogical and technical reflections.

Theme: Innovation with Technology

Audience: General

Keywords: learning management systems, transition, moodle, reflection

R-12
Room: Arts 200

Thursday, 12:10 - 1:00 pm

Expanding Horizons: Optimizing International Students' Learning Experiences

Lynn Taylor, Centre for Learning and Teaching, Dalhousie University

Innovative Practice Track

Abstract:

In 2010, the Association of Universities and Colleges of Canada reported that 7% of total undergraduate students and 18% of graduate students are full-time visa

students. International students represent a significant population in our student body and their learning experiences (and success) are a priority for faculty members and academic administrators, alike.

In terms of teaching and learning, international students share many learning challenges with domestic students making the transition to university study. Frequently shared challenges may be academic (e.g., advanced knowledge and ways of thinking a discipline; academic writing), personal (e.g., learning to think independently), or social (e.g., adapting to a new community). For international students, these common challenges are compounded by the requirement that they are expected to work and socialize in a second language and in a new culture. International students also experience unique challenges that tend to lie more in the gaps in expectations about learning outcomes, learning experiences, and assessment strategies. Although professors are aware of differences in how we approach teaching and learning in different disciplines, we are less likely to be cognizant of broader academic cultures that differ around the world (Cortazzi & Jin, 1997). Even more challenging is the fact that we tend to be “blind” to academic culture while we are immersed in it (Carroll, 2008) and that an explicit effort is required in order to examine the cultural biases embedded how we teach (Le Gros, 2009). These broader cultures shape the implicit rules that guide academic work (Dimitrov, 2009; Kingston & Forland, 2008), but are often not transparent to observers from outside the dominant culture.

Creating a more inclusive learning environment is essential to optimizing international students’ learning and opportunities to contribute to our academic communities. Colleagues who join this roundtable discussion will examine how some of the ways in which we explain learning outcomes, design learning experiences, and conduct assessments might not be transparent to international students, and identify strategies for making our expectations more explicit to all of our students.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: General

Keywords: international students; inclusivity; diversity

R-13
Room: Arts 200

Thursday, 12:10 - 1:00 pm

Teaching in your Second Language: Challenges and Strategies

Marla Arbach, Comparative Literature and Literary Theory, University of Santiago de Compostela

Innovative Practice Track

Abstract:

Higher education as we know it today enjoys an unprecedented degree of international and intercultural exchange, thanks to hiring practices designed to attract the best-qualified candidates from anywhere in the world and new developments in technology that allow collaborations between experts separated by great geographical distances. The result is that a large percentage of university and college courses are taught by professors working in a language other than their native language. What challenges does teaching in your second or other language pose? What strategies can you employ to help surmount the difficulties and ensure a successful learning experience for your students? If you teach in your second language or support instructors who do, join us to share your experience, discuss tried-and-true strategies and come up with new ideas for teaching successfully in a language other than your native one.

Theme: Diversity and Inclusive Practice in Higher Education

Audience: General

Keywords: second language, teaching strategies

R-14
Room: Arts 206

Thursday, 12:10 - 1:00 pm

Teaching and Learning using Accelerated Scheduling: The Supercourse Experience!

**Brent E. Faught, Department of Community Health Sciences, Brock University;
Madelyn P. Law, Department of Community Health Sciences, Brock University;
Anna Lathrop, Department of Physical Education and Kinesiology, Brock University**

Innovative Practice Track

Abstract:

Introduction: Whether it is physical or psychological; we have an innate affinity for sometimes wanting to go faster. Accelerated post-secondary school courses and programs are another example of providing curricular-based experience in a faster than normal format. These types of courses are increasingly popular for students and institution administrators. First, students are attracted to such courses because they facilitate the increasing educational, career and personal demands placed on students. Second, university and college administration consider accelerated course delivery as a modality in attracting students to their respective institutions.

Course Format: The Faculty of Applied Health Sciences at Brock University offered their first accelerated undergraduate class called Supercourse, which encompassed course content from an "Introduction to Community Health Sciences", Year-1 undergraduate class. Supercourse was conducted daily over two weeks (10 instructional days) from May 3 to 17 in an accelerated manner compared to the traditional format which is taught once per week, over 8 months. Content delivered during one day of Supercourse was equivalent to 2 weeks of instructional material in the traditional course format. Course content was facilitated using both lecture and seminar components. Lectures were provided in traditional face-to-face lecture format, while seminars were facilitated using online computer-based assignments in computer labs facilitated by teaching assistants with a graduate studies discipline in Applied Health Sciences. All online computer tasks (i.e., short form problem sets, word matching, electronic flip cards, and current event discussion board exercises) complemented the course content provided during lecture. The complete daily pedagogical instructional opportunities included lectures (50%), online seminars (25%), instructor facilitated study period (12.5%), and evaluation (12.5%). All evaluations, including seminar participation, quizzes, daily tests and exams were conducted online. Overall scheduling of Supercourse was extended by 10% to provide more instructional time by the professor compared to the traditional 8-month course format.

Course Outcomes: All 89 students successfully completed the course with a class average of 76.58% (SD=8.5; range=51-90%). Practically all students (97%) wished to enroll in courses of this nature in the future.

Objectives of Discussion: Several objectives will be addressed during a roundtable discussion include:

1. considering the logistics of in-class accelerated course delivery,
2. appreciation of co-existing face-to-face and online learning methods in accelerated learning,

3. understanding the benefits and challenges of accelerated learning with regard to course delivery and assessment.

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: College Educators Special Interest Group

Keywords: teaching, learning, accelerated scheduling, academic success

R-15
Room: Arts 206

Thursday, 12:10 - 1:00 pm

Motivating More Students in Larger Classes: Using the Carrot and the Stick

Russell Day, Psychology Department, Simon Fraser University

Innovative Practice Track

Abstract:

Despite claims that a university undergraduate student should be motivated by a 'desire to learn for learning's sake', I have heard rumours that not all students aspire to such lofty goals. In our larger and increasingly diverse classes it is becoming more and more difficult to have the sort of personal interaction with each and every student that many of us found motivating when we were students. By the end of this Roundtable, participants will be able to distinguish between intrinsic and extrinsic motivation (Deci & Ryan, 1985) and see how they might use both to help students successfully complete their courses. We will begin by examining how the decline in intrinsic motivation (the tasty carrot: love of learning) has been partially replaced by extrinsic motivation (the dreaded stick: the external reward of a 'degree' or the punishment of failure), then discuss how we might use both to encourage successful learning across the spectrum of students in our courses. One example of successful use of extrinsic motivation is the introduction of graded 'clicker' quizzes to encourage consistent effort throughout the course (e.g., students keeping up with their readings to reduce the temptation to use the 'coast, cram & flush' model of studying). Plan to share examples of successful and less successful attempts to find the right balance between intrinsic and extrinsic motivation : we can all learn from our shared stories. (While this Roundtable topic is most appropriate for in-class instructors, one intended outcome is a greater recognition that everyone, to some degree, even staff and faculty - appreciates external rewards, so why wouldn't our students?)

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: General

Keywords: intrinsic motivation extrinsic motivation

R-16
Room: Arts 210

Thursday, 12:10 - 1:00 pm

Informal Mid-term Teaching Evaluations: Constructing a Practical Resource for Faculty

Jovan Groen, Centre of University Teaching, University of Ottawa

Innovative Practice Track

Abstract:

Mid-term evaluations are formative evaluations that allow professors to address teaching and learning related issues and difficulties while a course is on-going. By asking students specific questions, professors receive feedback on items for improvement as well as in class successes. Based on this feedback, a plan of action can be created to bring about specific modifications to various aspects of a course with the ultimate goal of improving the teaching and learning experience.

As a useful pedagogical tool, mid-term evaluations produce valuable information about how students are performing and perceiving a course (Yao & Grady, 2005). Other benefits include: targeted feedback about aspects of a course that students are often too shy to bring up in class; a strengthened student-professor relationship as a result of students feeling like valued contributors within a course (Hampton & Reiser, 2002); and generally higher end-of-term course evaluations (Davies, 1993).

As the topic of in-class student feedback (through mid-term evaluations) is increasingly discussed in Faculty development workshops and consultations at the University of Ottawa, a need for a set of tools allowing instructors to obtain formative feedback has been identified.

To meet this need the Centre for University Teaching is developing a resource website which contains:

- An explanation and rationale for the use of mid-term evaluations;
- A guide outlining the construction of effective feedback tools;

- A database of bilingual questions that instructors may use in the construction of their own feedback tools;
- Procedures speaking to the administration of different feedback tools;
- Varied examples, both electronic and in print, of successfully used feedback tools from multiple disciplines;
- A guide outlining how to analyse and interpret the results of mid-term evaluations and suggested methods for responding to the class.

This roundtable will serve as a forum to discuss best practices in collecting informal student feedback as well as strategies related to the creation of innovative resources and how these may be used by university instructors.

Learning Outcomes:

By the end of the roundtable discussion participants will be able to:

- Describe the benefits of mid-term evaluations;
- Evaluate a variety of feedback tools and strategies;
- Explain ways in which quality resources can be created and disseminated to Faculty.

The session will be facilitated in English; however, questions in French are encouraged. All documents and materials will be provided in both English and French.

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: Educational Developers; General

Keywords: mid-term teaching evaluations, formative evaluations, online resource, student feedback, feedback tools

R-17
Room: Arts 210

Thursday, 12:10 - 1:00 pm

Supporting Scholarship of Teaching and Learning Communities Through a Web Portal

Gary Hunt, Centre for Teaching and Learning, Thompson Rivers University; Heather Hurren, Centre for Teaching and Learning, University of British Columbia-Okanagan; Peter Arthur, Centre for Teaching and Learning, UBC-Okanagan; Janine Hirtz, Centre for Teaching and Learning, UBC-Okanagan; Sylvia Currie, BCCampus

Research Track

Abstract:

The quality of scholarly research on teaching can be enhanced when Scholarship of Teaching and Learning (SoTL) practitioners can easily connect with one another to exchange ideas and have open communication that can enhance the development of quality research and communities of practice. Providing convenient opportunities for public sharing of research ideas is an important element in the SoTL movement.

The presenters have been awarded a grant through the Educational Developers Caucus to implement an internet portal that will allow visitors to search a project database for research ideas, projects in progress or completed, and seek potential research collaborators. We believe that opportunities for SoTL research can be enhanced by providing a central website with unrestricted access that can lower the barriers to communication of time, distance, and cost.

The goal of this roundtable discussion is to get feedback on how this website can be designed and promoted to most effectively serve the needs of SoTL researchers and educational developers. How can we best encourage contributions to the site? How should the site be organized for easy navigating and location of resources? What categories of projects would be best; early ideas, projects in progress, completed research? Could the site also be used for dissemination of results? What other needs could the portal meet that would further the cause of SoTL? Following a brief summary of the project status, we will invite participants to share experiences and ideas for ways to make this website most useful.

Theme: Scholarly Teaching and the Scholarship of Teaching and Learning

Audience: General

Keywords: research, sotl, online resources

R-18
Room: Arts 212

Thursday, 12:10 - 1:00 pm

Innovative Partnerships: An Approach to Pediatric Clinical Education

Marcella Ogenchuk, College of Nursing, University of Saskatchewan; Shelley Spurr, College of Nursing, University of Saskatchewan; Michelle Prytula, Department of Educational Administration, University of Saskatchewan; Jill Bally, College of Nursing, University of Saskatchewan.

Innovative Practice Track

Abstract:

An enrollment increase in nursing education in Saskatchewan catalyzed an evaluation of the current pediatric clinical practica. Traditionally, acute care has been used as the primary setting for this practicum. Changes in the program created a need to expand this clinical experience beyond the conventional setting. The purpose of this presentation is to describe how University of Saskatchewan faculty developed a community partnership along with a Saskatoon School Division, resulting in a unique learning experience among students from the colleges of Nursing, Dentistry, and Kinesiology. The primary goal of this partnership was to create an interprofessional clinical rotation within the school community promoting health and wellness of children and youth. One noteworthy learning experience was that Nursing and Dentistry student participants provided oral health assessments to 110 of 130 elementary students allowing 57 urgent dental needs to receive appropriate referrals. The partnership between school communities and academic health sciences led to mutual learning and improved pediatric care. Learning objectives of this experience included: (a) allowing nursing students to develop their communication and teaching skills through teaching specific health related lessons in the classroom, (b) interprofessional collaboration with teachers and other health professionals regarding assessing and addressing needs in the larger community, (c) instructing students on current, in-situ health concerns, including reducing illnesses and improving physical wellness, (d) providing the opportunity for nursing students to build and maintain relationships with students and the wider community, and (e) how to fill urgent and less pressing student needs through initial health and wellness assessments and referrals, and providing information to teachers on how to do the same.

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: College Educators Special Interest Group; Writing Centre Special Interest Group; Educational Developers; Administrators; General

Keywords: collaborative partnerships, interdisciplinary collaboration, health, education, practicum

R-19
Room: Arts 212

Thursday, 12:10 - 1:00 pm

Narrative pedagogy and the evaluation of clinical practice in education: Fostering clinical competency through stories

Stephanie Zettel, Faculty of Health and Community Studies, Mount Royal University

Research Track

Abstract:

Research question: How do students in a first year clinical practicum use guided instructor feedback in learning what it means to become a professional registered nurse?

Project Summary: Students will receive guided narrative feedback from the instructor that is situated in the context of their clinical experience and directed toward specific benchmarks they must meet in order to progress in the program. All consenting participants will receive written feedback on their practice each week to which they will provide a written response. This dialogue will continue from week to week as students care for different patients and are prompted by the instructor to think about how key concepts they have learned in theory are applied in the clinical context. Assignments in the course also lend themselves to this integration of theory and practice and facilitate further reflection by the students on what it means to be a professional nurse. Participants' written work will be kept until the end of the course after which time, students will be interviewed to understand the relative impact of the instructor's feedback on their learning. Data will be analyzed for common themes using narrative inquiry and self-authorship around what elements students believe to be important in their learning how to become a professional registered nurse.

Theme: Experiential Learning

Audience: General

Keywords: critical thinking, clinical judgment, reflection, self-efficacy, competence, narrative pedagogy, feedback

R-20
Room: Arts 213

Thursday, 12:10 - 1:00 pm

Stories from a sustainable teaching and learning class/community

Peta White, University of Regina

Innovative Practice Track

Abstract:

This roundtable discussion will explore the methods, undergirding methodologies, and the theoretical framings this work utilises to create a community of teachers and learners within an undergraduate environmental education class for pre-service teachers. With a focus on developing a community of teachers and learners, this environmental education class has critiqued, challenged, and, ultimately, transformed participants; initiating a level of sustainability in education. Through working together on activist projects, creating possibilities for becoming, looking for disruptions and reinscriptions, using evaluative strategies to share responsibilities, and valuing all aspects of teaching and learning, this class is becoming transformational in its critical expression of sustainable education.

This work is based on PhD research that is theoretically informed by critical ecofeminist poststructuralism, and methodologically grounded in autoethnographic self study. I have transformed how I practice environmental education as a result of this work and I hope to share stories with others looking for similar transformational outcomes from their teaching practices. This roundtable discussion hopes to “walk its talk”, creating a community of learners through discussion and conversation, where we come together to openly explore ideas around transformational education practice. While the specific context for this experience has been environmental education in a pre-service teacher course, any similar transformational community teaching and learning discussion is welcome. This roundtable discussion can directly address the conference theme calling for diversity and inclusivity in our practice in Higher Education through a discussion around how the practice of developing a learning community is supportive of each and every member in individualised ways.

Theme: Communities of Practice, Learning Communities

Audience: General

Keywords: transformational teaching and learning, working in community, environmental education

R-21
Room: Arts 213

Thursday, 12:10 - 1:00 pm

Moving from your Comfort Zone into “The Zone”: Sharing Successes and Surprises

Sheryl Mills, The Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan; Terry Tollefson, Soil Science, University of Saskatchewan

Innovative Practice Track

Abstract:

“I spent a good part of my career very comfortable and then BANG! AN OPPORTUNITY! And now I’m out of my comfort zone—full time, new position, new people.”

“I was particularly uneasy that first morning of class. Instead of addressing a very familiar agricultural student body I was addressing a multicultural group with a background I did not share.”

If this has happened in your career, you know there is much to be learned from leaving your teaching comfort zone. At this round table session we’ll discuss what’s learned from new experiences and feeling uncomfortable in the classroom. It’s those times when we have the greatest opportunity to grow as instructors. In your experience, what have you done when faced with a new situation and what have you learned? How did you differentiate between "discomfort" and challenge? How have your teaching practices changed as a result of new situations? How did you move into "The Zone"? The objectives for this session are two-fold: (1) share and celebrate success stories and the advantages from moving out of the comfort zone and into The Zone; and (2) compile recommendations for moving beyond discomfort to new levels of teaching excellence.

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: General

Keywords: innovation, comfort zone, change

R-22
Room: Arts 214

Thursday, 12:10 - 1:00 pm

New Pathways to Connect with Students

Julie Weible, STLHE student board member-at-large (outgoing), University of Calgary; Natalie Gerum, STLHE student board member-at-large (incoming), Mount Allison University; Arshad Ahmad, STLHE President, Concordia University; Susan Vajocki, STLHE board member, McMaster University; Angie Thompson, STLHE board member, St. Francis Xavier University

Innovative Practice Track

Abstract:

STLHE is committed to the improvement of teaching and learning in higher education. While the majority of the society is made up of faculty, faculty developers and administrators, key stakeholder groups include the student and graduate students who also have complex teaching responsibilities. STLHE is interested in understanding what the needs of students are, and more specifically what the society can do to support students in teaching roles.

The purpose of this session explores pathways through which STLHE can make a difference to the student experience. We pose a few leading questions and ask the audience to generate more.

What kinds of roles can student's play in the Society's strategic and operational activities? Should the Society have more student voices on its Board and or partnerships with student associations? Who would best represent student voices across Canada? How can STLHE have more students participating in its conferences? How can we hear more of their voices? What are other means to connect directly with students?

During the session, STLHE Board members including the past and new student-reps, as well as the President, will run a group brainstorming session based on participants' interests. After two rounds of ideas, summaries will be presented to the entire audience.

The data collected in this session will feed into a report that will be shared with the STLHE Board emphasizing specific steps that can be implemented in the short and medium term.

If you are a student with teaching responsibilities, this session is for you!

Theme: Communities of Practice, Learning Communities

Audience: General

Keywords: graduate students

R-23

Thursday, 12:10 - 1:00 pm

Room: Arts 214

Teaching-Stream Faculty: Measuring and Communicating Scholarship and other Scholarly Activities

Colin J. Montpetit, Department of Biology, University of Ottawa; Lovaye Kajiura, Department of Biology, McMaster University

Organizational Change Track

Abstract:

Many postsecondary institutions are now employing teaching-stream faculty to meet the challenges of increasing enrolments and the continuity of educational programs. While teaching-stream faculty are typically engaged in teaching a number of courses (both large and small enrolment), there exists many differences among them in regards to their roles within their institutions and engagement in professional development through scholarly activities in the field of teaching and learning in higher education. While the approaches to evaluate the scholarship and scholarly activities of regular-stream professors (research professors) are established in long-held traditions, approaches to evaluating such activities for teaching-stream faculty are often not well-defined, inconsistent with job descriptions, or non-existent. Given the great diversity among “teaching-stream faculty” positions, it is important for one to clearly define their role not only to effectively engage in scholarship relevant to his/her position, but, equally important, to be able to communicate these activities and their impact to peers and colleagues. In this interactive session, we will draw on the participants’ collective experiences to identify practices that may help teaching-stream faculty measure and communicate the impact of their scholarship and scholarly activities in the field of teaching and learning in higher education. Participants of this session will leave with ideas and strategies to effectively communicate the relevance and impact of their scholarly activities in the field of SoTL in higher education. This session may also be of interest to regular : stream faculty who wish to communicate their scholarship of teaching and learning.

Theme: Scholarly Teaching and the Scholarship of Teaching and Learning

Audience: General

Keywords: scholarship, teaching stream faculty

R-24
Room: Arts 217

Thursday, 12:10 - 1:00 pm

"Have you, my little serpents, a new skin?" Transformative Possibilities for Curricular Design in English Studies and Beyond

Lee Easton, English, Mount Royal University; Kelly Hewson, English, Mount Royal University

Innovative Practice Track

Abstract:

Change? Yes, we must change, only show me the Theory, and I will be at the barricades, show me the book of the next Beautiful Theory, and I promise you these blind eyes will see again, just to read it, to devour that text. Show me the words that will reorder the world, or else keep silent. If the snake sheds his skin before a new skin is ready, naked he will be in the world, prey to the forces of chaos. Without his skin, he will be dismantled, lose coherence and die. –the Oldest Living Bolshevik in the World from Tony Kushner’s *Angels in America*

"Have you, my little serpents, a new skin?": Transformative Possibilities for Curricular Design in English Studies and Beyond

To embark on transformational curricular design without learning from what, in the late 20th century, have been called the “Theory Wars” would be foolish. It is equally foolish to anchor a transformative project on a single, totalizing theoretical concept such as that to which the Oldest Living Bolshevik gestures in our epigraph. However, the image he conjures--of a snake shedding an old skin and acquiring a new one--galvanizes us as critical pedagogues. What is it we must shed and what is it we must acquire as we transform our curricula and pedagogies into those that are coherent, compelling and alive to the times in which we live? We contend that the emergent discipline of the scholarship of teaching and learning has a particularly big role to play. If such ‘new skin’ isn’t acquired here, it is hard to imagine it occurring elsewhere. And yet, we argue, this field still needs a more thorough engagement with social and cultural theory in order to realize its potential.

To illustrate our contentions, we turn to literary studies and the curricular space called “English” which Australian Ian Hunter argues is less characterized by its particular subject matter—‘literature’ or more recently ‘culture’—than its insistence on creating a specific kind of “pedagogical milieu” in which ethical and aesthetic capacities are inculcated to produce a particular kind of citizen. Working from its claim to be the core subject best suited to provide literacy, “English”—from F.R. Leavis to Raymond Williams and more recently bell hooks—has been a discipline shaped by its commitment to a social mission and its thorough engagement with social theory. Our presentation—a manifesto really—maps out how some of the theories which have shaped English curricula and pedagogies can inform a more fully theorized scholarship of teaching and learning, and hence, open up the possibility in many disciplines for diverse, thoughtful and responsive teaching and learning transformations.

Theme: Transformational Curricular Design

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

Keywords: theorising sotl, transformative curricula and pedagogies

R-25
Room: Arts 217

Thursday, 12:10 - 1:00 pm

Bridging an Enthusiasm Gap in the Classroom: Can Reality TV Help?

Richard J. Long, Edwards School of Business, University of Saskatchewan

Innovative Practice Track

Abstract:

Visualize this. You teach a team-based course reputed to be one of the most challenging in the college. In order to succeed, groups of five or six students must band together to complete a term-long project, submitted in three phases, that tests not only their intellectual abilities and application skills but also their ability to work together as a cohesive team. It requires the commitment of many hours outside the classroom for team meetings and for meeting preparation. According to the student evaluations conducted at the end of the course, many students report learning a lot, but they also find the class a tough grind, and many are resentful of the time commitment required. Is there a way, you wonder, for a very challenging and time-intensive class to not only provide an effective learning experience, but to do so in a way in which students are enthusiastically engaged in the class? The

class in question is a course in strategic compensation for senior undergraduates at the Edwards School of Business of the University of Saskatchewan. In order for students to gain real mastery over a complex body of knowledge, application is essential. To provide this opportunity, a computer-based simulation was implemented over a decade ago, which requires students to utilize the conceptual material provided in the text and lectures to develop a complete compensation system for a simulated firm—all the way from strategy to implementation.

While use of the simulation succeeded in promoting the learning goals of the course, and helped to breathe life into the course concepts, it did not result in enthusiastic course engagement for a substantial portion of the students. As the class instructor, I pondered what could be done about this “enthusiasm gap” while taking a break from marking compensation projects. On the television at the time—several years ago now—was a series entitled “Survivor” (now in its 22nd season) in which a group of ordinary people (divided into two teams) are marooned on a tropical island for 39 days, and need to not only depend on their own resources to survive, but must also compete against the other team every few days, in hopes of winning food and other useful rewards as well as immunity from having to vote someone “off the island.” Eventually, there is one “sole survivor” who wins a million dollars.

When interviewed after being voted off the island, virtually every survivor (whether they won the million dollars or not) claims that although this was the hardest thing that they have ever done, it was also one of the most rewarding. Given that “Survivor” is very popular with the demographic group that typifies my students, I decided to see whether I might be able to bridge the enthusiasm gap by adding some “Survivor” concepts to my class pedagogy. Could reality TV improve classroom reality? This session first shares that story, and then invites participants to share their views and experiences about using reality TV to spur engagement in the classroom.

Theme: Creative Practices: Teaching, Assessment, and Evaluation

Audience: General

Keywords: teamwork, simulations, engagement