

Fall
Perspectives
on
Teaching

Thursday, September 1, 2005
Somerville House



Sponsored by the
Teaching Support Centre
The University of Western Ontario

Fall Perspectives on Teaching

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9:00 - 9:15 a.m.

SH 3345

Welcoming Remarks

Paul Davenport, President & Vice-Chancellor

9:15 - 10:30 a.m.

SH 3345

Keynote Presentation

Of All the Hats I Wear, My Ball Cap Fits Me Best!

Alan Edmunds, The University of Western Ontario

Balancing the many hats that academics must wear cannot be left to chance or circumstance; we must use a carefully designed hat rack. However, wearing all of our hats must also be personally and professionally fulfilling. Using his recent journey through the tenure and promotion process, Dr. Edmunds will share some stories and highlight some of the nuances of academia that can make our lives totally rewarding. Inherently, the pitfalls of losing our balance will be included.



*Alan Edmunds is Associate Professor of Education at Western. His 20+ years in educational psychology and his extensive coaching background are catalysts for a unique theoretical and practical perspective on teaching and learning, a perspective that has garnered two university teaching awards. The author of several journal articles, Alan's recent book **Golf On Auto Focus: Analysis to Eliminate Paralysis**, is about developing mental toughness for golfers, and this year he will publish a co-authored book on building and maintaining highly productive learning environments.*

10:30 - 10:45 a.m.

Refreshment Break

10:45 - 12:00 p.m.

SH 3345

Keynote Presentation

Confessions of an (Innovative) Educator

Howard Armitage, University of Waterloo

What does it mean to be an “innovative” educator? Are there really any formulas? Does it matter what discipline one is from? As a 3M Teaching Fellow recipient, I’ve had a chance recently to reflect on these questions. Without claiming an exhaustive analysis, I’d like to share some observations – some personal and some learned from others. Many are obvious – some are not. Toward the end of the session, I’d like to add your experiences. What have you done or observed that adds to our understanding of “innovative” teaching practice.

Howard M. Armitage is Professor of Accounting and Director of the Centre for Business, Entrepreneurship and Technology at University of Waterloo. He holds a B.Sc. from McGill University, M.B.A. from the University of Alberta, and a Ph.D. from Michigan State University. He is also a Fellow of the Society of Management Accountants of Canada. He is the recipient of the University of Waterloo's Distinguished Teaching Award, the Canadian Academic Association's LS Rosen Award for Outstanding Canadian Accounting Educator and the 3M Fellowship for Outstanding Canadian Educator. He has published widely in the area of cost management systems.



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1:30 - 2:45 p.m.

CONCURRENT SESSIONS — CHOOSE SESSION 1 OR 2

Session 1 — SH 3315

Session 2 — SH 3317

Facts -- Only the Means to an End: The Importance of Good Teaching in the Sciences

Brock Fenton, Department of Biology

Reflecting from experience, this session will highlight three methods of science teaching: breadth (science for non-scientists), lectures and laboratories, and field study. While each method is different, the teaching goals remain the same: to share enthusiasm and curiosity for science; to explore the process of science; to demonstrate the different learning experiences which occur through vicarious exploration (lecture method) and hands-on exploration (field study method); and to develop students' skills.

The Role of the Faculty in the Supervision of Graduate Students and Teaching Assistants

Anton Allahar, Department of Sociology

Andrew Johnson, Faculty of Health Sciences

To achieve a graduate degree, graduate students need and expect guidance from members of faculty for the research they must conduct, and for the writing that must be done to communicate the outcomes of that research. Graduate students also require direction and instruction from faculty members on how to be a successful Teaching Assistant, and in preparation for their role as the new professoriate. The presenters will discuss these issues and provide advice on how these expectations can be met.

2:45 – 3:00 p.m.

Refreshment Break

3:00 – 4:00 p.m.

CONCURRENT SESSIONS — CHOOSE SESSION 3 OR 4

Session 3 — SH 3315

Session 4 — SH 3317

PRESSWestern: Implementation of Classroom Personal Response Technology

*Tom Haffie, PRESSWestern Project Coordinator
Department of Biology*

Personal Response Units (clickers) are hand-held radio transmitters that can fundamentally transform our teaching by enabling us to gather, display, record and analyze responses from every student in our largest lecture halls in real time. This session will demonstrate the technology, describe the campus-wide implementation plan, and discuss the implications for more active and effective lectures.

Service-Learning at Western: Reflections of Course Instructors

Debra Dawson, Teaching Support Centre

Mark Franke, Huron University College

Amanda Grzyb, Information and Media Studies

The connection of learning to community service has become an integral part of several diverse courses here at Western. This session will be a discussion of how some instructors have integrated community service requirements into their courses. You will also find out what resources are available to support your integration of this experiential learning component into your course.

Registration is free. Please register in advance by phone at **ext. 84622** or online at www.uwo.ca/tsc and indicate the session(s) you plan to attend. Refreshments will be available at 8:45 a.m. and during the morning and afternoon breaks.