

Reflections

NUMBER 74, SPRING 2016



Western

STLHE Conference 2016

Canada's pre-eminent conference on teaching and learning will take place right here on campus from June 21st – 24th this year. Western University and Fanshawe College are collaborating to host the 35th annual conference of the Society for Teaching and Learning in Higher Education (STLHE).

Over 90 Western faculty, staff, postdocs and graduate students will present their work at the conference and highlight current research on teaching, as well as creative forms of student engagement and educational leadership. The conference theme of *Empowering Learners, Effecting Change* encourages presenters to explore how we contribute to the development of students who are motivated, confident, and prepared to effect positive change in personal, professional, educational, and civic realms. We are delighted to have passionate, creative educators share their ideas on engaging learners and helping students develop intellectually and professionally during their undergraduate education. Here are a few reasons to join us for STLHE June 21-24th.

Our keynote speakers will approach the theme of empowering learners from two very unique perspectives. Dr. David Helfand, past president of Quest University, will share his reflections on



STLHE 2016
L O N D O N

the Quest curriculum and the way it prepares students for life after graduation. Quest is a small institution in Squamish, BC, where students design their own program and engage in intensive, three week interdisciplinary courses that promote creativity and problem solving by engaging students in at least three "curriculum blocks" that involve experiential learning. The impact is impressive: the employment rate among Quest graduates is 96%, and of the students who continue to graduate school, 94% say that their education at Quest adequately prepared them for their next degree (Quest Student Achievements, 2015). Join us on the first day of the conference to hear Dr. Helfand describe how faculty collaborate across disciplines to promote personal and intellectual development and encourage social and civic

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Reflections is the newsletter of the Teaching Support Centre at Western University. Available online at uwo.ca/tsc

engagement among their students at Quest, and to ask questions about how things work behind the scenes.

Our second keynote speaker, Dr. Leslie Ortquist-Ahrens, is the Director of the Centre for Transformative Learning and a scholar of Comparative Literature, at Berea College, Kentucky. 35% of students at Berea are involved in community service learning or other community based projects, and the institution's mission includes promoting interracial education with an emphasis on understanding and equality among black and white communities and students. Berea is one of only two schools in the US that has integrated work study into the curriculum seamlessly. Graduates say that they gain important teamwork and problem solving skills as well as initiative and communication skills through work study (Berea by the numbers 2014). The school is extremely diverse: 1600 students represent 60 countries and 40 US states, with 40% of students from Appalachian counties and 34% of students who also explore the world by studying abroad. Leslie's presentation will challenge us to engage students in ways we may not have imagined before.

Registration for STLHE is now open. Western faculty, staff, and graduate students receive significantly reduced rates to attend. **Early-bird registration ends on April 30th**

To register, go to: <http://stlhe2016sapes.ca/registration.cfm>

REFERENCES

Quest Student Achievements (2015). Available online at: <http://www.questu.ca/quest-student-achievements.html>

Berea by the numbers (2014). <https://www.berea.edu/wp-content/uploads/2014/07/2014BereaByTheNumbers.pdf>

Top 10 Reasons to attend STLHE 2016

- 1 Collect ideas for your teaching toolbox: exchange ideas and innovations in teaching and learning with colleagues from a variety of disciplines.
- 2 Model educational leadership: if you are a dean, chair or leader at Western, join us to support the faculty members from your department who present their work at the conference and celebrate their accomplishments in teaching.
- 3 Experience the classroom of a 3M Teaching Fellowship Winner in one of the "Welcome to My Classroom" sessions hosted by national award winning faculty.
- 4 Watch the WALs classroom (Western Active Learning Space) in action during the conference - get inspired to use the seven pods and multimedia tools available in our learning space where the instructor teaches from the middle.
- 5 Network with over 600 participants, including higher education administrators, faculty members, educational developers and partners from post-secondary institutions across Canada, the US, and around the world.
- 6 Envision creative approaches to higher education from around the world - presenters are joining us from China, New Zealand, Britain, Norway, and Namibia.
- 7 Discover new techniques for mentoring your teaching assistants in sessions offered by TAGSA (The Teaching Assistant and Graduate Student Advancement special interest group).
- 8 Become inspired by great examples of research on teaching presented by scholars in the SoTL (Scholarship of Teaching and Learning) stream.
- 9 Ignite your presentation skills through a Pecha-Kucha session: 6 minute lightning round of 20 images for 20 seconds each!
- 10 Learn to harness your inner jedi to promote institutional change in interactive workshops with colleagues from a variety of institutions.



REGISTER NOW AT
STLHE2016SAPES.CA



STLHE 2016
LONDON

SOCIETY FOR TEACHING & LEARNING IN HIGHER EDUCATION

CANADA'S PRE-EMINENT CONFERENCE ON TEACHING & LEARNING

EMPOWERING LEARNERS,
EFFECTING CHANGE.

JUNE 21-24, 2016

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WITH OTHER PASSIONATE EDUCATORS AND LEADERS AT
THE **SOCIETY FOR TEACHING & LEARNING IN HIGHER
EDUCATION 2016 CONFERENCE!**

KEYNOTE SPEAKERS



DAVID HELFAND
Past President, Quest
University
Past President, American
Astronomical Society



LESLIE ORTOQUIST-AHRENS
Director, Centre for
Transformative Learning,
Berea College and
President, POD Network
(2014-2015)



WELCOME TO MY CLASSROOM

Welcome to My Classroom is a regular feature of the Society for Teaching and Learning in Higher Education (STLHE) conference, highlighting the teaching of the 3M National Teaching Fellows.

The 3M Fellowship is Canada's highest national teaching award, given annually to instructors who practice the best of pedagogy and educational leadership. Each Fellow will give a demonstration of one of their signature classes, followed by an interactive session, in which the audience will get to experience what it is like to be in this class. This year there are four sessions offered over the course of the conference.

Establishing Relevance via Embodied Engagement

Maureen Connolly (Physical Education & Kinesiology, Brock University; 3M Fellow 2003).

The Two Hour Taskforce on Barriers to Educational Innovation

Tom Haffie (Biology, Western University; 3M Fellow 1995).

Three Ways of Looking at Hamlet

Shannon Murray (English, UPEI; 3M Fellow 2001),
Jessica Riddell (English, Bishop's University; 3M Fellow 2015),
and **Lisa Dickson** (English, University of Northern British
Columbia; 3M Fellow 2011).

Empowering Learners by Creating Human Connection

William B. Strean (Physical Education & Recreation,
University of Alberta; 3M Fellow 2011).



Celebrating 30 Years: 3M National Teaching Fellowship

BY MADELINE LENNON

Professor Emerita, Visual Arts Department
3M National Teaching Fellow, 1990

Every year since 1986, up to ten colleagues from across the country have been recognized for their educational leadership and their exceptional contributions to teaching and learning at Canadian Universities. A special partnership between 3M Canada and the Society for Teaching and Learning in Higher Education was fostered by the then-President of the 3M company, John Myser, who believed that the country should value its great teachers. Together, they initiated this special National Fellowship, establishing a nomination and selection process to award the finest teachers in the profession.

As the number of 3M Teaching Fellows has grown, they have become a national voice on teaching and learning issues through their Council. The STLHE National Conference hosted by Western this June, **Empowering Learners, Effecting Change**, will be an opportunity for colleagues to learn about new ideas and concerns in teaching, engaging with 3M Fellows individually and through special sessions such as **Welcome to My Classroom**.



Western 3M Teaching Fellows at the 20th Anniversary Celebration

Of the 298 current 3M National Teaching Fellows, twenty-four are colleagues from Western—a high number from one University! This year we will be joining our colleagues from across the country to celebrate thirty years of recognizing teaching excellence. Special thanks to 3M Canada, headquartered here in London, for continuing support of higher education through the STLHE and the 3M National Teaching Fellowship.



3M Council
Conseil 3M

Council of 3M National
Teaching Fellows
Conseil des lauréats nationaux
3M en enseignement

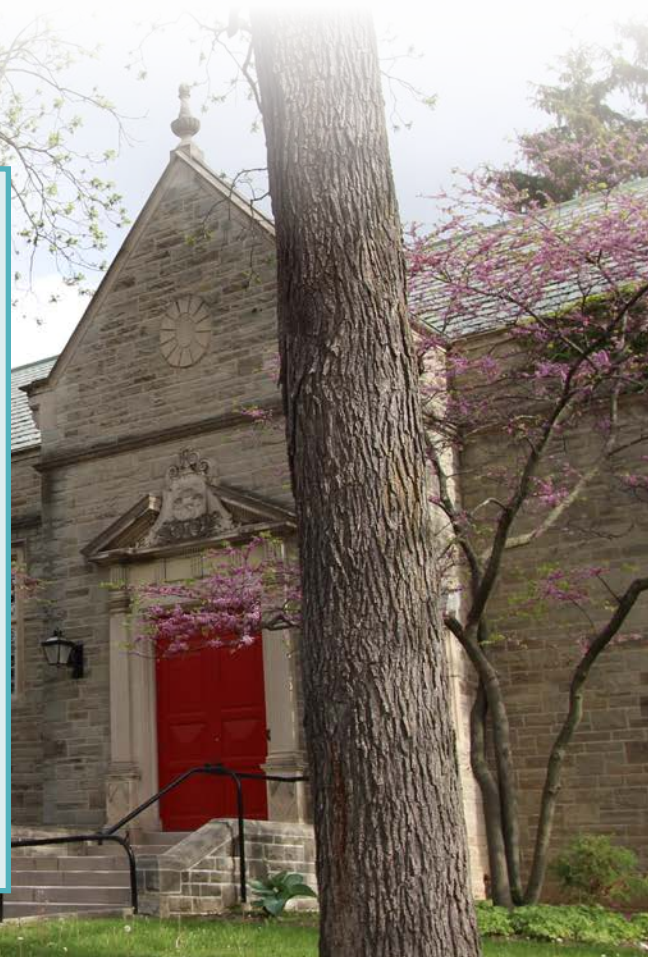
The Research on Teaching Symposium

Friday, April 29, 2016 | 2:00 p.m. – 4:00 p.m.

Teaching Support Centre, Room 121, The D.B. Weldon Library

The Research on Teaching Symposium showcases research on teaching projects being done here at Western. It also provides the opportunity for faculty members, librarians and archivists, and graduate students who wish to learn more about research on teaching or who have considered doing such scholarship to meet and interact with colleagues who have completed research on teaching projects. We are very pleased to have Rosa Chiquinquirá Cendros Araujo and George Gadanidis (Faculty of Education), Dan Belliveau (School of Health Studies) and Sonya Van Nuland (Department of Anatomy and Cell Biology) and Tara White (Medical Sciences) and her co-investigators discuss their research on teaching projects. We hope that you will join us!

[Click here to register.](#)



STLHE 2016 Call for Volunteers

This June 21st - 24th, Western University and Fanshawe College are collaborating to host the Annual Conference of the Society for Teaching and Learning in Higher Education

Opportunities for Western Faculty

We need volunteers to help the conference run smoothly. There will be a variety of volunteer positions including session moderators, registration help, technical and logistical support. All positions are open to Western faculty. In particular, we would like to invite faculty to register as Session Moderators. As moderators, faculty will get to sit in on the exciting interactive workshops and research presentations offered throughout the four-day conference. Some of the conference's engaging session themes include motivating students, innovations in eLearning, student-centred teaching, community and global engagement, and research on teaching and learning.

If you are interested in meeting people from across Canada



and around the world whose work focuses on teaching excellence and supporting student learning, please register to volunteer at this link: <http://stlhe2016sapes.ca/volunteer.cfm>

Opportunities for Western Graduate Students

Please let graduate students in your department know about the STLHE volunteering opportunities! All of the volunteer positions are also open to Western graduate students. The conference provides a chance for graduate students to contribute to the organization and success of a large academic conference, see innovative teaching approaches, learn about research on teaching in higher education, and network with scholars from across multiple disciplines.

If you have questions about volunteering at STLHE, please get in touch with Karyn Olsen at kolsen5@uwo.ca.

Thank you for considering being a part of the STLHE 2016 volunteer team!

Call for Submissions

OCUFA TEACHING AWARDS

OCUFA Academic Librarianship Award for 2015-2016

Each year the Ontario Confederation of University Faculty Associations (OCUFA) recognizes outstanding teachers and academic librarians in Ontario universities through its Teaching and Academic Librarianship Awards. Approximately seven awards are presented.

**Deadline for receipt of
nominations: MAY 27, 2016.**

For nomination guidelines
and information, please visit the
OCUFA website.

OCUFA

Ontario Confederation of University Faculty Associations
Union des Associations des Professeurs des Universités de l'Ontario

Fall Perspectives on Teaching Conference

**Tuesday, August 30, 2016 | 9:00 a.m. – 4:00 p.m.
Room 2050, Social Science Centre**



Join us on August 30th for our annual **Fall Perspectives on Teaching Conference**. Our keynote speaker this year is Dr. Airini, Dean of the Faculty of Education and Social Work at Thompson Rivers University. Dr. Airini specialises in equity in higher education, and her keynote will highlight indigenous pedagogies. In particular, she will discuss how instructors can create welcoming spaces for indigenous students and how instructional practices can help foster the success of all students.

Concurrent Sessions

- Indigenous Pedagogies: Incorporating Indigenous Methodologies and Ways of Knowing into the Curriculum
- Using Online Activities to Build Students' Research Capacity
- Student Evaluations of Teaching
- Curriculum Transformation and Research on Teaching
- Higher Education - The State of Play: Reflections from Western 3M Fellows
- Lessons from WALS: Engaging Students Outside Active Learning Classrooms



2015 3MNSF Cohort at STLHE Conference

3M National Student Fellowship (3MNSF)

**BY JUSTINE BAEK AND
NICOLA PAVIGLIANITI**

Western's 2015 3MNSF
student recipients

Look up the **3M National Student Fellowship (3MNSF)** and you will find a flowery formal description of an annual award offered to ten students across Canada who have demonstrated 'outstanding leadership in their lives and at their college or university.' But look deeper and you'll find that this only scratches the surface of what the award truly embodies.

The 3MNSF goes beyond just student recognition, a trip to the annual Society for Teaching and Learning in Higher Education (STLHE) Conference, and a prestigious \$5000 scholarship. More importantly, being awarded the 3MNSF means joining a community of innovation and leadership. It means exploring passions and expanding student capacity within higher education and learning, as well as connecting with leaders across the country. For Western University 2015

student recipients Justine Baek and Nicola Paviglianiti, the award offered a life changing trip to Vancouver in June 2015, new lifelong friendships, and a new network of opportunities. Once a fellow, always a fellow.

Furthermore, the fellowship offers a unique experience of a retreat and leadership training at the STLHE Conference, where the 3MNSF recipients together commit to create a pan-Canadian collaborative project to enrich and further higher education. The project is meant to empower the student leaders, and enable them to develop and pursue a project that is relevant and meaningful to their cohort. For example, the 2014 cohort authored a series of essays expressing student perspectives on adapting post-secondary education to the needs of 21st century learners.

The 2015 3MNSF cohort is currently working hard on their own project, through the development of a collaborative website. With this project, the students aim to create and facilitate a virtual platform and space for their

student peers across the country to generate ideas that capture the potential of post-secondary education in Canada. The website seeks to create a medium for students to broaden and deepen their vision for the future of higher education through the process of generating and sharing diverse perspectives, and reading and responding to the ideas of others. The goal is to raise awareness to the true needs of students in the areas of teaching, learning, and student life.

Furthermore, in addition to their website the 2015 3MNSF cohort is excited to host and organize a pre-conference student symposium and workshop at the 2016 STLHE Conference at Western University. The goal of these sessions is to connect and engage students at the conference, empowering students to take active roles in their own education, and above all ensure the student voice heard.

For more information on the award or project please feel free to connect with Western's 2015 recipients Justine Baek (jbaek24@uwo.ca) or Nicola Paviglianiti (npavigli@uwo.ca).

Announcing the 30th Anniversary of the Graduate Student Conference on Teaching (TA Day)



TA Day Keynote 2007 with Dr. Patrick Whippey, Professor Emeritus, Physics and Astronomy

BY KARYN OLSEN

Educational Developer, Teaching Support Centre

Celebrating 30 years of TA Day at Western!

The very first TA Day was held in the fall of 1986. In the early years, a few dozen graduate students attended the event, which ran in Middlesex College or Somerville House. For the past three decades, this annual, one-day conference has introduced graduate students to teaching at Western and helped to prepare them for their roles as teaching assistants. Today, TA Day brings together more than 300 new graduate students from across campus each year!

What's involved?

The principal goals of TA Day are to provide the tools for a successful TA-ship, and to build a community of graduate students who are excited about teaching. To reach those goals, the Teaching Support Centre collaborates with award-winning professors to offer strategies for supporting undergraduate students that include workshops on facilitating discussions, explaining difficult concepts, and dealing with disruptive students in the classroom. In this last session, participants react in the moment to the presence of troublesome students (volunteer TAs planted in the audience in advance) and later explore issues

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TA DAY HIGHLIGHTS

There have been many memorable moments at TA Day over the years. A few recent keynote presentations stand out in the collective memory of the Teaching Support Centre. These speakers engaged graduate students with their enthusiasm and their sound advice for success in academia both inside and outside the classroom.

2014 "Summoning Your Inner Teacher: Some Dos, Don'ts, and Maybes"

Cam Tsujita from Earth Sciences effectively shared how physical representations of complex concepts help students to comprehend the material. One impressive example involved unrolling an entire roll of paper towel to represent the geologic timescale.

2010 "The Spirit of Teaching"

Alexandra Zecevic from the School of Health Studies focused her presentation on reflective teaching. She emphasized the importance of reflexivity and mindfulness not only in teaching but in all aspects of graduate student life.

2009 "Harness Your Inner Drama Queen: Finding the Fun in Teaching"

Kim Solga from English and Writing Studies challenged graduate students to consider teaching as a performative art and explore the possibilities for using theatre to engage and educate.

2007 "How Do We Know That?"

Patrick Whippey from Physics and Astronomy revealed to graduate students how effective demonstrations are when teaching new and complex material. Participants were particularly inspired by a demo that included liquid nitrogen and cabbage!

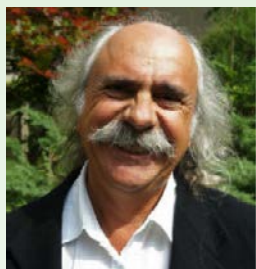
30TH ANNIVERSARY OF THE GRADUATE STUDENT CONFERENCE ON TEACHING

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of classroom management. At the end of the conference, an interdisciplinary panel of experienced teaching assistants share personal teaching tips and approaches with attendees. Representatives from Western Libraries, the Writing Support Centre, and other relevant services on campus also participate to equip the graduate students with a variety of supportive resources.

Fall 2016

The TSC is looking forward to holding the 30th annual TA Day on Wednesday, September 7th. This year, our keynote speaker is Dr. Mike Atkinson from Western's Department of Psychology. Mike is a Teaching Fellow with the Teaching Support Centre, has presented



widely on active learning, large class teaching, and assessment in higher education, and is the winner of numerous teaching awards. At TA Day, Mike will present on "The Science of

Learning" and explore what this means for graduate students as instructors:

The students of today are somehow "different" than they were 30 years ago ...but how? Do they approach university with a different set of goals? Do they have different expectations? How do they learn? Much attention has been given to learning styles, learning preferences, multitasking, technology, and so on. But how do we move information from the external world and consolidate it into an event we call learning? Dr. Mike will discuss the science of learning and consider the implications of cognitive science for today's - and tomorrow's - universities.

The 30th annual TA Day will be an event to remember! Please encourage your graduate students to [register](#).

3M National Teaching Fellowships

CALL FOR NOMINATIONS

NOMINATION DEADLINES

Internal:
SEPTEMBER 16, 2016

External:
SEPTEMBER 30, 2016

**Please note change in deadlines*



**STLHE
SAPES**

Every year, 10 Canadian professors are recognized for their exceptional contributions to teaching by the 3M National Teaching Fellowship, created by the Society for Teaching and Learning in Higher Education and 3M Canada.

[Click here](#) for details regarding nomination process, award eligibility, etc.

Note that changes have been made to the Nomination Dossier. Please visit the [STLHE website](#) for more information.

If you are interested in discussing how to put together the dossier for the Fellowship, please contact Dr. Debra Dawson at dldawson@uwo.ca. Dr. Dawson serves on the 3M Selection Committee and would be pleased to assist you in this process.

The Consortium for the Study of Leadership and Ethics in Education presents:

Values and Leadership Conference

Theme - Leadership in Uncertain Times: Complex Dilemmas and Ethical Possibilities

Thursday, October 20 – Saturday, October 22, 2016

Hosted by Western University at The Ivey Spencer Leadership Centre in London, Ontario, Canada

Submit a proposal, register, and find information at

www.edu.uwo.ca/cslee2016

Western  Education

 Consortium for the Study of
CSLEE
Leadership and Ethics in Education

 university
council for
educational
administration

Begin with the End in Mind

Part Three – Considering Class Time, Scaffolding, and Resource Selection

BY WENDY A. CROCKER

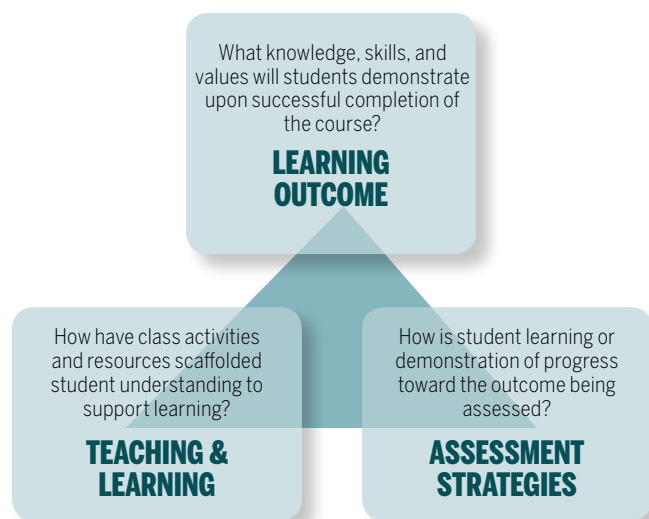
Curriculum Specialist
Teaching Support Centre

This series of articles began with the spring 2015 edition of *Reflections* where the idea of constructive alignment (Biggs, 2003) for effective course design was introduced (Crocker, 2015a, 2015b), including the triangle graphic (see Figure 1) developed by the Teaching Support Centre. Good course design is structured around three guiding questions: (a) “What do I want students to know and be able to do?”, (b) “How will I know that they have learned it?”, and (c) “What techniques and resources will I use to share information?”. This third article addresses considerations for structuring and communicating how class time will be used, scaffolding the content, and selecting resources to ensure that students have the information that they require to perform well on assessments and demonstrate the course outcomes.

Thinking about class time

Often, contact time with students is viewed as the opportunity to deliver content through variations on the lecture mode (e.g., instructors teaching, video, guest speakers) which places students as passive collectors of information. Textbooks and other print based resources reinforce the concepts introduced in class time. But what could class time look like? How could activities in and outside the classroom position students as co-constructors of their learning? What if out of class time was spent learning the concepts and student contact time was used

FIGURE 1:
Course alignment triangle



to engage in activities that applied what they had read? Two ways in which student contact time have been reconsidered is through Flipped Classroom pedagogy, and the use of Experiential Learning. Both strategies have been adopted successfully by a number of instructors across faculties at Western.

Flipped classrooms

According to **Educause (2012)** “the flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed” (p. 1). In this model the instructor assumes the role of coach or facilitator while the students use class time to engage in hands-on, collaborative activities that require them to apply the knowledge that they read or viewed in pre-class videos or lectures. The flipped classroom model is only one way in which class time is being used for active exploration of concepts and requires careful planning by the instructor to be effective. Before adopting this model consider:

- **How does class size impact my use of this pedagogical approach?**
- **How could Teaching Assistants be used to actively support teaching and learning in this model?**
- **How would key information be shared with students before class time?**
- **How often would the flipped classroom be adopted in my course?**

The flipped classroom approach has been adopted by several instructors at Western including, Dr. Sarah McLean, Assistant Professor Bachelor of Medical Sciences Program, and Teaching Fellow with the Teaching Support Centre. Contact the Teaching Support Centre at curriculum@uwo.ca for more details about this instructional strategy.

Experiential learning

“Experiential education first immerses its learners in an experience and then encourages reflection about that experience to develop new skills, new attitudes, or new ways of thinking” (Lewis & Williams, 1994, p.5). In its simplest form, experiential learning is learning by doing. It can also be defined by what makes it different from traditional instruction. Often students manage their own learning to a large extent, instructors pass a great deal of the instruction to the students, learning may not take place in a classroom, and there may be no text books or university texts to study (Schwartz, 2012). Service learning and community-based learning have long been recognized as high-impact practices.

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According to Kuh (2008),

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 (Service Learning, Community-Based Learning section, para 10).

At Western, we are fortunate to have staff at the Student Success Centre who will help instructors to structure courses to incorporate elements of experiential learning. Examples of these courses can be found [here](#).

Communicating how class time will be used

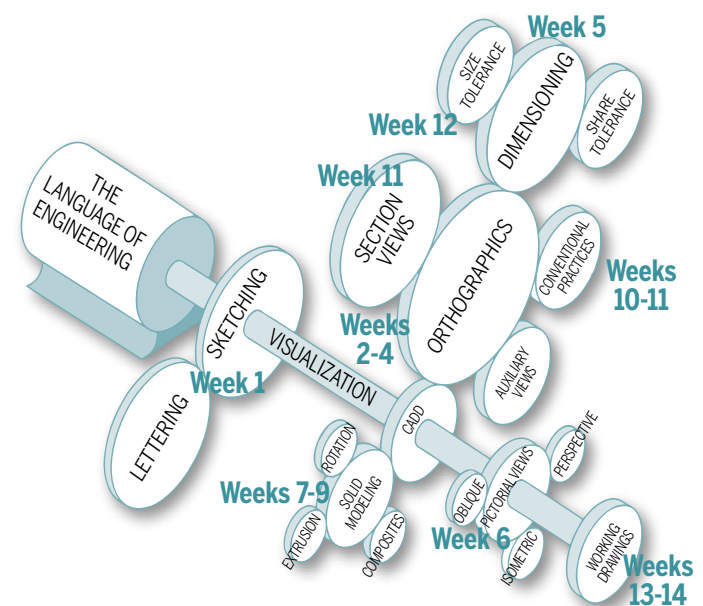
A well-designed course – where the teaching/learning opportunities are aligned with course outcomes and assessments – should be communicated with students. While it is understood that a syllabus will be shared with every student in a course during the first class meeting, the purpose of the document is two-fold. First, it is a mandated device that, according to the eLearning Toolkit (n.d.) “...is the blueprint for the course expectations, requirements, ground rules, readings, assignments, exams and final projects, professor’s contact information, office location, and office hours” (para 1). It becomes a contract between instructor and student (Nilson, 2010). However, it is also a learning map for students, and thus the tone and content of that document must be easily understood. Consider sharing your course planning and alignment using “Big Ideas and Enduring Understandings” – those key elements that students should understand and be able to apply as a result of their successful completion of the course. Big Ideas, according to Wiggins and McTighe (2005), have lasting value and serve as key concepts for making important facts, skills, and actions more connected, meaningful, and useful.

There are different methods of sharing Big Ideas with students so that they understand the course syllabus as a map for the teaching and learning of a course. One way is to create a **graphic syllabus** – that is an illustration that captures the outcomes, Big Ideas, and key elements about which students are concerned (e.g., assignments) in a graphic form (Nilson, 2007). Above is an example of a graphic syllabus for an engineering course where students can see how the topics and Big Ideas relate to each other over the progression of the course (see Figure 2).

Other instructors find that a **Course at a Glance** is a helpful

FIGURE 2:

Engineering 209 graphic syllabus. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/syllabus-design/>



organizer for their students. Instead of an illustration, the course is laid out in chart form illustrating the week of the course, the topic or Big Idea, some essential questions that will be explored, the texts that correspond to the discussion, and any assessment that is due (see Figure 3 on next page).

While the format that an instructor chooses is secondary to the information that is relayed to students, class participants must be able to discern the key assessments for the course and the ways in which lesson topics and other assignments serve as scaffolding to these larger assessments.

Scaffolding

Scaffolding is based on Vygotsky’s (1978) *zone of proximal development* and proposes that it’s important to determine the area (zone) between what a student can accomplish unaided and what that same student can accomplish with assistance. The two major steps involved in the process are: (a) “development of instructional plans to lead the students from what they already know to a deep understanding of new material...” and (b) “... execution of the plans, wherein the instructor provides support to the students at every step of the learning process” (Lange, 2002, p. 1). For example, if you include an assessment task – say a research poster – that is worth 60% of the final grade, instructors are assuming that students have the skills and background necessary to meet these high expectations. However, the reality is that often students have not had preparation to meet this level

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of expectation, including opportunities to submit an outline for comment, or preliminary drafts of the poster that they can revise and resubmit. When considering scaffolding for student learning, a good guideline "...is the higher the stakes, the more scaffolding you need to include. In other words, the heavier the weight, the stronger the support." (Caruana, 2012, para 2).

To get started with scaffolding, create a brief outline of each assessment for the course including the skills needed to be successful on the assignment. List the prerequisite skills that students must possess. Consider if it is reasonable that students have these skills before arriving in your course, or if you need to teach these skills. Next, consider where these skills are naturally introduced in your course, and how they can be folded into assignments. Now, look at the list of assessments that you have assembled for the course and include the appropriate skills for each assignment. Finally, create an outline of how each major assignment is scaffolded to be shared with students so that they understand how the learning opportunities in the course have been designed to work together and build upon each other in a logical way.

Thinking about resources

When designing a course that is aligned among outcomes, assessment, and teaching and learning strategies, what immediately becomes apparent is that simply following a course text, chapter by chapter may not be the best method of sharing information with students. While a text offers one method of framing a course, other supplemental material should also be found. Those resources are often virtual in nature and may include podcasts, instructor-created video, websites, and blogs. Students are "connected" everywhere, and seek to make sense of their world (and of our courses) in-person and on-line. While opening a course syllabus to include more on-line and virtual supporting texts can be a daunting task, inviting students to seek out helpful course resources as part of a classroom activity would add to their engagement with the material as well as help to find resources that meet your requirements as the instructor, yet are helpful to learners. To take this activity one step further, found resources could be added to a course OWL

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FIGURE 3:

Course at a Glance for Dr. Wendy Crocker's Education 9405 Leadership in Early Childhood Curriculum

Readings in **blue** are required; students choose one other reading/viewing per week that informs or extends their learning about the posted discussion topic.

Module	Essential Question	Week	Topics	Readings* All material will be available as PDF files except course text	Required by Participants	Assessment
1	Where does this course fit with Schwab's commonplaces?	4-10 Jan.	Pause & Reflect Class Blog expectations	Leeson, C. (2010). In praise of reflective practice. In R. Parker-Rees, C. Lesson, J. Willan, J. & J. Savage. (Eds). Early childhood studies. (pp 179-190) Exeter, England: Learning Matters Ltd. Margolin, I. (n.d.) Changing early childhood education by developing leaders through reflection and research. Retrieved from http://theforexjournal.rhcloud.com/changing-early-childhood-education-by-developing-leaders/	Introductory contact with instructor in person, via phone or Skype	Module One – Audit Trail (See Assessment Tab for details) Due Sunday, Jan. 17 by midnight (EST)
		11-17 Jan.	Capstone and Problem of Practice – considering intersections. How do the commonplaces apply?	Bowers, E. (2007). Debra Sullivan pursues her passion for early childhood education. Retrieved from https://www.parentmap.com/article/debra-sullivan-pursues-her-passion-for-early-childhood-education Schwab, J. J. (1973). The Practical 3: Translation into Curriculum The School Reviews 81(4) pp 501-522.	Introductory contact with instructor in person, via phone or Skype. Coffee Conversation – Course Structure Substantive contribution to posting on Class Blog by Saturday.	
2	What is Leadership in Early Childhood Education?	18-24 Jan.	What is leadership? How is it described? What are the functions of leadership?	Scott, D.M. (2005). Early childhood leaders on leadership. Beyond the Journal: Young Children on the Web. January. pp 1-8. Sullivan, D.R. (2010). Learning to lead: Effective leadership skills for teachers of young children. (2nd Ed) St. Paul, MN: Redleaf Press. pp 1-23. Taba, S., Castle, A., Vermeer, M. Hanchett, K., Flores, D. and Canfield, R. (1999). Lighting the path; Developing leadership in early childhood education. Early Childhood Education Journal, 26 (3) pp 173-177.	Coffee Conversation – Leadership in ECE Substantive Blob Post by designated class member by Wednesday. Final post summarizing responses of colleagues on Sunday.	Module Two – Personal Portrait of Leadership (See Assessment Tab for details) Due: Sunday, Feb. 1 by midnight (EST)
		25-31 Jan.	Leadership styles Developing your own definition of leadership	Carr, V., Johnson, L., and Corkwell, C. (2009) Principle-centred leadership in early childhood education. Dimensions of Early Childhood. 37 (3). pp. 25-32 Jor'dan, J., Munoz, M., Figlar, M., and Rust, F. (2013). Creating space: Leader development in early childhood education. Young Children 68 (1). pp. 62-66. Murray, J. and Clary, R., M. (2013). Reframing leadership as a participative pedagogy: the working theories of early years professionals. Early Years. 33(3) pp. 289-301.	Coffee Conversation – Leadership in ECE Substantive Blob Post by designated class member by Wednesday. Final post summarizing responses of colleagues on Sunday. Remainder of class – Substantive contribution to posting on Class Blog by Saturday.	

BEGIN WITH THE END IN MIND

continued from page 11

site by students. As an assignment, small groups of students could select and annotate the new resources according to criteria established by the instructor. Not only would this activity address resource-finding for course content, it would also give students much needed practice in becoming critical and discerning users of on-line material.

Aligned course design

In this series of articles beginning in spring 2015, the concept of aligned course design has been explored (Crocker, 2015a, 2015b). Beginning with the importance of course outcomes, then the alignment of outcomes and assessment, and finally the structure of teaching and learning opportunities, these three articles have addressed key questions with which effective instructors have grappled: What do I want my students to know, do, and value at the end of this course?; How will I know that they have been successful?; and What teaching and learning structures need to be in place for students to demonstrate what they have learned? For more information or assistance on creating aligned courses, please contact the Teaching Support Centre curriculum team at curriculum@uwo.ca.

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Instructional Skills Workshop Online (ISWO)

April 27 - June 7, 2016

The Instructional Skills Workshop Online (ISWO) has been developed to address the needs of Western instructors who teach online. It offers participants the opportunity to explore, in very practical and hands-on ways, the conditions that give rise to powerful eLearning experiences among students. This workshop provides new instructors with an introduction to designing and facilitating effective eLearning activities, while experienced instructors may use it as an opportunity to refine and expand their teaching practice, to explore new ideas, or to revisit the fundamentals. Participants interact both asynchronously (e.g., discussion forums) and synchronously (e.g., Blackboard Collaborate).



This small enrolment workshop occurs entirely online in OWL over a six-week period (April 27 to June 7, 2016, approximately 8-10 hours per week). Participants will experience the role of both online instructor and online learner. Although some instruction and resources may be provided on how to use basic OWL tools, the ISWO focuses on best teaching practices for eLearning rather than the technicalities of course development in OWL.

Participants design and teach an online “mini-lesson” in OWL and receive verbal, written, and video feedback from their facilitator and peers. The activities are intended to provide an authentic environment where instructors can learn, experiment, and practice skills related to facilitating online learning.

REGISTER 

For more details, please contact Gavan Watson, Associate Director eLearning, Teaching Support Centre,
e-mail: gavan.watson@uwo.ca

Course Design & Renovation Workshop

May 9 & 11, 2016
9:30 am - 4:00 pm
Room 121, Weldon Library

The purpose of this two-day workshop is to facilitate the design or re-design of a face-to-face, blended, or online course that you will be teaching in the upcoming year.

By the end of the workshop you will have completed the necessary steps to:

- 1) Create a course structure
- 2) Identify learning outcomes
- 3) Design learning activities to achieve those outcomes
- 4) Match the outcomes to methods of assessment

Topics may include:

- Aligning course, instructional, and assessment goals
- Writing effective learning outcomes
- Elements of a great course syllabus
- Setting course policies
- Selecting and incorporating learning activities
- Embedding technology to enhance face-to-face instruction
- Forms of assessment

Enrollment in the workshop will be limited to 20 faculty members so that the course goals and topics can be tailored to the needs of the participants.



Teaching with Technology

Tuesday, May 10, 2016
8:45 a.m. – 3:30 p.m.
UCC 147A/B

Jointly hosted by the Teaching Support Centre and ITS' eLearning Technologies Team, Teaching with Technology sessions are designed to provide instructors with hands-on learning experiences with a broad range of eLearning tools. By participating in the day-long session, you and fellow faculty members will leave with ready-to-implement ideas for your face-to-face or online classes. No prior experience with instructional technologies is required to attend; you only need an interest in how technology can enhance your curriculum (and an Internet-connected device).

This program open to all, however it is designed with instructors (i.e. faculty members, limited duties instructors, staff in teaching roles) in mind.

2016 session topics include:

- OWL Course Site Extreme Makeover: organizing OWL content to facilitate student learning
- More than Web Conferencing: Collaborate Ultra
- Introducing VoiceThread
- Improving learning with online Library resources
- Gaming: breaking the higher education stigma
- Creating instructional videos using your smartphone
- Editing online videos for learning and assessment
- OWL Hidden Gems: learning more about features in OWL that improve instruction

REGISTER 

For more details, please contact Gavan Watson, Associate Director eLearning, Teaching Support Centre, e-mail:

gavan.watson@uwo.ca



TSC Upcoming Events

April 29, 2016

Research on Teaching Symposium

Showcases research on teaching projects at Western.

April 27 – June 7, 2016

Instructional Skills Workshop Online (ISWO)

This workshop occurs entirely online in OWL over a six-week period where the participants experience the role of both online instructor and online learner.

May 9 & 11, 2016

Course Design and Renovation Workshop

The purpose of this two-day workshop is to facilitate the design or redesign of a face-to-face, blended, or online course that you will be teaching in the upcoming year.

May 10, 2016

Teaching with Technology

Provides instructors with hands-on learning experiences with a broad range of eLearning tools.

June 21-24, 2016

STLHE Conference

August 15 – 18, 2016

Course on Teaching at the University Level

Intensive mini-course for faculty who are new to teaching (less than five years teaching experience) to develop their teaching talents and gain experience with a variety of teaching methods.

August 23, 2016

eLearning for New Faculty

A one-day session on using technology in your instruction.

August 25, 2016

New Faculty Orientation - Teaching at Western

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

August 30, 2016

Fall Perspectives on Teaching Conference

Keynote by Dr. Arini, Dean of the Faculty of Education and Social Work at Thompson Rivers University, will highlight indigenous pedagogies.

September 1, 2016

International Graduate Teaching Assistant Conference (ITA Day)

A half day session for international graduate students who are new to teaching.

September 7, 2016

Graduate Student Conference on Teaching

Introduction to teaching at Western for graduate student teaching assistants.

For program details/registration, visit the TSC website:

uwo.ca/tsc

Click "Calendar of Events" for faculty