## Let's Talk About Teaching

A day of conversations, workshops, and networking for all faculty, instructors, and lecturers at UVic

### FRIDAY, August 31, 2012

**8:30 am - 9:00 am**

Welcome to event  
*Teresa Dawson*, Director, Learning and Teaching Centre  
Welcome by *Butch Dick*, Songhees Nation  
Opening Remarks and Introduction  
*Dr. Reeta Tremblay*, Vice-President Academic and Provost  
Room 105

**9:00 am - 9:15 am**

Registration - *Harry Hickman Foyer*  
*Coffee and pastries provided*  
Pre-register at: [http://www.ltc.uvic.ca/servicesprograms/letstalkaboutteaching.php](http://www.ltc.uvic.ca/servicesprograms/letstalkaboutteaching.php)

**9:15 am - 9:50 am**

**SESSION A1**  
Room 105  
Problem-solving in (and out of!) first year science classes  
Facilitator: *Scott McIndoe*, Chemistry

**SESSION A2**  
Room 110  
Teaching effectively across diversities  
Facilitator: *Jin-Sun Yoon*, Child and Youth Care

**SESSION A3**  
Room 116  
Helping undergraduates succeed: Lessons learned from students in ED-D101  
Facilitators: *Allyson Hadwin and Mariel Miller*, Educational Psychology and Leadership Studies

**SESSION A4**  
Room 120  
Internationalizing a course  
Facilitator: *Neil Gold*, former Provost and Vice-President Academic, former Vice-President International, Professor of Law, University of Windsor  
Room 105

**SESSION A5**  
Room 128  
Hacking the Classroom: Why active learning and interdisciplinary education demand that we teach outside “the box”  
Facilitators: *David Leach*, Writing and *Richard Pickard*, English

### Registration

**10:00 am - 11:30 pm**

**SESSION A1**  
Room 105  
The Uses and Mis-uses of PowerPoint in Teaching  
Facilitator: *Marty Wall*, Learning and Teaching Centre

**SESSION A2**  
Room 110  
How Student FAST can assist you  
Facilitator: *Nadia Munro*, Student System Support Services

**SESSION A3**  
Room 116  
What I have learned about teaching: 11 years at UVic  
Facilitator: *Daniel German*, Computer Science

**SESSION A4**  
Room 120  
Course Readings and Other Natural Disasters: How to Encourage Students to Read for Class  
Facilitator: *Tim Iles*, Pacific and Asian Studies

**SESSION A5**  
Room 128  
Indigenous Knowledge epistemology & pedagogy as Education Scholarship  
Facilitator: *Jacquie Green*, Social Work

### Lunch Break and Networking (provided)

**11:30 pm - 12:15 pm**

**SESSION B1**  
Room 105  
The Uses and Mis-uses of PowerPoint in Teaching  
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### All sessions in Harry Hickman Building (unless otherwise noted)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
<th>Room</th>
<th>Facilitator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30 pm - 1:45 pm</td>
<td>Coffee Break (provided)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1:45 pm - 3:00 pm | **SESSION C1** Room 110 Experiences in Memorable Learning and Teaching  
Facilitator: *Ed Ishiguro*, Learning and Teaching Centre |        |                                                                               |
| 1:45 pm - 3:00 pm | **SESSION C2** Room 116 Teaching and coordinating a lab or tutorial course with less of everything!  
Facilitator: *Dave Berry*, Chemistry |        |                                                                               |
| 1:45 pm - 3:00 pm | **SESSION C3** Room 120 Student Involvement  
Facilitator: *Gary McGillivray*, Mathematics & Statistics |        |                                                                               |
| 1:45 pm - 3:00 pm | **SESSION C4** Room 128 Preventing Disruptive Behaviour in the Classroom  
Facilitators: *Lisa Surridge*, English and *Joe Parsons*, Learning and Teaching Centre |        |                                                                               |
| 1:45 pm - 3:00 pm | **SESSION C5** LIB034J McPherson Library Unmuddling Moodle  
Facilitator: *Mandy Ararat Ospina*, Learning Systems |        |                                                                               |
| 3:10 pm - 4:30 pm | **SESSION D1** Room 105 Working in the Community: A case study of experiential learning  
| 3:10 pm - 4:30 pm | **SESSION D2** Room 110 Working with Graduate Students: Mentoring and Coaching  
Facilitator: *Janni Aragon*, Political Science |        |                                                                               |
| 3:10 pm - 4:30 pm | **SESSION D3** Room 116 Things you didn’t know you could do in Moodle  
Facilitators: *Patric Lougheed* and *Sue Harper*, Learning Systems |        |                                                                               |
| 3:10 pm - 4:30 pm | **SESSION D4** Room 120 Personal Health, Wellness and Potential – Student transformation through lifestyle change and experiential community group legacy projects  
Facilitator: *Lara Lauzon*, Exercise Science, Physical and Health Education |        |                                                                               |
| 3:10 pm - 4:30 pm | **SESSION D5** Room 128 Developing Learning Outcomes for your course  
Facilitators: *Teresa Dawson and Joe Parsons*, Learning and Teaching Centre |        |                                                                               |
| 4:30 pm - 5:30 pm | **What have we learned and what do we want to do next?** Facilitated discussion of today’s themes and next steps  
Neil Gold, Catherine Mateer, and Teresa Dawson  
HHB105 (light refreshments) |        |                                                                               |
SESSION DESCRIPTIONS

All presenters listed below are either UVic award winning professors, faculty consultants with the Learning and Teaching Centre, or representatives from essential services on campus. Please refer to the UVic website if you would like further information about each presenter and his/her field of expertise.

9:15 am - 9:50 pm

Opening Plenary: Supporting Learning in an Internationalized Setting
Room 105

Neil Gold, former Provost and Vice-President Academic, former Vice-President International, Professor of Law, University of Windsor

UVic has declared internationalization to be one of its priority directions. Through its Learning Without Borders initiative and the new International Learning Commons it aims to advance the agenda. Significant advances will occur at UVic with the development of internationally focused curricula, learning and teaching, as well as research.

Internationalization is the “process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post secondary education.”

“By extension, internationalization of the curriculum is about infusing this dimension in the teaching and learning that take place on campus.”

Is internationalization “flavour of the month” or here to stay? In this session we will explore the reasons for internationalizing and begin to consider some ways to go about it.

Neil Gold has had a long career in learning and teaching, university administration and international consulting. He is a professor of law at the University of Windsor.

He entered the academy with a primary commitment to learning and teaching. To pursue this interest he has undertaken a number of leadership positions.

At Windsor he served as the Provost and Vice-President, Academic for eleven years and thereafter as the Vice-President, International. Previously at Windsor he held the positions of dean of law, student affairs and continuing education. He was also assistant to the vice-president, academic for engineering and the founding director of Legal Assistance of Windsor, a centre for experiential learning. At the City University of Hong Kong he was head of professional legal education, dean of law and dean of humanities and social sciences. At the University of Victoria he founded the Teaching and Learning Centre for faculty improvement and the Law Centre for experiential learning in law. Neil chaired the UVic Law curriculum committee that developed the law school’s first upper years program. Neil was also the founding director of the Professional Legal Training Program for the Continuing Legal Education Society of British Columbia, the Advocates’ Society Institute (Toronto), and the Canadian (Ottawa) and Commonwealth Law Teaching Clinics (London).

Neil is a past chair of the Ontario Council of Academic Vice-Presidents. He also chaired its Quality Assurance and Learning and Teaching Committees. Neil led the Quality Assurance and Implementation Task Force on behalf of Ontario’s publicly assisted universities. It prepared a detailed quality assurance framework and recommended the establishment of the Ontario Universities Council on Quality Assurance.

Neil has researched, written and consulted on education, professional development and dispute resolution in Asia, the UK, the US, Australasia, South America and Africa. His writing in these fields has appeared in Canadian, American, British and Australasian publications.

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1 Knight, J., Updated Internationalization Definition, 33 International Higher Education at p. 2-3 (2003)
2 AUCC, Internationalization of the curriculum - A Practical support to Canadian Universities’ Efforts (2009)
SESSION A1  Problem-solving in (and out of!) first year science classes  
Room 105  
Facilitator: Scott McIndoe, Chemistry

Learning chemistry requires both the assimilation of many new concepts and the development of analytical skills, and many students lack ability in this fundamental area, having been trained only for algorithmic problem solving by their previous (high school) chemistry experiences. In lectures, we try to provide rich opportunities for engagement through videos, interactive websites, demonstrations, clickers etc., and we also spend time teaching them problem solving skills. But how do we consistently reinforce the methodology without boring the strongest students and leaving the weakest students far behind? We’ve settled on using narrated, animated videos through which the students can progress at their own pace. The different phases of problem solving - READ, PLAN, SOLVE, CHECK - are consistently colour-coded for clarity. Questions are integrated directly into the students’ lecture books, and the answers can be accessed via QR-codes, which are hyperlinked directly to the YouTube solutions.

SESSION A2  Teaching effectively across diversities  
Room 110  
Facilitator: Jin-Sun Yoon, Child and Youth Care

There has never been a time that Canada has been so diverse and it is only just beginning to show in the university classroom at UVic. How prepared are you to ensure your curriculum and teaching style is inclusive and effective? How can you provide a high level of engagement and reduce the potential for inadvertently discriminating against a student? In this highly interactive workshop, we will identify issues and practical strategies that will maximize teaching effectiveness working with a multitude of diversities in the classroom or in an online class.

SESSION A3  Helping undergraduates succeed: Lessons learned from students in ED-D101  
Room 116  
Facilitator: Allyson Hadwin and Mariel Miller, Educational Psychology and Leadership Studies

In this session, we explore what it means for students to become successful and adaptive learners. Specifically we discuss how learning unfolds for successful students and how we can support students to overcome common challenges in undergraduate courses. Through interactive case studies, we examine key aspects for supporting students in developing and using strategic learning processes.

SESSION A4  Internationalizing a course  
Room 120  
Facilitator: Neil Gold, former Provost and Vice-President Academic, former Vice-President International, Professor of Law, University of Windsor

This is a hands-on, practical workshop to follow on the themes of the opening session “Supporting Learning in an Internationalized Setting”.

University internationalization is a global phenomenon. For a variety of reasons universities across the globe are moving deliberately and apace to internationalize their campuses, research, and especially their academic programs and related activities.

Participants are asked to bring a detailed course outline and related materials (if any). Using a “toolkit” and “internationalization self-review” provided to them participants will consider ways to enhance or transform internationalization of their course.

SESSION A5  Hacking the Classroom: Why active learning and interdisciplinary education demand that we teach outside “the box”  
Room 128  
Facilitator: David Leach, Writing and Richard Pickard, English

As instructors, we often ignore the most influential “teaching technology” in our midst: the classroom. In this workshop, we will explore (and explode) the hidden biases of conventional classroom design and discuss how we might “hack” these spaces into new architectures of learning. We will also discuss a new course model that moves beyond the four-walls-fixed-time format and deploys the entire campus holistically as a creative, collaborative, trans-disciplinary teaching environment to address the educational, social and ecological challenges faced by contemporary students.
SESSION B1 The Uses and Mis-uses of PowerPoint in Teaching
Room 105
Facilitator: Marty Wall, Learning and Teaching Centre

PowerPoint can be an effective teaching tool but is instead often a distracting impediment to learning. We will focus on the differences between presenting and teaching in PowerPoint, the PowerPoint teaching strategy of “less-is-more,” the do’s and don’ts of teaching with PowerPoint, and guidelines for animating PowerPoint slides to enhance teacher-student communication.

SESSION B2 How Student FAST can assist you
Room 110
Facilitator: Nadia Munro, Student System Support Services

Do you need help with grading your classes or importing large class grades from an existing Excel document? Get a demo of the new Instructor Quick Launch to short-cut you to your current Class Lists and to your course grading pages! Get help with commonly asked questions and other features of the FAST Student Reporting system with Nadia Munro. Taught in an informal and easy to understand setting.

SESSION B3 What I have learned about teaching: 11 years at UVic
Room 116
Facilitator: Daniel German, Computer Science

Like many of us, I never got any training on teaching and I had to learn by doing it. Every term, I experiment in the classroom, trying to find the unattainable perfect mix that would propel my students to learning heaven. I find that everybody has their own methods (call them, if you prefer, techniques, tips, trick, etc) that have been honed over time. I would like to share mine and describe my personal approach to teaching and the methods that I use on a daily basis to keep my students (and equally important, myself) engaged and interested in the course materials. Similarly I’ll describe what has not worked for me too. I will touch on issues of how I deal with technology in the classroom, promote students participation and engagement, learning outside the classroom, team work, etc.

SESSION B4 Course Readings and Other Natural Disasters: How to Encourage Students to Read for Class
Room 120
Facilitator: Tim Iles, Pacific and Asian Studies

We all assign readings in our courses, for obvious reasons--but do you get the feeling that those reasons are obvious to us, as instructors, and not to our students? Do your students show up without having completed the readings, or without even knowing that they should have done so? This hour-long workshop will offer a forum to discuss this problem, allowing you to consider why students don't complete their readings, or why their retention of read material may not be sufficient, and will also offer strategies for encouraging students to read and retain information more effectively and completely. The workshop isn't intended to provide a blueprint or one-size-fits-all approach; rather, this will be an open opportunity to share practices that work.

SESSION B5 Indigenous Knowledge epistemology & pedagogy as Education Scholarship
Room 128
Facilitator: Jacquie Green, Social Work

It is necessary to teach Indigenous education within mainstream institutes in a transformative approach. This means that rather than lecturing, writing and analysis, that students experience Indigenous knowledges through storying, visiting landscapes and participating in the documentation of history through the art of building canoes, learning how to create regalia, formulating their own histories through understanding their own identities, histories and places. The intent for students to learning their own histories and identities is to illustrate that our history within the Canadian state is multifaceted. We all come from diverse backgrounds, experiences and places. This approach alleviates tensions to understanding colonialism and brings the focus of Indigenous knowledge to a collective rather than individual experience.
SESSION C1 Experiences in Memorable Learning and Teaching
Room 110
Facilitator: Ed Ishiguro, Learning and Teaching Centre

Teaching and learning should both be positive memorable experiences. In efforts to achieve these goals, course concepts should obviously be given adequate coverage so that they are crystal clear. However, the most important message to be delivered is the significance of each concept, i.e., why it is worth remembering. Some strategies for achieving these goals will be discussed.

SESSION C2 Teaching and coordinating a lab or tutorial course with less of everything!
Room 116
Facilitator: Dave Berry, Chemistry

Unless you are teaching in a very unusual part of the campus, you are probably facing a new academic year with less financial resources to support your teaching. This likely translates into less supplies and less TA support. Leaving our political arguments at the door, we will explore some of the options that participants have contemplated in coping with such constraints. This will be a frank discussion of methods tried and possibilities to be explored with the aim of inspiring solutions that can transfer successfully from one discipline to another.

Participants are asked to come ready to talk about their own (perhaps tentative) plans and to comment on their past experiences.

SESSION C3 Student Involvement
Room 120
Facilitator: Gary McGillivray, Mathematics & Statistics

Something that most instructors believe is strongly supported in the literature: students who engage with their studies experience greater satisfaction and get better grades. There is a spectrum of possible meanings of “engage” ranging from “embrace and become totally absorbed in” to “are not indifferent towards the course, do the required amount of work, and see some relevance in the course material”. In service courses there are students everywhere on the spectrum and, unfortunately, off of it. This workshop will start with a short presentation of some ideas for getting students involved in their studies and maintaining that involvement throughout the term. These are not particular to any subject area (e.g. mathematics). The presentation will be followed by a discussion of how these strategies, variations, or others might be implemented in different situations like lectures, seminars, tutorials, labs and office hours. A hoped-for goal is that everyone, including the presenter, will come away with a few tips that will help improve the educational experience for everyone.

SESSION C4 Preventing and Dealing with Classroom Incivility: What the Research Tell Us
Room 128
Facilitators: Lisa Surridge, English and Joe Parsons, Learning and Teaching Centre

Perhaps surprisingly, research shows that instructors play a major role in inadvertently promoting student incivility. This workshop will focus on strategies for averting incivility through positive instructor messages, proactive syllabi and well-judged classroom interactions. Learn what you can do to establish and maintain a civil context for learning.

SESSION C5 Unmuddling Moodle
LIB034J McPherson Library
Facilitator: Mandy Ararat Ospina, Learning Systems

UVic Moodle can be used to provide online course content, as well as opportunities for collaboration, communication, sharing, and activities. In this workshop, we will teach you the fundamentals of Moodle and share some tips and good practices. By the end of the session, you’ll hopefully feel ready to start building your own Moodle course!
This is a hands-on workshop where you will have the opportunity to begin building a sample Moodle course. There are 12 desktop computers available in the classroom - any others who wish to actively participate are encouraged to bring a laptop to the session.
SESSION D1 Working in the Community: A case study of experiential learning
Room 105
Facilitators: Karena Shaw, Environmental Studies, Michael Webb, Political Science, and Helen Kobrc, Geography

This workshop will consider some of the challenges and benefits of pursuing community-based service learning in the context of an undergraduate course. Co-instructors from a pilot class titled “Working in the Community” will describe the structure of the course, assess its strengths and weaknesses, and consider how lessons from it might be translated to other efforts. We hope to stimulate a wider discussion of how experiential learning can be effectively integrated into the curriculum.

SESSION D2 Working with Teaching Assistants: Mentoring and Coaching
Room 110
Facilitator: Janni Aragon, Political Science

Your Teaching Assistants can help make a class successful and leave a lasting mark on your students. This presentation will offer tips to having a positive experience with your graduate students, and also offer advice about how to “trouble shoot.”

Janni Aragon has worked with more than 50 graduate students as her teaching assistants or grading assistants during the last 15 years.

SESSION D3 Things you didn’t know you could do in Moodle
Room 116
Facilitators: Patric Lougheed and Sue Harper, Learning Systems

How are you using Moodle? Posting resources and announcements? Collecting assignments and giving quizzes? Is that it? You and your students are totally missing out! Come learn how to take advantage of some of the best things you didn't know Moodle could do!

The primary goal of this session is to make instructors aware of some great tools Moodle has to offer. The secondary goal is to encourage instructors to share ideas and begin thinking about how they can use Moodle to design activities that engage and empower students at higher levels.

Sue Harper and Patric Lougheed (Learning Systems) will help you explore and discuss how to leverage some of Moodle's less commonly used features, and demonstrate integration of Moodle with several interesting external teaching technologies.

SESSION D4 Personal Health, Wellness and Potential - Student transformation through lifestyle change and experiential community group legacy projects
Room 120
Facilitator: Lara Lauzon, Exercise Science, Physical and Health Education

Blending theory, research and experiential learning in a first year academic health and wellness course can encourage students to embrace the concept of self-responsibility for self-care and inspire them to make healthy lifestyle choices that enhance both their academic and personal lives. Examples of lifestyle change projects, small group community legacy projects, wellness days, guest presentations by past students and student reflections will be shared in this session. It is a privilege, as the instructor for this course, to share in the transformation process of the students each semester. This student reflection says it so well:

This course has taught me so much about what it truly means to be “well”. I had no idea how drastic the changes in my life would be within three months. Through my lifestyle change project, I realised that I am closer to finding balance in my life. In fact, I looked at myself in the mirror this morning and told myself that I am a work in progress, and always will be - because the “self” is constantly changing. I was inspired to not only come to every class but to be engaged, want to learn more, do more and be more. I also was reminded that I had the responsibility to remember I didn’t just have an effect on my own life, but also others around me and the world I’m living in. The small group community legacy project with the Mustard Seed group was a wonderful eye opening, challenging and emotional experience that I’m glad I had the chance to participate in.

SESSION D5 Developing Learning Outcomes for your course
Room 128
Facilitator: Teresa Dawson and Joe Parsons, Learning and Teaching Centre
For good or bad the accountability movement has come to higher education in BC. Increasingly we are being asked to demonstrate what our students learn in our courses. This is often expressed as having learning outcomes for each course and recent requests from the Provost’s Office are reflective of the new Provincial requirements in this regard. So what are learning outcomes and how do I write them? Is this more busy work or something that we can use to benefit our students? We argue that thinking about learning outcomes for your course can benefit you and your students, making the experience more rewarding for everyone. For example, ever wonder why what you teach does not seem to be what your students learn? Wish you could help your students see how far they have progressed over the term (and how much you have helped them!)? How does the learning that happens in your course contribute to your students’ program(s) as a whole, including those that have professional accreditation requirements? Which are the most effective ways to assess their achievements?

In this workshop we will help you: write learning outcomes for your course that you can express on your syllabus and discuss with your students; think about how to determine baselines for learning; decide on appropriate methods and activities to get you and your students where you want to go, and reflect on the most effective assessment techniques for showing change. Please bring a syllabus or course outline to work with (this could be yours or one you have borrowed). You might wish to use your least favourite or least effective one from your perspective. If you have accreditation requirements for your program, you could review those ahead of time also. Activities and resources will be provided.

**4:30 p.m - 5:30 pm**

**What have we learned and what do we want to do next?** Facilitated discussion of today’s themes and next steps

HHB105 (light refreshments)

**Facilitators:** Neil Gold, former Provost and Vice-President Academic, former Vice-President International, Professor of Law, University of Windsor, Catherine Mateer, Associate Vice-President Academic Planning and Teresa Dawson, Director, Learning and Teaching Centre