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# Spring Perspectives on Teaching

May 4, 2006  
Arthur & Sonia Labatt  
Health Sciences Building  
*(formerly South Valley Building)*



Sponsored by the  
Teaching Support Centre  
The University of Western Ontario

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# Spring Perspectives on Teaching

Thursday, May 4, 2006

Arthur & Sonia Labatt Health Sciences Building

9:00 - 9:15 a.m. Welcome & Announcement of 2006 Fellowship in Teaching Innovation Award Winner

Room 35

*Debra Dawson, Director, Teaching Support Centre*

9:15 - 10:30 a.m.

KEYNOTE SESSION

Room 35

## Student Evaluation of Teaching: Has It Made a Difference?

*Harry Murray, Department of Psychology*

This presentation will deal with the history and impact of student evaluation of teaching in Canadian universities. Topics to be discussed include: (1) how student evaluation got started and how it developed to its present status; (2) research evidence as to whether student evaluation has made a difference, either positive or negative, with respect to quality of teaching, promotion and tenure decisions, and academic standards; and (3) the pros and cons of some possible alternatives to student evaluation of teaching, including performance indicators and direct measurement of student learning.



*Harry G. Murray is Professor Emeritus in the Department of Psychology. He holds a doctoral degree from the University of Illinois, and has been a university teacher for 39 years. His main areas of research interest in higher education are teacher effectiveness and evaluation of teaching, and he is one of the authors of the STLHE publication, [Ethical Principles in University Teaching](#). He has won a number of awards for teaching and research, including Western's Edward G. Pleva Teaching Award, OCUFA Teaching Award, 3M Teaching Fellowship, and the CSSHE Research Award.*

10:30 – 10:45 a.m.

Refreshment Break

10:45 – 12:00 p.m.

PLENARY SESSION

Room 35

## Innovative Teaching: Making a Difference in the Classroom

*Recipients of the 2005 Fellowship in Teaching Innovation Award*

### PRESSWestern: Implementation of Personal Response Technology in Large Classrooms

*Tom Haffie, Department of Biology*

Clickers enable a "many to one" type of communication that can have dramatic effects on classroom dynamics. This session draws on experience with large first year Biology and Physics classes, research data and demonstrations to help participants make informed choices regarding clicker use in their classes.

### Handheld Computing for Place-Based Learning

*Bill Turkel, Department of History*

The combination of handheld computers with global positioning system (GPS) receivers makes it possible to present content that is targeted to specific places. This year, Western Public History MA students are using the technology to create a walking tour of the Old East part of London to accompany a Museum London exhibit and website that they are also working on. I will discuss the process of introducing the technology for coursework, our particular application of it, and some ways that it can be incorporated into teaching across the curriculum.

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# Spring Perspectives on Teaching

Thursday, May 4, 2006

Arthur & Sonia Labatt Health Sciences Building

1:30 – 2:30 p.m.

CONCURRENT SESSIONS — CHOOSE SESSION 1 OR 2

Session 1 — Room 35

## Partnerships in Information Literacy – A Panel on Faculty-Librarian Collaboration

Moderator: *Tom Adam (Western Libraries/Teaching Support Centre)*

Panelists: *Adrienne Wass (Librarian) and Nigmendra Narain (Political Science)*

*Kim Cornell (Librarian) and Lauren Briens (Chemical Engineering)*

*Peggy Ellis (Librarian) and Juan Luis Suarez (Modern Languages)*

*Selinda Berg (Librarian) and Sue Anthony (Nursing)*

Effectively managing the mountain of information we must process daily is important both for academic success to ensure we are providing the best student experience here at Western and also to set the foundation, the cornerstone really, for lifelong learning. Acquiring the skills to efficiently access, critically assess, effectively assimilate and responsibly apply information and ensuring our students do is a critical concern for both faculty and librarians at Western and this afternoon's panel will highlight four successful librarian/faculty partnerships in structuring effective learning environments to foster the acquisition of these necessary skills.

Session 2 — Room 11

## Good Mentoring Practices

*Don Cartwright, Department of Geography and Teaching Support Centre*

This is an opportunity to discuss the advantages of mentoring for the mentor and the mentee, and to analyse the structure of the mentoring process. We will also review the characteristics that new colleagues to Western look for in a mentor, based upon a survey sponsored by the Teaching Support Centre. How should the contributions of mentors be recognized by the university? The input of participants is important in responding to this question.

2:30 – 2:45 p.m.

Refreshment Break

2:45 – 3:45 p.m.

CONCURRENT SESSIONS — CHOOSE SESSION 3 OR 4

Session 3 — Room 11

## Teaching International Students

*Nadine LeGros, Teaching Support Centre*

If we invite them, they will come. ... and they will bring with them different expectations of instructors, different approaches to learning, and different ways of behaving. In this session, we will examine some of the issues facing learners and educators in a multi-cultural classroom, and offer specific strategies to help you teach international students.

Session 4 — Room 35

## Extending WebCT with Turnitin, Publisher Content, and Emerging Technologies

*Jeff Longland and Sue Barschel, Information Technology Services*

This session will demonstrate how WebCT can be extended to provide easy access to other tools and services directly from your WebCT course. The Turnitin PowerLink allows you to create an assignment for plagiarism detection, receive student submissions, and review the results without leaving WebCT. Many textbook publishers offer electronic content and quizzes that can be easily imported into your WebCT course. Emerging learning technologies (blogs, wikis, etc.) and their integration with WebCT will also be demonstrated. The presenters will discuss how tools and services can be added to WebCT to allow direct and simplified access for instructors and students.

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Registration is free. Please register online at [www.uwo.ca/tsc](http://www.uwo.ca/tsc)

Refreshments will be available at the registration desk outside Room 35 at 8:45 a.m. and during the morning and afternoon breaks.

# UPCOMING TSC EVENTS

**May 8 – 12, 2006**

## **Teaching Assistant Training Program**

This five-day session (mornings only) provides new TAs with training and practical experience related to teaching in a university classroom.

**May 8 & 10, 2006**

## **Course Design Workshop (*Limited enrolment*)**

The purpose of this two-day workshop is to facilitate the design or redesign of a course you will be teaching in the upcoming year. At the end of the workshop you should have completed your course syllabus.

**August 14 – 18, 2006**

## **Course on Teaching at the University Level (*Limited enrolment*)**

A one-week intensive course for new faculty and those with only a few years of teaching experience to develop their teaching talents and gain experience with a variety of teaching methods.

**May 29 – 31, 2006**

## **Summer Teaching with Technology Institute (*Limited enrolment*)**

This three-day institute will be an interactive and engaging experience, open to all faculty and course developers. The focus of this institute is to highlight the essential knowledge and skills required for the integration of technology into either your face-to-face or distance courses. Participants who complete the institute will have the foundation of a WebCT site, plus the skills to build, teach, and manage their course.

**August 10, 2006**

## **New Faculty Orientation**

A day of information seminars and teaching tips to aid new faculty members at Western.

**August 31, 2006**

## **Fall Perspectives on Teaching Conference**

A day of workshops for faculty, graduate students, and staff dealing with topics relating to university teaching and learning.

**September 6, 2006**

## **Graduate Student Conference on Teaching (TA Day)**

A day of workshops for graduate student teaching assistants and laboratory instructors on instructional methods.

For registration information, visit the TSC website at [www.uwo.ca/tsc](http://www.uwo.ca/tsc) or e-mail <[tsc@uwo.ca](mailto:tsc@uwo.ca)>.