Fall Perspectives on Teaching
Wednesday, August 27, 2014
Social Science Centre, Room 2050

Welcoming Remarks	9:00 a.m. – 9:15 a.m. SSC 2050

Janice Deakin, Provost & Vice-President (Academic)
*Debra Dawson, Director, Teaching Support Centre*

Keynote Session	9:15 a.m. – 10:30 a.m. SSC 2050

Becoming a Skillful Teacher
Dr. Stephen D. Brookfield
University of St. Thomas (Minneapolis, Minnesota)

Teaching skillfully requires a constant openness and flexibility to experimenting with whatever approaches help students learn. This means we need to build the critically reflective habit into our practice so that we can be as sure as is realistically possible that the teaching actions we take are based on valid and accurate assumptions about how our students learn. We need to know how students understand material, experience classroom activities, read meaning into our teaching actions, and make progress as learners. In this presentation Stephen Brookfield will present the core assumptions of skillful teaching.
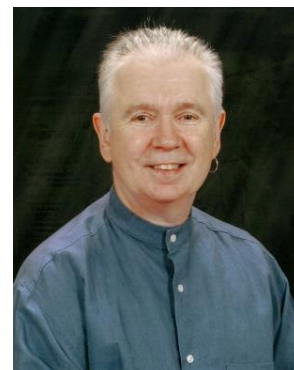
- Good teaching is whatever helps students learn, no matter how outlandish or strange that appears.
- The best teachers are critically reflective - constantly trying to see their practice through multiple lenses.
- The most important pedagogic knowledge we need to do good work is knowledge of how our students are experiencing their learning, week in, week out.
- Context changes everything.

Throughout his talk he will draw on his own autobiographical experiences of teaching and learning to illustrate how these core assumptions manifest themselves in his own practice.

Since beginning his teaching career in 1970, Stephen Brookfield has worked in England, Canada, Australia, and the United States, teaching in a variety of college settings. He has written, co-written or edited seventeen books on adult learning, teaching, critical thinking, discussion methods and critical theory, six of which have won the Cyril O. Houle World Award for Literature in Adult Education. He currently serves on the editorial boards of educational journals in Britain, Canada and Australia, as well as in the United States. After 10 years as a Professor of Higher and Adult Education at Columbia University in New York, he now holds the John Ireland Endowed Chair at the University of St. Thomas in Minneapolis-St. Paul, Minnesota where he recently won the university's Diversity Leadership Teaching & Research Award and also the John Ireland Presidential Award for Outstanding Achievement as a Teacher/Scholar.

Refreshment Break	10:30 a.m. – 10:45 a.m.

Concurrent Sessions

Session A-1	10:45 a.m. – 12:00 p.m. SSC 2050

Putting Critical Thinking into Practice
Stephen Brookfield (University of St. Thomas)
In this interactive workshop, Stephen Brookfield will explore how teachers can demonstrate critical thinking for their students, and he will introduce a number of classroom protocols that have been found to engage students in critical thinking across the disciplines.

Registration is free. Please register 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 2036

Explorations in Digital Teaching: Some Case Studies in the Uses of Instructional Technologies

Stefanie Attardi (Schulich School of Medicine and Dentistry), Suzanne Kearns (Social Science), Mark McDayter (Arts and Humanities), Elan Paulson (Education), Tim Wilson (Schulich School of Medicine and Dentistry)

In this panel, practitioner members of the Western Network for Digital Education and Research (WNDER) outline some of their own experiences with using instructional technology in and out of the classroom, with a particular focus upon the pedagogical benefits (and costs) involved. What "works"? And what doesn't? Panelists will be focusing upon their own practices, and will share tools and ideas that can enhance student engagement. Participants in this session are invited to share their own experiences with instructional technologies as well.

Break	12:00 p.m. – 1:00 p.m.

Concurrent Sessions:	

Session B-1	1:00 p.m. – 2:15 p.m.
	SSC 2036

But Can I Use It in My Teaching? Navigating the Copyright Landscape

Tom Adam (Special Advisor to the Provost on Copyright)

The Canadian copyright landscape has undergone tremendous change, especially with recent amendments to the Canadian Copyright Act and subsequent Supreme Court rulings that serve to interpret sections of the act. At Western, plans were put in place last September to create and implement a comprehensive copyright literacy strategy for the university. The goal is to assist the entire Western community to navigate these changes and make informed decisions when using the work of others on campus, whether in research or in teaching and learning. Come and find out about this new copyright environment and the information, tools, resources, and services that Western has in place to facilitate navigating the copyright landscape.

Session B-2	1:00 p.m. – 2:15 p.m.
	SSC 2050

Not Afraid of "Rate My Professors": How to Ask Your Students What They Think about the Course and Use Feedback to Improve Learning During the Term

Nanda Dimitrov (Teaching Support Centre)

Join us to learn simple, fast, easy to use strategies to get feedback from your students in class throughout the term. By using the feedback strategies and assessment techniques you hear about in the session, you will be able to assess which areas of the material they may struggle with and where they may need additional support; get instant feedback about what helps and hinders their learning and respond to this feedback quickly within the first few weeks of the term to make learning activities more relevant and meaningful to students within the same term. After using these strategies, you will be able to look up your course on Rate My Professors with confidence - you will already know how students feel about learning in your course.

Refreshment Break	2:15 p.m. – 2:30 p.m.
Plenary Session	2:30 p.m. – 4:00 p.m.
	SSC 2050

Skillful Teaching: Students' Perspectives

Moderator: John Doerksen, Vice Provost (Academic Programs)

Panelists: Papouleh Abdie (Arts and Humanities), Nicole Harding (Health Sciences), Kevin Hurren (Information and Media Studies), Raksha Sule (Schulich School of Medicine and Dentistry)

Please join us for a panel discussion with undergraduate students who will build on Stephen Brookfield's keynote session by providing their own perspectives on skillful teaching. Based on their experiences at Western, the panelists will share effective and engaging learning experiences they have had and how their professors helped facilitate those experiences.

Friday, September 5, 2014
11:30 am - 12:30 pm
University Community Centre, Room 66

WALS Grand Opening
You are invited to attend the WALS Grand Opening for a chance to explore a new learner-centred, activity-based classroom.

Wednesday, October 15, 2014
9:30 am – 11:00 am
Location to be announced

Designing Assessment Methods That Capture Your Students' Learning
Peggy Maki, Education Consultant Specializing in Assessing Student Learning

Adequately gauging student learning through tests, assignments and other evaluation mechanisms is a complex and challenging task. This presentation will help you to identify a range of direct and indirect assessment methods that could provide you with greater insight into student learning in your courses, and help you find out what knowledge and skills your students have mastered and what they are still struggling to understand. Beginning with the "big picture" in mind, participants will reflect on the ways in which their course assessment plans contribute to the development of discipline-specific program learning outcomes. The importance of designing assessment methods that allow students to integrate and apply their learning will be stressed through an exploration of case studies and representative examples from Western and other universities. By the end of this workshop, you will have been inspired to develop or reformulate assessments that will reflect key disciplinary skills, align closely with your course design and teaching practices, and effectively support student learning.

For more details, go to: www.uwo.ca/tsc