Fall Perspectives on Teaching
Wednesday, August 27, 2008
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	

Fostering Civility in our Classrooms
Zopito Marini, Brock University

The beginning of a new academic year offers a unique opportunity to re-energize our teaching by implementing new instructional ideas, following up on student feedback from the previous year and, most importantly, setting a positive tone for the rest of the term. This presentation focuses on understanding and fostering civility in our classrooms, and offers opportunities to engage in discussions regarding this subtle but important aspect of our teaching and learning. In this session conceptual frameworks for the promotion of civility will be presented. It is my hope that these frameworks will guide you in the development of individualized strategies for fostering civility in your own classrooms throughout the upcoming academic year.

Dr. Zopito Marini, *a professor of Child and Youth Studies at Brock University, is the recipient of numerous teaching honours including the Brock Chancellor's Chair for Teaching Excellence and the Ontario Confederation of Faculty Associations Teaching Award. His most important accolades come directly from his students who have repeatedly nominated Zopito as one of Brock University's favourite professors in "The Student's Guide to Canadian Universities". Professor Marini is an expert on the psychological and social factors that contribute to bullying among adolescents, but his interest in teaching has recently led him to a new research focus – classroom civility. Transferring his expertise in schoolyard bullying to the university context, Zopito investigates the impact of uncivil behaviour on the learning environment with the aim of developing strategies to establish and maintain positive classroom norms.*

10:45 – 11:00 a.m.	Refreshment Break

11:00 – 12:00 p.m.	PLENARY SESSION
Room 35	

Hearing Voices: Requesting, Receiving, and Responding to Student Feedback
Nicola Simmons, University of Waterloo

Collecting and addressing student feedback can have a significant impact on course process and climate: it provides timely comments on how the course is progressing along with opportunities to address issues as they arise. This presentation will model several methods of collecting student feedback (for a variety of contexts and class sizes), along with effective ways of responding. We will also look at two samples of course feedback analysis, and the resulting benefits to the students, the instructor, and the course overall.

Dr. Nicola Simmons *is Senior Instructional Developer, Consulting, at the University of Waterloo's Centre for Teaching Excellence. Her areas of teaching and research are educator identity construction, adult developmental psychology, reflective practice, authentic assessment, personal construct theory, instructional strategies, and adult education. Dr. Simmons also serves as a Director of the Society for Teaching and Learning in Higher Education (STLHE) and Canadian Membership Representative for the International Society for the Scholarship of Teaching and Learning (ISSOTL).*

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1:30 – 2:30 p.m.	CONCURRENT SESSION A — CHOOSE ONE SESSION

Session A-1 — Room 35

Establishing Your Presence in Online and Blended Courses
John Barnett, Faculty of Education

Garrison and Anderson (2003) have postulated that online and blended courses should demonstrate three 'presences'. Teaching presence is the design, facilitation and direction of a course to help students realize personally meaningful and worthwhile learning outcomes. Cognitive presence is the course content, critical thought, and confirmation of student understanding. Finally, social presence is the ability of students and instructors to participate and project themselves both socially and emotionally as real people in the online environment. This presentation will describe these presences in an online course the author has taught for several years and show participants how to create these presences in their own courses and explain how to measure their success.

Session A-2 — Room 11

<odesi> - A New Tool for Data Exploration
Vince Gray, Social Science Network and Data Services

Need access to data for your own research or for your students? Need an easy and free source of data files and basic data analysis tools? Enter **<odesi>** a web-based service offered to the Western Research community that affords unprecedented access to a significant number of datasets in a web-based data extraction system, delivered through Scholars Portal. <odesi>, the **O**ntario **D**ata **D**ocumentation, **E**xtraction **S**ervice and **I**nfrastructure Initiative, is jointly funded through the Ontario Council of University Libraries (OCUL) and the Ontario Ministry of Finance program OntarioBuys and supplements Western's Internet Data Library System (http://idls.ca). This session will focus on the effective searching of <odesi>, extracting data and efficiently manipulating it to support research. It will also highlight tips and advice in avoiding pitfalls which students might encounter in using <odesi> for coursework.

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

Trends in Teaching Assistant Development
Jennifer Boman, Psychology, King's University College

What skills do graduate students need to be effective teaching assistants? How can faculty help support teaching assistants in the classroom? Join a discussion of current issues in the development and training of teaching assistants as teachers. Recent research regarding the outcomes of the Teaching Assistant Training Program offered by the Teaching Support Centre will also be described.

Session B-2 — Room 236

Using Wikis as Teaching Tools
Wendy Pearson, Department of Film Studies
Susan Knabe, Women's Studies & Faculty of Information and Media Studies
Paulette Rothbauer, Faculty of Information and Media Studies

"Wiki" comes from the Hawai'ian word for "quickly" and is an apt description of the speed with which both professors and students can learn to use wikis for educational purposes. Wikis are collaborative websites which can be edited by anyone whom the wiki page owner has authorized to do so. The interactive qualities of wikis allow students to add to and edit pages, to create new pages, and to include a variety of additional material, such as discussion forums, embedded video and audio, pictures and graphics, tables, footnotes, bibliographies, etc. The three presenters on this panel will share their experiences in creating and using wikis for course assignments and other educational purposes, including providing an alternative to WebCT for student access to course outlines and other materials.

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.