
Fall Perspectives on Teaching

Thursday, August 30, 2007

Arthur & Sonia Labatt Health Sciences Building

9:00 - 9:15 a.m.

WELCOMING REMARKS

Room 35

Paul Davenport, President & Vice-Chancellor

9:15 - 10:45 a.m.

KEYNOTE SESSION

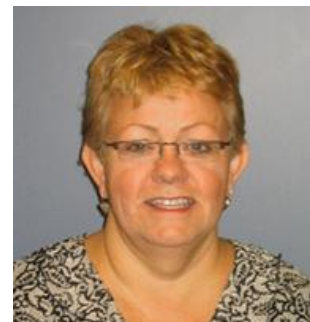
Room 35

Alternate Approaches to Teaching and Learning in University Settings: Engaging Professors and Engaging Students

Ann Sherman, University of Calgary

Dr. Sherman's presentation will focus on strategies, both new and old, that are engaging students as they learn, apply, and synthesize knowledge in the university classroom. New research exists which provides us with knowledge about how the brain works and suggests that we need to reconsider the ways in which we approach teaching at the university level. Service Learning is one example that will be used to illustrate alternate ways to engage students.

Dr. Ann Sherman is the Associate Dean of the graduate division in Educational Research at the University of Calgary having joined U of C after teaching for nine years at St. Francis Xavier University in Nova Scotia. At StFX she was the Director of the School of Education and the Director of the university wide service-learning program. She also directed a five-year CIDA project on improving teaching and basic education in Bhutan. Her teaching currently focuses on Educational Leadership and Qualitative Research at the graduate level. She has a Graduate Diploma in Educational Leadership and a M.Ed. in Curriculum and Instruction. Her Ph.D. is from the University of Nottingham in the UK and focused on the perceptions of young children about school.



10:45 - 11:00 a.m.

Refreshment Break

11:00 - 12:30 p.m.

PLENARY SESSION

Room 35

Internationalizing the Curriculum: Successes, Challenges, and Strategies

As faculty include global perspectives, international and intercultural content in their courses, new challenges and opportunities arise. Students do not only acquire knowledge in their discipline, but become involved in a process of culture learning, during which their existing world views, beliefs and values may be challenged. Internationalizing the curriculum opens the doors for innovative teaching techniques that promote critical thinking and perspective taking among students, and it challenges instructors, who need to be aware not only of the process of culture learning and strategies to facilitate it, but also of how students will use the knowledge gained in class after the course is over. Faculty members from across campus will share their experiences with internationalizing the curriculum of their courses over the past year.

Tracy Isaacs, Department of Philosophy

An International Feminist Dialogue: Conversations between a Globalizing Feminism class at Western and a sister class in Women's Studies at the University of the Western Cape in Cape Town, South Africa

Bert Chesworth, School of Physical Therapy and Bachelor of Health Sciences Program

Internationalizing the Rehabilitation Science Curriculum in the BHSc Program

Nandi Bhatia, Department of English

Postcolonial Theatres: International Perspectives on Drama, Theatre and Performance

Nanda Dimitrov, Teaching Support Centre

Teaching Strategies for the International Curriculum

Fall Perspectives on Teaching

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1:30 – 2:30 p.m.

CONCURRENT SESSION A — CHOOSE ONE SESSION

Session A-1 — Room 35

Doing Research on Your Teaching

Tom Haffie, Department of Biology

Ken N. Meadows, Teaching and Learning Services

Have you ever tried something new in your classroom and wondered what effect it really had on student learning? Have you ever thought of doing research on a teaching technique, some new teaching technology, or some other aspect of your teaching but were not sure where to start? This session will be a discussion of research on teaching including how you could design and implement a teaching-based research project, examples of teaching-based research going on at Western, and the resources that are available to help you get started ... and finished. A small grants program for teaching-based research will also be announced.

Session A-2 — Room 11

Teaching Diverse Learners

Deborah Stuart, Student Development Services

This presentation will focus on ways to facilitate learning for an increasingly diverse student population. Methods for facilitating learning and for evaluating students' knowledge will be presented within a context of information about how people learn. The usefulness of these teaching and evaluation methods for a variety of learners will be discussed (e.g., students who have ESL issues, mature students, and students with disabilities).

2:30 – 2:45 p.m.

Refreshment Break

2:45 – 4:00 p.m.

CONCURRENT SESSION B — CHOOSE ONE SESSION

Session B-1 — Room 35

Dealing with Difficult Students

Mike Atkinson, Department of Psychology

Faculty sometimes experience situations in their teaching in which students become "difficult" in terms of their behaviour. This can range from minor issues such as reading the newspaper in the back of the class to more serious problems (e.g., excessive talking, attempts to control the class, direct confrontation with the instructor or another student). Mike will discuss strategies that can be used to deal with these situations and help the instructor manage the classroom.

Session B-2 — Room 11

Assessing the Writing of ESL Students: When & How to Correct and Educate

Audra Bowlus, Department of Economics

Roger Graves, Writing, Rhetoric, and Professional Communication

Jan Shepherd McKee, Faculty of Engineering

Jana Weerasinghe-Seijts, The Writing Support Centre

The diversification of our student body presents additional assessment challenges for professors and teaching assistants. What are appropriate standards for marking the writing of second language speakers both at the undergraduate and the graduate level? What is appropriate for different rhetorical styles, culturally divergent attitudes to knowledge, and sentence-level errors? What is fair both to the students and to the assessors? This session will consist of a panel discussion to explore different attitudes and approaches to this complex issue.

Registration is free. Please register online at 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.