

Spring Perspectives on Teaching

Tuesday, May 14, 2013

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

Connecting High Impact Practices with Deep Learning

Tricia A. Seifert, Ontario Institute for Studies in Education, University of Toronto

The talk will draw from research done on high impact practices (first year seminars, learning communities, common intellectual experiences, service-learning, internships) and my work on the mechanisms within those practices that contribute to deep student learning. This will be an interactive keynote with participants reflecting on their use of high impact practices in their teaching and the intentionality to which they infuse those practices with high expectations, prompt feedback, and a supportive environment to question assumptions and explore diverse perspectives.



Tricia Seifert

Dr. Tricia A. Seifert has been an assistant professor in the Higher Education program at the Ontario Institute for Studies in Education (OISE) since 2009. Her research interests include understanding the role of postsecondary cultures, organizational structures, environments and experiences in student learning and success. She is currently PI on the Supporting Student Success research project which examines institutional cultures and organizational structures in Ontario's postsecondary institutions with regard to supporting student success. Her research has received funding from SSHRC, the Ontario Ministry of Economic Development and Innovation, HEQCO, and the Connaught New Researcher program at the University of Toronto. Dr. Seifert received the American College Personnel Association's Emerging Scholar award in 2010, recently edited a monograph for the New Directions in Institutional Research series titled, Longitudinal Assessment for Institutional Improvement (2010), and has published articles in the Journal of College Student Development, Research in Higher Education, and the Journal of Higher Education. She has served on the editorial boards of Sociology of Education and the Journal of College Student Development and is the Associate Editor for New Directions in Institutional Research.

Refreshment Break

10:30 a.m. – 10:45 a.m.

Concurrent Sessions on High Impact Educational Practices at Western

Session A-1

10:45 a.m. – 12:00 p.m.
SSC 2036

Community Service Learning (CSL): High Impact Teaching and Learning that Transforms Classroom and Community

Facilitator: Stephanie Hayne Beatty, Student Success Centre

Panelists: Ana Garcia Allen (Modern Languages and Literatures) and Daria Koscinski (Biology)

Over the past decade, CSL has emerged in Canadian higher education as a powerful pedagogy that supports both student learning and community development. Hear about the potential impacts from two Western faculty members currently teaching CSL courses, as well as students who have benefitted from meaningful practical application of their classroom learning. Learn about the CSL support available at The Student Success Centre related to curriculum design, partnership development, and student assessment.

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 2050

Writing to Learn: Approaches that Work

Facilitator: Karyn Olsen, Teaching Support Centre

Panelists: Margaret McGlynn (History)

Paul Schmidt (Chemical & Biochemical Engineering and Writing Support Centre)

When we focus on teaching students how to write, we sometimes forget that the process of writing can be a powerful tool for student learning. Please join this discussion led by experts on writing-intensive courses. Panelists will share their strategies for encouraging effective writing in undergraduate classes, and reflect on the impact of writing-focused coursework.

Break

12:00 p.m. – 1:00 p.m.

Concurrent Sessions on High Impact Educational Practices at Western

Session B-1

1:00 p.m. – 2:15 p.m.
SSC 2050

Transformative Learning through Collaboration

Facilitator: Debra Dawson, Teaching Support Centre

Panelists: Joe Compeau (Ivey Business School) and Christie Stewart (Environmental Science Program)

Collaborative and group learning projects have been identified as a high impact teaching practice that can lead to deep learning in our undergraduate students. Panelists in this session will discuss how collaborative learning was integrated into a large first year science course and the HBA program at Western. Participants in this session will have the opportunity to also discuss their experiences with embedding collaborative learning into the curriculum.

Session B-2

1:00 p.m. – 2:15 p.m.
SSC 2036

Global Learning: Bringing the World to Western

Facilitator: Karyn Olsen, Teaching Support Centre

Panelists: Henri Boyi (French Studies) and Darwin Semotiuk (Kinesiology)

Join this panel discussion to learn more about the international education component of two undergraduate courses offered at Western. These courses challenge students to explore viewpoints and life experiences different from their own, ultimately providing a deeper appreciation of the course material. Panelists will describe their experiences managing courses with international education components, and share their thoughts on the impact of experiential learning.

Refreshment Break

2:15 p.m. – 2:30 p.m.

Plenary Session

2:30 p.m. – 4:00 p.m.
SSC 2050

Panel Discussion with Deans/Associate Deans: High Impact Educational Practices Across the Faculties

Facilitator: John Doerksen, Vice-Provost (Academic Programs & Students)

Panelists:

Joan Finegan, Associate Dean, Faculty of Social Science

Jeff Hutter, Associate Dean (Academic), Faculty of Science

Michael Milde, Dean, Faculty of Arts and Humanities

Betty Anne Younker, Dean, Don Wright Faculty of Music

The panel of Deans/Associate Deans will share their perspectives on High Impact Educational Practices in their Faculties. The session will include the opportunity for discussion between the panel, Dr. Tricia Seifert, and session attendees.

Registration is free. Please register online at www.uwo.ca/tsc

Please note that some of the sessions will be video-recorded and made available on the TSC website.

High Impact Educational Practices

This year's *Spring Perspectives on Teaching Conference* will focus on Kuh's (2008) High Impact Educational Practices; practices that engage students and lead to deep learning. A summary of these practices is provided below.

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Source: *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by George D. Kuh, (Washington, DC: AAC&U, 2008). Reprinted with the kind permission of the American Association of Colleges and Universities.

