

Spring Perspectives on Teaching

Monday, May 16, 2011
Social Science Centre, Room 2050

Welcoming Remarks

9:00 a.m. – 9:15 a.m.
SSC 2050

John Doerksen, Vice-Provost (Academic Programs & Students)
Debra Dawson, Director, Teaching Support Centre

Keynote Session

9:15 a.m. – 10:30 a.m.
SSC 2050

Why don't we just do it? Self-regulation, academic procrastination and lighting the fire for learning *Timothy A. Pychyl, Carleton University*

"I work better under pressure" . . . "I'll feel more like it tomorrow" . . . but then tomorrow comes. Why is it we procrastinate? Is it personality or the situation? Are we just poor planners? What can we do about this? How can we help students with their procrastination? Dr. Pychyl, a leading researcher on procrastination, will summarize current understanding of the factors that influence task avoidance and provide some practical strategies for lighting a fire for learning.



Dr. Timothy A. Pychyl (Tim) is an associate professor of psychology at Carleton University. Tim has received numerous teaching awards including the 3M National Teaching Fellowship, Ontario Federation of University Faculty Associations Teaching Award, and the University Medal for Distinguished Teaching. He has been an invited speaker across the country for over a decade working with faculty towards more effective practice and self-understanding in their role as teachers in higher education. Tim's research focuses on the breakdown in volitional action commonly called procrastination (see procrastination.ca). In addition to numerous research articles and conference presentations, he is the co-editor of "Counseling the Procrastinator in the Academic Setting" (2004, American Psychological Association) and "The Procrastinator's Digest: A Concise Guide to Solving the Procrastination Puzzle" (2010, procrastinatorsdigest.com). Through this work, he has gained insight into student motivation and strategies to foster more engagement in the classroom. You can learn more about his work at his *Don't Delay* blog on Psychology Today (psychologytoday.com/blog/dont-delay) and his *iProcrastinate* Podcast on iTunes.

Refreshment Break

10:30 a.m. – 10:45 a.m.

Concurrent Session A – Choose One Session.

Session A-1

10:45 a.m. – 12:00 p.m.
SSC 2050

Student Engagement: How Award Winning Teachers Do It

Christopher Keep, Department of English
Graham Smith, Department of Geography
Tom Stavray, Department of Physiology and Pharmacology
Marla Wolf, Department of Psychology

Join this interactive panel discussion with recipients of the 2010-11 Western Awards for Excellence in Teaching as they share their strategies for engaging their students and answer your questions about how their strategies and experiences may relate to your classroom.

Registration is free. Please register online at www.uwo.ca/tsc
Refreshments will be available at 8:45 a.m. and during the morning and afternoon breaks.

Session A-2

10:45 a.m. – 12:00 p.m.
SSC 2032

Tech Tools for Teaching

In this session, five presenters will demonstrate different technologies and how they use these tools in their teaching.

- “Top Hat” is a platform for interactive learning in the classroom (Dan Belliveau, Department of Anatomy and Cell Biology)
- “Screenr” is a web-based tool that lets you create screencasts without installing any software (Patricia Gray, Department of Biology)
- “Screenflow” allows you to capture the contents of your entire desktop at the same time as your video camera, microphone and computer's audio (Kim Holland, Teaching Support Centre)
- “Assignment and Dissertation Planners” allow one to generate a customized step-by-step plan for completing your assignment on time (Tom Adam, Western Libraries)
- “iPhone Application” (Mike Atkinson, Department of Psychology)

There will be time to ask questions to any of the presenters about their ‘tech tool’. Come and see if any of these tools can be useful in your teaching.

Break

12:00 p.m. – 1:00 p.m.

Concurrent Session B – Choose One Session

Session B-1

1:00 p.m. – 2:15 p.m.
SSC 2050

She had a year to do it in: Research, Writing and Procrastination in Graduate Education

Tim Pychyl, Carleton University

In this interactive session, graduate students and graduate supervisors will explore issues related to academic procrastination as well as strategies for more effective goal pursuit. The focus is on a practical understanding of why we avoid tasks as well as concrete strategies for change that you can use today.

Session B-2

1:00 p.m. – 2:15 p.m.
SSC 2032

An Ounce of Prevention: Promoting Academic Integrity

Paul Schmidt, Writing Support Centre, Student Development Centre

Carol Beynon, Faculty of Education

Meaghan Coker, University Students' Council and Ontario Undergraduate Student Alliance

Many factors align when students commit academic offenses: lack of awareness of expectations; conflicting expectations on the part of professors; redundancy of assignments; and procrastination to name a few. This afternoon's panel will highlight strategies for teaching about academic integrity and for incorporating creative assignments into courses to act as an ounce of prevention.

Refreshment Break

2:15 p.m. – 2:30 p.m.

Plenary Session

2:30 p.m. – 4:00 p.m.
SSC 2050

The Copyright Conundrum: What Can and Can't I Do In the Classroom?

Margaret Ann Wilkinson, Faculty of Law

Brenda MacEachern, Department of Visual Arts

Kim Luton, Department of Sociology

With AccessCopyright initiating proceedings involving all post-secondary institutions before the Copyright Board of Canada and a veritable labyrinth of requirements for instructors using the work of others in the classroom, both physical and virtual, deciphering the copyright conundrum is challenging. In our closing session, Margaret-Ann will lead us through the legal issues surrounding copyright. Brenda and Kim will provide some of the practical implications of copyright from the teaching perspective. There will be time for dialogue as well.

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