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# Spring Perspectives on Teaching

Thursday, May 3, 2007

Arthur & Sonia Labatt Health Sciences Building

9:00 - 9:15 a.m. Welcome & Announcement of 2007 Fellowship in Teaching Innovation Award Winner  
Room 35 *Debra Dawson, Director, Teaching Support Centre*

9:15 - 10:45 a.m. KEYNOTE SESSION  
Room 35

## Responding to the Rainbow: A Multi-faceted Vision for Higher Education

*Aline Germain-Rutherford, University of Ottawa*

At the same time as globalization and advances in technology enable the international delivery of higher education, the demographic of our student body is progressively diversifying. This cultural diversity holds many challenges for institutions and faculty who often feel untrained and unprepared to provide quality learning experiences for such multicultural audiences. Beyond bringing an international perspective to our curriculum, how can we, in our teaching philosophies and practices, balance the need to produce globally literate students while acknowledging and fostering their cultural individualities?

If our goal is to develop students who are able to contextualize their skills and knowledge against the broad background of multiple perspectives, then we need to look at what internationalization of curriculum, multi-faceted teaching approaches, and intercultural appreciation really mean. These are fascinating challenges we will explore and discuss together during this interactive presentation.

*Aline Germain-Rutherford received a Doctorat de Didactologie/Didactique des Langues et des Cultures at La Sorbonne Nouvelle, Paris III. Associate Professor at the University of Ottawa, she has been for five years (2001-2006) the Director of the Centre for University Teaching at this university. She is also the Director of the Graduate and Undergraduate Summer French School of Middlebury College in the United States, and has been a visiting professor and keynote speaker in Europe, North America, Asia, Africa and the Middle East. The author of numerous publications on faculty development, second language pedagogy, speech technology and the integration of sound pedagogy in e-learning practices, Dr. Germain-Rutherford has headed several national and international research projects, specifically on faculty development and multicultural issues in post-secondary education and online environments. She was the co-lead for the facultydevelopment.ca project funded by CANARIE Inc. and is currently the principal investigator of two research projects examining the integration of internationally trained professors into Canadian postsecondary institutions and the question of multiculturalism in the design of online courses. Dr. Germain-Rutherford is also a founding member of the Institute for the Advancement of Teaching in Higher Education (IATHE) and is a recipient of the 3M National Teaching Fellow Award.*



10:45 – 11:00 a.m. Refreshment Break

11:00 – 12:00 p.m. FELLOWSHIP IN TEACHING INNOVATION AWARD PRESENTATION  
Room 35 *Recipients of the 2006 Award*

## Integrating Simulated Teaching/Learning Strategies in Undergraduate Nursing Education

*Karen Ferguson and Barbara Sinclair, School of Nursing*

Simulations are increasingly being applied as a teaching strategy in a variety of clinical disciplines, with evidence reported in the literature that didactic knowledge is more fully integrated when applied through simulation experiences prior to direct clinical application. In this pilot study, six learning activities that previously have been presented in traditional classroom/lecture format were taught using a combined lecture and clinical simulation approach. Students were asked to assess self-efficacy for clinical practice pre and post simulation, as well as a satisfaction questionnaire and a self-reflection about their learning. The framework for the pre/post survey is based on Bandura's (1977, 1986) Self-Efficacy theory. Year 2 students enrolled at the Fanshawe College site served as the control group, receiving only classroom instruction.

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Arthur & Sonia Labatt Health Sciences Building

1:30 – 2:30 p.m.

CONCURRENT SESSION A — CHOOSE ONE SESSION

Session A-1 — Room 11

## Conversations on Effective Graduate Supervision

*Elizabeth Skarakis-Doyle, Teaching Support Centre and the School of Communication Sciences and Disorders*

What factors contribute to an effective supervisor-student relationship? How do both graduate students and faculty members view the supervisory experience? These issues were the topic of focus group discussions at Western as part of our Graduate Supervision Initiative. This session will present both faculty and student perspectives that have come from this work over the past year.

Session A-2 — Room 35

## Clickers 201: Good Things Get Better

*Tom Haffie, Teaching Support Centre and the Department of Biology*

Now that we know how to get most students clicking most of the time, it is important to consider how to ramp up the benefits of this technology both inside, and outside, the classroom. This session will review educational theory supporting questioning strategies and will demonstrate uses of clicker questions to create and exploit teachable moments. The session will wrap up with preliminary data documenting the effect of ongoing click records on help-seeking behaviour and academic skill development among novice science students.

2:30 – 2:45 p.m.

Refreshment Break

2:45 – 4:00 p.m.

CONCURRENT SESSION B — CHOOSE ONE SESSION

Session B-1 — Room 11

## Conflicting Cultures: Promoting Academic Integrity at Western

*Selinda Berg and Harriet Rykse, Western Libraries*

*Kim Holland, Teaching Support Centre*

This presentation will first explore the conflicting attitudes and practices between popular culture and academic culture. Technological innovations, from the basic cut-and-paste capabilities of word processing to the more recent Internet novelties such as YouTube have potentially compromised the more traditional lines and definitions of academic integrity, appropriate use, and acknowledgement. Following this exploration, there will be a demonstration of a new tool (Academic Integrity Tutorial) available to faculty as a means to educate students about academic integrity at Western.

Session B-2 — Room 35

## Running Through the WebCT Jungle: Tips and Tricks

*Jeff Longland, Information Technology Services*

This session will march deep into the WebCT jungle - learn how you can use WebCT as a central point-of-access for course content, assessments, grades management, library resources, and Turnitin.com. The session will include demonstrations of new active learning tools such as blogs, journals, peer review, and student contributions. Come and learn how to survive in the WebCT jungle!

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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 EVENTS

**May 7 & 9, 2007**

### **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 will have completed the necessary steps to create a course structure, identify learning objectives, and design learning activities to achieve those objectives.

**May 14 – 18, 2007**

### **Teaching Assistant Training Program**

This session provides new TAs with training and practical experience related to teaching in a university classroom, and includes two videotaped practice teaching sessions.

**May 28 – 30, 2007**

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

The focus of this three-day institute, which is open to all faculty and course developers, 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, and acquire the skills to build, teach, and manage their courses.

**August 9, 2007**

### **New Faculty Orientation**

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

**August 13 – 17, 2007**

### **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.

**August 30, 2007**

### **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 5, 2007**

### **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, see Upcoming Events on the TSC website at [www.uwo.ca/tsc](http://www.uwo.ca/tsc).