



**Promoting Student Learning:
Diversity and Student Success**

**Third Annual Conference on Teaching and Learning
University of Windsor, Windsor, Ontario
May 12-13, 2009**



Acknowledgements

Thank you...

The organizing committee of the Third Annual Conference on Teaching and Learning gratefully acknowledges the financial support of the Office of the Provost and Vice-President, Academic, of the University of Windsor, and of the Office of the Senior Vice President for Academic Affairs and Provost of Oakland University. This conference would not have been possible without the generous contributions of Professor Gold and Dr. Moudgil, and we appreciate their ongoing commitment to this collaborative teaching and learning initiative.

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Schedule at a Glance

Tuesday, May 12

All events take place in Vanier Hall at the University of Windsor

9:00 - 10:00 am	Registration / Continental Breakfast	Winclare C
10:00 - 10:15 am	Opening Remarks	Winclare A
10:15 - 11:15 am	Plenary: Dr. Joy Mighty <i>Engaging Every Student: Implications of Diversity for Teaching and Learning in Higher Education</i>	Winclare A
11:15 - 11:30 am	Health Break	Crocodile Grill
11:30 am - 12:15 pm	Concurrent T1 - (4 sessions)	Lower level Vanier Hall
12:15 - 1:15 pm	Lunch	Winclare C
1:15 - 2:00 pm	Concurrent T2 - (4 sessions)	Lower level Vanier Hall
2:00 - 2:15 pm	Transition Time	N/A
2:15 - 3:00 pm	Concurrent T3 - (4 sessions)	Lower level Vanier Hall
3:00 - 3:15 pm	Health Break	Crocodile Grill
3:15 - 4:00 pm	Concurrent T4 - (4 sessions)	Lower level Vanier Hall
4:00 - 6:00 pm	Reception/Poster Session	Winclare A
4:15 - 4:30 pm	Greetings from the Provosts: Professor Neil Gold, University of Windsor and Dr. Virinder K. Moudgil, Oakland University	Winclare A

Wednesday, May 13

8:30 - 9:30 am	Registration / Continental Breakfast	Winclare C
9:30 - 9:45 am	Greetings and Updates	Winclare A
9:45 - 10:45 am	Plenary: Dr. Christopher Knapper <i>How Our Teaching Affects the Way Students Learn</i>	Winclare A
10:45 - 11:00 am	Health Break	Crocodile Grill
11:00 - 11:45 am	Concurrent Session W5 - (4 sessions)	Lower level Vanier Hall
11:45 am - 1:00 pm	Lunch	Winclare A
1:00 - 1:45 pm	Concurrent Session W6 - (4 sessions)	Lower level Vanier Hall
1:45 - 3:30 pm	Closing Plenary: Dr. Christopher Knapper and Dr. Joy Mighty <i>Learning and Diversity in Practice: How Does it all Work?</i> (refreshments available)	Winclare A
3:30 - 4:00 pm	Closing Comments	Winclare A




Welcome from the Vice-Provost, Teaching and Learning

It is with great pleasure that I welcome you to the University of Windsor for the Third Annual Conference on Teaching and Learning. This year's conference explores effective practices, curriculum models, outreach strategies, research, and academic and student service programming designed to promote student learning, foster student success and respond to the needs of diverse learners in all its richness and challenge. We hope you will gain insights into what the individual instructor can do, and also what the university as a community, working towards common goals, can do to foster student engagement.

Since 2007, this conference has been a successful collaboration between the University of Windsor (ON) and Oakland University (MI). This year, the conference has drawn participants from a dozen separate institutions. We welcome all of you, and look forward to many opportunities for a rich exchange of ideas and expertise. We hope that your work together here will sow the seeds of a host of new initiatives and that you will carry new ideas and strategies back to your institutions. This conference is a wonderful opportunity to meet colleagues who share your vision of how teaching and learning can evolve through the efforts of committed educators, administrators, and learners. We look forward to meeting you, and hope to have the opportunity to hear more about your work and your teaching and learning initiatives.


The University of Windsor welcomes you as explorers, as learners, and as leaders in fostering cultures of learning in your own institutional and departmental contexts.

Alan Wright
Vice-Provost, Teaching and Learning
University of Windsor



Water coolers will be available in:

- Katzman Lounge
- Oak Room
- Rose Room
- Winclare A



We're wireless!

The University of Windsor has wireless capability across campus, both in all our buildings and outside. If you're not from the University of Windsor, your temporary network password can be found in your conference wallet.



On-Campus Information and Resources

Items marked with an * can be found on the campus map on the back page of the programme.

Emergency Services

City of Windsor: Dial 911

On Campus:

Campus Police (Emergency): (519) 253-3000 ext. 4444
Campus Police (Non-Emergency): (519) 253-3000 ext. 1234

Computer Facilities

There are computers available in the Leddy Library Main Computer Lab open Monday to Thursday from 8 am to 8 pm, and Friday 8 am to 6 pm. If you are not from the University of Windsor, a wireless access user ID and password can be found in your conference wallet.

Photocopying

The Document Imaging Centre, located in the basement of Chrysler Hall South, provides many copying services, Monday through Friday, 8:30 am to 4:30 pm. Printing and photocopy machines are also available in the main floor of the Leddy Library.

*Bookstore

The University of Windsor Bookstore is attached to the Odette School of Business, on the corner of California and Wyandotte St. W., and is open Monday through Friday, 8:30am to 7:00pm, Saturday, 11:00am to 5:00pm, and is closed on Sunday.

Food Services

The Market Place is located in the CAW Student Centre and has many popular options. Hours are 11:30 am to 1:30 pm. A Tim Horton's counter is also located in CAW Student Centre.

Banking Machine

There are banking machines located on the lower level of Vanier Hall, the CAW Student Centre, and the University Bookstore.

*Parking

Between 7:00 am and 4:00 pm, visitor parking is \$8.00 per day on entry. After 4:00 pm, parking is \$4.00 on entry.

Student Centre Pharmacy

The pharmacy is located in the basement of the CAW Student Centre.
Telephone: 519-253-3000 ext: 3644, Monday – Friday
9:00 am – 4:00 pm

Off-Campus Information and Resources

Banks

CIBC

1570 Huron Church Rd.
(519) 973-5380

100 Ouellette Avenue
(519) 977-7000

TD Canada

2110 Wyandotte St. E. W.
(519) 253-0033

5790 Wyandotte St E
(519) 944-4355

Bank of Montreal

University Mall
2680 Tecumseh Rd. W.
(519) 973-3378

200 Ouellette Avenue
(519) 973-3305

RBC

1600 Huron Church Rd.
(519) 256-3485

245 Ouellette Avenue
(519) 255-8608

Hospitals

Windsor Regional Hospital

1995 Lens Avenue
(519) 254-5577

Hôtel-Dieu Grace Hospital

1030 Ouellette Avenue
(519) 973-4444

Windsor Regional Hospital- Metropolitan

2220 Kildare Rd
(519) 253-5253



Off-Campus Information and Resources (cont'd)

Walk-In Clinics

Riverside After Hours Walk-In Clinic

7775 Wyandotte Street East

(519) 974-4122

Mon to Thurs 9am – 7pm, Fri 9am – 4pm, Sat 9am – 1pm

West Windsor Urgent Care Centre

2055 Huron Church Road

(519) 255-9185

Mon to Thurs: 8 am – 8 pm, Fri 8am – 7pm, Sat, Sun: 10 am – 3 pm

Liquor Stores

LCBO

400 University Avenue West

(519) 253-2221

The Beer Store

1780 College Avenue

(519) 253-6142

Movie Theatres

Palace Cinemas

300 Ouellette Avenue

(519) 977-1300

Cineplex Odeon Devonshire Mall

3100 Howard Ave.

(519) 967-0197

Pharmacy

Shoppers Drug Mart Pharmacy

1675 Wyandotte St. West

(519) 253-4477

Mon–Sun 9:00am – 10:00pm

Pubs/Bars/Restaurants

Visit the conference website for further information.

Sales Tax

Ontario Provincial Sales Tax is 8% + Federal Goods and Services Tax is 5%

Taxi Services

Canadian Checker Cab

(519) 254-7777

1-866-829-4787

Veteran Cab (currently on strike)

(519) 256-6261

LA Taxi

(519) 978-2000

Transit Windsor

Five Transit Windsor bus routes bring passengers to the University of Windsor:

Transway 1C, Transway 1C Express, Crosstown 2, Crosstown 2 Express and Central. You can find more information about bus routes at <http://www.citywindsor.ca/DisplayAttach.asp?AttachID=10095>
Or call 311, Toll-Free 1-877-746-4311

Windsor Tourism

<http://www.visitwindsor.com/main.htm>



Keynote Speakers



Joy Mighty

Engaging Every Student: Implications of Diversity for Teaching and Learning in Higher Education

Tuesday, May 12, 10:15 – 11:15 am, Winclare A

One of our greatest challenges as teachers in higher education is to use the opportunities presented by diversity to enhance the quality of teaching and learning so that every student in our classrooms has an equal opportunity to succeed. What are some of the pedagogical challenges that arise in the context of diversity? How can we use the inherent benefits of diversity to engage every student and facilitate student learning? This presentation will explore answers to these and other questions about how diversity affects the teaching/learning dynamic. We will discuss ways of transforming the curriculum, teaching in different ways, and fostering a positive learning environment for the inclusion and success of diverse students.

Joy Mighty is director of the Centre for Teaching and Learning and Professor in the School of Business at Queen's University. She has an eclectic academic background in English, Education and Organizational Behaviour, and a wealth of experience as an administrator, teacher, educational developer, researcher, and consultant. Her special interests are organizational development and change, as well as equity and diversity issues in both management and education. An award winning teacher, Joy is a recipient of the Association of Atlantic Universities Distinguished Service Award. She has also provided consulting services to private, public, and not-for-profit organizations in Canada, the Caribbean, England, and the USA. Joy is the president of the Society for Teaching and Learning in Higher Education (STLHE) and was the inaugural Chair of STLHE's Educational Developers Caucus. She currently represents Canada on the Council of the International Consortium for Educational Development (ICED) whose members represent 27 different countries.



Christopher Knapper

How Our Teaching Affects the Way Students Learn

Wednesday, May 13, 9:45 – 10:45 am, Winclare A

Faculty vary in their conceptions of effective teaching, and this is reflected in their learning goals and instructional methods. Students also have differing ideas about what it means to study in university and how they approach the task of learning. Recent research has shown important links between faculty beliefs about teaching, departmental learning climate, and students' approaches to learning. In this presentation, we will explore these relationships and discuss whether and how it is possible to change our teaching approaches to produce different kinds of learning – in particular to encourage deeper, lifelong, and life-wide learning.

Christopher Knapper was the first director of the Instructional Development Centre at Queen's University and of the Teaching Resource Office at the University of Waterloo. He is a 3M teaching fellow, and was founding president of the Society for Teaching and Learning in Higher Education, which in 2002 created the Knapper Lifetime Achievement Award in his honour. He has written many books and articles on teaching and learning in higher education and served for eight years as co-editor of the International Journal for Academic Development. He was also one of the originators of the teaching portfolio concept. Christopher currently works as an international consultant for universities in Canada and elsewhere.

Dr. Mighty and Dr. Knapper will be offering the joint plenary, Learning and Diversity in Practice: How Does it all Work? on Wednesday, May 13, 1:45 – 3:00 pm in Winclare A. For complete information, please see page 31.



Tuesday, May 12

Concurrent Session 1 – 11:30 am – 12:15 pm

Session Number and Title	Venue	Presenter(s)
T1UNC Goffman and the Spoiled Learning Disability Identity in the Workplace	University Club	Athena Goodfellow, York University
T1KAT Why Would Your Students Give Up Theirs, if the U.S. President Didn't?	Katzman Lounge	Kimberly Conely-Porter, University of Windsor Anne Marie Armstrong, Wayne State University
T1OAK First-Year International Student Expectations, Experiences, and Challenges at the University of Windsor	Oak Room	George Zhou, University of Windsor Zuochen Zhang, University of Windsor Guoying Liu, University of Windsor Enrique Chacon, University of Windsor
T1ROS Enhancing Practicum/Clinical Supervision Via "Adaptive Mentorship": A Promising Model	Rose Room	Edwin Ralph, University of Saskatchewan

T1UNC Goffman and the Spoiled Learning Disability Identity in the Workplace

Athena Goodfellow, York University

University Club, Vanier Hall
 Tuesday, May 12, 11:30 am – 12:15 pm

The transition from post-secondary to work can be a particularly complex feat for persons with learning disabilities (LDs). They are confronted with an array of difficult decisions: Should I 'hide' my disability? Should I request the accommodation that I need or, try to 'figure it out' on my own? Utilizing Goffman's dramaturgical framework, this session's main objectives are: (1) to conceptualize this experience as a shift from 'learning' to 'common sense' environments; and (2) to offer practical strategies for the successful transition of students with LDs into the workforce. By the end of this session, participants will possess the knowledge and skills to promote a positive LD identity that continues beyond post-secondary years. This session commences with a simulation of the LD experience, and then, integrates research and innovative educational practices in an engaging presentation that empowers the LD identity to exist in both the classroom and the workplace.



T1KAT Why Would Your Students Give Up Theirs, if the U.S. President Didn't?

Kimberly Conely-Porter, University of Windsor
Anne Marie Armstrong, Wayne State University

Katzman Lounge, Vanier Hall
Tuesday, May 12, 11:30 am – 12:15 pm

This presentation illustrates several successful methods for integrating visual literacy across disciplines, using the students' mobile devices to expand classroom boundaries and enhance engagement, knowledge construction, and participation.

Suggestions and recommendations for the application of 'netiquette' standards to eliminate the annoyances and distractions of constant connectivity will be offered. Preliminary research and case studies will be discussed and explored as presenters and participants use mobile devices in goal-oriented activities that can be adapted for most learning environments.

T1OAK First-Year International Student Expectations, Experiences, and Challenges at the University of Windsor

George Zhou, University of Windsor
Zuochen Zhang, University of Windsor
Guoying Liu, University of Windsor
Enrique Chacon, University of Windsor

Oak Room, Vanier Hall
Tuesday, May 12, 11:30 am – 12:15 pm

During this session, participants will hear first-person experiences of international students at the University of Windsor. We received input from students from different countries and with different campus experiences, some through their life in residences, or their first impressions of the Canadian classroom, and learned about their ways of coping with the challenges of their life in a new country.

Using Tinto's retention model as a theoretical framework, presenters will report their recent study of first-year international students at the University of Windsor. Through a survey and focus groups, this study investigated participants' perspectives, expectations, and experiences, paying special attention to the challenges these students face in the process of their adjustment to the new learning and living environment. While student retention has been a central concern for many universities, the findings of this study will inform the audience, from both academic and administrative units, about first-year international students' preferences and needs so as to optimize services for these students.



T1ROS **Enhancing Practicum/Clinical Supervision Via “Adaptive Mentorship”: A Promising Model**

Edwin Ralph, University of Saskatchewan

Rose Room, Vanier Hall
Tuesday, May 12, 11:30 am – 12:15 pm

The goal of this session is for educators and administrators involved in the practicum/clinical phase of undergraduate education for the professions to learn how Adaptive Mentorship (AM) may enhance the supervisory process within their individual practicum programs.

Participants will: (a) synthesize the strengths and weaknesses of the mentoring approach they currently use in their own practicum settings; (b) compare these aspects with the research-record of the AM model, as summarized by the presenter; and (c) determine how AM might be implemented or adapted in their respective professional-education practicum programs.

In this 45-minute interactive session, participating practicum/clinical educators will be engaged (via dyads/triads and whole-group interaction) to assess the effectiveness of AM compared to their approaches. By means of this exchange, attendees will consider AM's potential to alleviate persistent problems that both research and experience have identified as often arising within supervisory relationships across the professional disciplines.



Tuesday, May 12

Concurrent Session 2 – 1:15 pm to 2:00 pm

Session Number and Title	Venue	Presenter(s)
T2UNC Lending a Sensitive Ear: Examining Rhetorical Listening as a Heuristic for ESL Students in Composition Classrooms	University Club	Melanie Santarossa, University of Windsor
T2KAT The Use of Interactive Tablet PC-Based Instruction to Increase Student Engagement Across a Biology Curriculum	Katzman Lounge	Kirsten Poling, University of Windsor Julie Smit, University of Windsor Dennis Higgs, University of Windsor
T2OAK Issues in Adapting Active Learning Strategies for Diverse Learners and Environments	Oak Room	Julie Borkin, Oakland University Linda Hagan, Walsh College Elizabeth Durham Smith, Wayne State University
T2ROS Bridge the Gap: A Classroom Apprenticeship Activity to Improve Student Learning and Increase Success in the Clinical Setting	Rose Room	Sue Saliga, Oakland University Christine Stiller, Oakland University Kristine Thompson, Oakland University

T2UNC **Lending a Sensitive Ear: Examining Rhetorical Listening as a Heuristic for ESL Students in Composition Classrooms**

Melanie Santarossa, University of Windsor

University Club, Vanier Hall
Tuesday, May 12, 1:15 pm – 2:00 pm

Can we be sensitive to the linguistic and cultural identities of second-language learners when teaching them to write in a language that propels them to develop new identities? This session will answer this question by providing a brief overview of the current state of the field of second-language writing and the identity of second-language students. This will carry us into a synopsis of Krista Ratcliffe's theory of rhetorical listening, which is defined in her work, *Rhetorical Listening: Identification, Gender and Whiteness*, as "a stance of openness that a person may choose to assume in relation to any person, text, or culture" (p. 17). Participants will then discuss how rhetorical listening can be implemented into composition classrooms to enable educators to position themselves within a discourse that will allow them to hear the similarities and differences that exist amongst the cultural and individual identities of second-language students.



T2KAT The Use of Interactive Tablet PC-Based Instruction to Increase Student Engagement Across a Biology Curriculum

Kirsten Poling, University of Windsor
Julie Smit, University of Windsor
Dennis Higgs, University of Windsor

Katzman Lounge, Vanier Hall
Tuesday, May 12, 1:15 pm – 2:00 pm

We have been involved in a project that incorporates student Tablet PCs into three course formats to enhance the level of dynamic learning in traditionally taught undergraduate courses. Our objectives focus on student involvement, more efficient student acquisition of knowledge and skills, and interaction of students with each other as well as the instructor. The primary objective of our session is to provide an overview of changes we have been making to our courses and how these changes have provided opportunities to increase student engagement, ownership, and level of understanding. We will use student/instructor Tablet PCs, three types of available software, and examples of various techniques to demonstrate the capabilities of this technology. By the end of our session, participants should be aware of the potential of this technology and how similar changes could be incorporated into other courses.

T2OAK Issues in Adapting Active Learning Strategies for Diverse Learners and Environments

Julie Borkin, Oakland University
Linda Hagan, Walsh College
Elizabeth Durham Smith, Wayne State University

Oak Room, Vanier Hall
Tuesday, May 12, 1:15 pm – 2:00 pm

This panel discusses how active learning strategies require adaptation to meet the diverse needs of learners. By examining three key student challenges of non-traditional learners, online learners, and the critical thinking objective in introductory courses, the goal of this session is to offer a set of active learning activities that increase student engagement and specifically in the areas of retention, collaboration, and critical thinking. The presenters will also discuss strategies for clearly articulating these activities to course objectives and outcomes.

T2ROS Bridge the Gap: A Classroom Apprenticeship Activity to Improve Student Learning and Increase Success in the Clinical Setting

Sue Saliga, Oakland University
Christine Stiller, Oakland University
Kristine Thompson, Oakland University

Rose Room, Vanier Hall
Tuesday, May 12, 1:15 pm – 2:00 pm

The key goal of this presentation is to describe an innovative educational model designed to improve student learning through hands on experience. An in-classroom apprenticeship was developed to allow students the opportunity to provide physical therapy services to persons with disabilities. At the end of this session, participants will be able to describe a model to improve student readiness to practice and apply professional skills, describe the logistics of bringing clients to the classroom, and discuss the benefits of this type of experience to enhance student success. Content will include a description and rationale for this model, a discussion of student learning objectives and outcomes, and a description of how to establish a classroom-to-clinic experience. This session includes a presentation and a small group activity that will allow participants to leave with an understanding of how this model might be applied to their disciplines.



Tuesday, May 12

Concurrent Session 3 – 2:15 pm to 3:00 pm

Session Number and Title	Venue	Presenter(s)
T3UNC Teaching the ESL Learner	University Club	Maureen Wideman, University of Ontario Institute of Technology
T3KAT Using Clickers in Large Classes	Katzman Lounge	Mary Helen Armour, York University
T3OAK Faculty-Student and Student-Student Interaction in an Online Classroom	Oak Room	Mary Lou Kata, Macomb Community College
T3ROS Promoting Transformative Learning: Lessons from Graduating Masters in Social Work Students	Rose Room	Betty Barrett, University of Windsor Wendy Maurice, University of Windsor Thecla Damianakis, University of Windsor

T3UNC Teaching the ESL Learner

Maureen Wideman, University of Ontario Institute of Technology

University Club, Vanier Hall
Tuesday, May 12, 2:15 pm – 3:00 pm

The purpose of this presentation is to make faculty members aware of some of the challenges faced by students for whom English is an additional language. Using real examples, the presenter will review the language used in lectures, assignments, and marking that may cause problems for some students, and will also provide teaching strategies that can help ESL students to achieve their potential. The information in this presentation led to the development of <http://esllearner.ca>, a resource website for faculty members.

T3KAT Using Clickers in Large Classes

Mary Helen Armour, York University

Katzman Lounge, Vanier Hall
Tuesday, May 12, 2:15 pm – 3:00 pm

This past year, I have begun to use personal response systems or 'clickers' in all of my classes. I teach first-year science courses for non-science majors. The clickers provide a level of interactivity not previously available. This presentation will look at how clickers are used in a large group and how they are useful in changing the dynamic in the classroom. Participants will be provided with clickers for use during the presentation.

The key to using clickers is how questions are used. This session will look at the different ways questions can be used and their benefit, both to the student and the instructor, as well as the resources within the Turning Point system to accomplish this and will briefly discuss how this system is deployed at York.



T3OAK Faculty-Student and Student-Student Interaction in an Online Classroom

Mary Lou Kata, Macomb Community College

Oak Room, Vanier Hall
Tuesday, May 12, 2:15 pm – 3:00 pm

Does the online environment negatively affect the types of faculty-student and student-student interaction that are known to promote student engagement, deepen the learning experience, and increase the rate of persistence for students in traditional classrooms? This presentation shares the results of a study of interaction experiences of student cohorts who took their coursework online compared to an identical program of student cohorts who took their courses in the traditional classroom format.

Participants will gain an understanding of faculty-student and student-student interactions that promote learning and increase persistence, the role of cohort groupings for increasing these types of interactions, and how the online format may affect student satisfaction levels regarding interacting with their peers and instructors. Participants will discuss the unique properties of online interaction compared to traditional classroom interaction, the learning empowerment created by the online environment, and their observations and experiences with online learning.

T3ROS Promoting Transformative Learning: Lessons from Graduating Masters in Social Work Students

Betty Barrett, University of Windsor
Wendy Maurice, University of Windsor
Thecla Damianakis, University of Windsor

Rose Room, Vanier Hall
Tuesday, May 12, 2:15 pm – 3:00 pm

This session will explore the meanings of transformative learning in higher education. We will begin with a brief presentation of the research literature on the meaning of transformative learning in adult education (Taylor, 2007). We will then facilitate an interactive small group activity in which participants will critically reflect on their own transformative experiences in the classroom, arriving at a collective vision for transformative education and the ways in which it may differ in undergraduate and graduate classrooms. Finally, we will conclude by reporting the findings from our research with 13 graduating Masters in Social Work students who participated in focus groups. Students reported on which aspects of the curriculum were most transformative, the peer and faculty relationships that fostered critical reflection, a sense of purpose and identity, and increased social responsibility. Upon completion, educators will be able to identify at least one transformative strategy for use in the classroom.



Tuesday, May 12

Concurrent Session 4 – 3:15 pm to 4:00 pm

Session Number and Title	Venue	Presenter(s)
T4UNC Learning Services: A Unique Academic and Student Services Model	University Club	Gail Forsyth, Wilfrid Laurier University David McMurray, Wilfrid Laurier University
T4KAT Electronic Portfolios: Using Technology in Multiple Contexts to Assess Program Outcomes and Enhance Student Learning	Katzman Lounge	Scott Crabill, Oakland University
T4OAK Into the Great Beyond: Using Technology to Create Courses that Extend Learning and Increase Engagement Beyond the Boundaries of Classroom and Close of Semester	Oak Room	Susan Lynne Beckwith, Oakland University Niels Herold, Oakland University
T4ROS Use of Multiple Visual Representations to Enhance Learning and Teaching of College Science	Rose Room	Joel W. Russell, Oakland University

T4UNC Learning Services: An Unique Academic and Student Services Model

Gail Forsyth, Wilfrid Laurier University
David McMurray, Wilfrid Laurier University

University Club, Vanier Hall
Tuesday, May 12, 3:15 pm – 4:00 pm

This session will provide participants with a model that illustrates how collaboration between the academic community and student affairs can contribute significantly to student success in an effective and cost-efficient manner. Participants will learn how this model has resulted in: (a) an increased number of students accessing learning support; (b) joint programs that align with academic courses; (c) services and programs that align with the academic learning and development needs of our students; (d) a funding model whereby students (through their student government) contribute directly to the expansion of learning support programs; (e) reduced demands on academic administrators and faculty; (f) increased student satisfaction and improved academic performance; and (g) paraprofessional training programs for peer (senior) students involved with delivering learning support programs.



T4KAT Electronic Portfolios: Using Technology in Multiple Contexts to Assess Program Outcomes and Enhance Student Learning

Scott Crabill, Oakland University

Katzman Lounge, Vanier Hall
Tuesday, May 12, 3:15 pm – 4:00 pm

Electronic portfolios, otherwise known as e-portfolios, have been touted as the future for assessment and student engagement. Missing from these accolades is a concise definition and pragmatic discussion of how such portfolios can be used to generate assessment data and enhance student learning. This session focuses on defining e-portfolios and providing specific examples of how they can be used to gather program data for assessment. In addition, this session will explore how e-portfolios can be used to engage students in unique educational experiences, emphasizing the incorporation of e-portfolios for first-year students through graduation.

T4OAK Into the Great Beyond: Using Technology to Create Courses that Extend Learning and Increase Engagement Beyond the Boundaries of Classroom and Close of Semester

Susan Lynne Beckwith, Oakland University
Niels Herold, Oakland University

Oak Room, Vanier Hall
Tuesday, May 12, 3:15 pm – 4:00 pm

Course-design often focuses on how best to escort students into a field of study, with emphasis placed on introducing students to a subject and providing curricular experiences that facilitate learning during the term. This session explores the construction of courses that also create an open-ended heuristic. Technology allows for the means to increase student engagement beyond the spatial boundaries of “classroom” and temporal boundaries of semester “end” dates. This session will explore how online teaching can effectively serve the educational objectives of engendering intellectual autonomy and knowledge application long after the course is closed. We will examine some practical ways in which these objectives can be built into course material and design in order to encourage students to not “close the book” on their subject when the semester is over.

T4ROS Use of Multiple Visual Representations to Enhance Learning and Teaching of College Science

Joel W. Russell, Oakland University

Rose Room, Vanier Hall
Tuesday, May 12, 3:15 pm – 4:00 pm

Scientists routinely utilize observations of laboratory-scale experiments, models, graphs, symbolic equations, and molecular-scale animations to better understand scientific phenomena. All these are visual representations. We have shown that first-year university students acquire higher levels of visualization skills more rapidly with explicit instruction. We developed software that allows any combination of experimental videos, molecular animations, dynamic graphs of physical properties, and models/equations to be shown in quadrants of a computer screen. All dynamic views have time synchronization. Participants will experience classroom techniques for developing visualization skills and increasing interaction in large-class settings. We will show homework exercises with simultaneous uses of macroscopic, nano-scale, and symbolic visualizations to help novices overcome the tendency to compartmentalize such knowledge – a major obstacle to understanding science.



Tuesday, May 12

Poster Session – 4:00 pm to 6:00 pm

Winclare Room A

Session Number and Title	Presenter(s)
P01 Examples of Universal Design in Education (UDE)	Lorna Stolarchuk, University of Windsor Irene Carter, University of Windsor Donald Leslie, University of Windsor
P02 Using Blogging to Assist Students in Understanding the Value of Voice	Rachel V. Smydra, Oakland University Pamela Mitzelfeld, Oakland University
P03 Forensics: Evidence to Analysis	Shashi Jasra, University of Windsor
P04 Teaching Teacher Candidates How to Break Down Cultural, Gender, Physical, and Racial Stereotypes	Darin Carroll, University of Windsor
P05 Breaking the “Cycle of Teaching the Way We Were Taught!”	Wayne Tousignant, University of Windsor
P06 Video Games: Building Student Success Via Digital Learning	Melice Mitchell, University of Windsor
P07 Educating for Understanding: The Role of Imagination	Michael Potter, University of Windsor
P08 Acknowledging Stories in Vocational Teacher Education	Kathleen Sharman, University of Windsor
P09 Engaging Students in a Hybrid Online Human Anatomy Course	Mary Bee, Oakland University/University of Detroit Mercy Greg Grabowski, University of Detroit Mercy
P10 The Relationship Among Temperament, Psycho-Epistemological Style, and Attitudes Toward Science	Eileen Johnson, Oakland University
P11 The Classroom is Alive with the Sound of Thinking: The Power of the Exit Slip	S. Rebecca Leigh, Oakland University
P12 Using Collaborative and Connective Technologies to Promote Student Learning	Dragana Martinovic, University of Windsor Jelena Magliaro, University of Windsor Timothy Pugh, Grand Erie District School Board (GEDSB)
P13 Perceptions of Poverty in the New Economy: What Role Does Social Work Education Play?	Robert Weaver, University of Windsor Sung Hyun Yun, University of Windsor
P14 Re-Elevating Student Engagement Through an Active Learning Exercise	Keren Escobar, University of Windsor Kenneth Cramer, University of Windsor Kathryn Lafreniere, University of Windsor
P15 Survey of Academic Entitlement: Will the Most Deserving Students Please Stand Up?	Kenneth Cramer, University of Windsor Laurie Freeman-Gibb, University of Windsor Craig Ross, University of Windsor Kathryn Lafreniere, University of Windsor
P16 PeerReview: An Online System to Enhance Writing and Reviewing Skills	Craig Ross, University of Windsor Kenneth Cramer, University of Windsor



P01 **Examples of Universal Design in Education (UDE)**

Lorna Stolarchuk, University of Windsor
Irene Carter, University of Windsor
Donald Leslie, University of Windsor

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

In our day-to-day lives we can choose to include or exclude individuals from our interactions in many ways. When it comes to teaching and learning, some simple, yet effective practices can be deployed in our courses to reduce barriers to participation. This poster addresses principles of instruction, services, information technology, and physical space design that could inspire participants to adopt inclusive options. Participants will interact with these principles, based on research and practices, and will leave the session with ideas that they can implement immediately.

P02 **Using Blogging to Assist Students in Understanding the Value of Voice**

Rachel V. Smydra, Oakland University
Pamela Mitzelfeld, Oakland University

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

Using blogging in the classroom serves as a valuable forum that allows student writers to move out of their classroom of peers in order to show their content to the masses. This poster will show participants how to create blogs, use them as instructional tools, and share assignment options that allow students access to instant readers, even if those readers consist of other students and the instructor. Careful integration of a pedagogy that incorporates blogging in a college classroom can facilitate pointed discussions on methods and techniques for constructing a voice that readers want to read. The goal of blogging in regards to voice is clear: to teach students the importance of voice, helping them to create personas that attract readers.

P03 **Forensics: Evidence to Analysis**

Shashi Jasra, University of Windsor

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

Forensics deals with the broad spectrum of applied sciences and other fields in relation to crime and the court. Teaching and learning this diverse applied field is a challenge in itself. The presenter will review the curriculum model for one of the core courses in this program: *The Laboratory in Forensics*. The concerns and challenges encountered will be discussed in an attempt to enhance student learning and success.



P04 Teaching Teacher Candidates How to Break Down Cultural, Gender, Physical, and Racial Stereotypes

Darin Carroll, University of Windsor

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

This poster illustrates how teacher candidates are being prepared to address diversity in Canadian classrooms by using strategically and purposefully selected literature. Research and theory suggest that it is possible to alleviate prejudice by carefully selecting alternative literature that affords different perspectives and varying ideologies to teacher candidates and students in classrooms. It demonstrates how teachers can approach the challenge of breaking down stereotypes to bring about social justice, equity, and positive change. Books that teacher candidates can use to help students both understand and question the various stereotypes that exist will be on display. The book display and poster will serve as a catalyst for participants to reflect on the power of inclusive literature. Participants will understand how important it is to include alternative literature in their courses to engender equitable outcomes. The poster concludes with possible research questions and future directions for addressing diversity in pre-service education.

P05 Breaking the “Cycle of Teaching the Way We Were Taught!”

Wayne Tousignant, University of Windsor

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

This poster session will present pedagogical strategies using technology to enhance the visual competencies of non-art specialist teachers and students. The majority of our educated population experiences art as a fringe activity designed to fill time rather than prepare them with twenty-first century skills (Goulette, 1998). The introduction of realism and adult expectations placed upon children’s visual expression during the development years creates the lasting perception, for the majority of our population, that creativity is an innate ability and artistic skills are perceived as unattainable (Gaitskell & Hurwitz, 1958, 1970, 1975). Computer technologies that can assist with this problem have become readily available but are underutilized in the instruction process (McDougall, 2005). Curriculum documents and current research indicate that future teachers must be educated in a manner that will empower them and their students with multiple modality skills to be problem solvers and creative thinkers (Ministry of Education, 2008).

P06 Video Games: Building Student Success Via Digital Learning

Melice Mitchell, University of Windsor

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

My professional need for additional therapeutic interventions sparked my interest to study video games as an effective therapeutic resource for difficult-to-engage youth. I began researching the implications of technological games used as therapeutic educational tools for at-risk youth. My preliminary research has uncovered five key areas: (a) the values informing gaming technology as a tool of engagement with at-risk youth; (b) the use of gaming technology as a tool of engagement with at risk youth; (c) the implications of gaming technology; (d) the accessibility of gaming opportunities to marginalized population; and (e) the future of gaming and the idea of video games as an educational tool in specialized classroom settings.



P07 **Educating for Understanding: The Role of Imagination**

Michael Potter, University of Windsor

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

Nearly all instructors, when asked what they want from their students, say that they want them to understand. Indeed, “understand” is the first word one is likely to encounter in learning outcomes developed by novices, and it appears in the educational literature from modern educational psychology and philosophy back through Kant, all the way back to the philosophers of Athens. But understanding, though a universally desired goal, is notoriously difficult to create. Since it is slippery, difficult to define, we are often unsure whether understanding has been achieved in even our best students. The concept of imagination provides a useful way of interpreting what it means to understand – the lens of imagination, that is, illuminates a variety of potential fruitful pedagogical approaches for the development of understanding in our students.

P08 **Acknowledging Stories in Vocational Teacher Education**

Kathleen Sharman, University of Windsor

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

This presentation proposes that change is needed in vocational teacher education. Teacher education programs that prepare vocational teachers for shop classrooms must recognize that experiences within a skilled trade are a primary teaching resource. These experiences are brought to the classroom via storytelling. A pilot study was conducted in which 11 vocational teachers shared how they used stories from previous experiences in a trade. The results of this pilot study suggest that teacher education programs must support teachers in utilizing this wealth of resources. Vocational teachers are well aware of the popular appeal that stories hold as a method of teaching, but what must be acknowledged is their role in assisting the construction of teacher, classroom, and cultural identity. These findings can be applied more generally. Reflective questions will be offered so that conference participants can consider their use of stories.

P09 **Engaging Students in a Hybrid Online Human Anatomy Course**

Mary Bee, Oakland University/University of Detroit Mercy
Greg Grabowski, University of Detroit Mercy

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

Educating students in the field of anatomy has been a challenge for decades. Bringing a “dead” science to “life” has been problematic for even the greatest of educators. We sought an approach to teaching anatomy that incorporated multiple teaching styles and formats to keep student learning engaging, stimulating, and self-motivating.

We achieved our goal by incorporating an online component for both the lecture and lab for our graduate and upper-level students. Students attended weekly in-class lectures and labs. Each week they were involved in interactive online lectures with voice and quizzes. To help students understand the nuances of human dissection, students conducted dissections through layers of the body via an exceptional virtual anatomy dissector. Grades increased 17% and student satisfaction increased 62% with this format. The highest rated component was the online lectures with voice, which we will demonstrate. We highly recommend this approach for successfully teaching anatomy.



P10 The Relationship Among Temperament, Psycho-Epistemological Style, and Attitudes Toward Science

Eileen Johnson, Oakland University

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

The goal of this poster is to communicate preliminary findings from a research study investigating the relationship among temperament, psycho-epistemological style, and attitudes toward science among graduate students in education. Although participants were all students in a graduate program in educational leadership, there was some variation in educational and vocational background. Results indicate that temperament is related to psycho-epistemological style, and these variables interact to impact attitude toward science and one's certainty of knowledge. Implications of these findings will be discussed in relation to various theories of adult learning, particularly that of Mezirow's theory of transformative learning, as well as current practice in higher education. In particular, discussion will focus on teaching courses that grapple with knowledge and "Truth," including research methods, sciences, arts, and philosophy.

P11 The Classroom is Alive with the Sound of Thinking: The Power of the Exit Slip

S. Rebecca Leigh, Oakland University

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

What does thinking sound like? It sounds like this: "Sometimes when I'm deep thinking I may not be thinking deep enough" (undergraduate student, Oakland University). Exit slips, short pieces of paper on which students reflect about the lesson and turn in before exiting class, invite students (and their instructor) to become critical listeners to the discussion and, as a result, more reflective thinkers. The practice of jotting key concepts throughout class encourages the development of tinkerers; on paper, students tinker with ideas, wonderings, and curiosities which can lead to questioning of text, of themselves, of each other, and their instructor. Students' ways with exit slips may mean that Dewey (1938) is right: reflective practice can deepen our understanding of the relationship between theory and best practice. By exploring selected student samples, participants will see how reflective thinking/writing can effectively help students consider teaching as a thinking profession.



P12 **Using Collaborative and Connective Technologies to Promote Student Learning**

Dragana Martinovic, University of Windsor
Jelena Magliaro, University of Windsor
Timothy Pugh, Grand Erie District School Board (GEDSB)

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

A key goal of this poster presentation is to share experiences surrounding the use of emerging Information and Communication Technologies (ICT) in the teacher education program, focusing on the first-year experience of teacher candidates (TCs) at the University of Windsor and Nipissing University-Brantford Campus. In our research, through the application of collaborative and connective technologies, we expose TCs to rich and carefully designed multimedia learning events which they watch synchronously and asynchronously. Through two particular video conferencing events, Egg Drop and Canadian Space Agency, TCs were exposed to: (a) teachers preparing the lessons; (b) students working on projects; and (c) experts in the field answering students' questions.

This poster will contain an interactive component indicating examples of video-conferencing events and demonstration of educational usage of technologies such as Skype, cell phones, and SmartBoards, and will be informative for those willing to use collaborative technologies in their classes.

P13 **Perceptions of Poverty in the New Economy: What Role Does Social Work Education Play?**

Robert Weaver, University of Windsor
Sung Hyun Yun, University of Windsor

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

In Fall 2007, the authors administered a 37-item validated survey that measures attitude toward poverty and impoverished persons to 401 undergraduate students enrolled at a mid-sized university located in Ontario. In this poster presentation, the authors will display and explain the results of their multivariate analysis of the data collected from the student-participants. One noteworthy finding was that undergraduate social work courses appeared to influence students' poverty-related attitudes. Other variables included in the analysis were gender, political affiliation, perceived financial security, and ethnicity. Prior to and in conjunction with their explanation of the study's results, the authors will invite audience members to fill out the same survey. This will be done to enrich their understanding of the research process and to facilitate meaningful discussions regarding the study's implications for pedagogy. It is anticipated these discussions will generate insights for both the audience members and authors.



P14 Re-Elevating Student Engagement Through an Active Learning Exercise

Keren Escobar, University of Windsor
Kenneth Cramer, University of Windsor
Kathryn Lafreniere, University of Windsor

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

We present evidence to address whether active learning has an impact on student engagement during class. Previous studies indicate during a standard lecture, student ratings of engagement decrease along with serious-mindedness. Would it be possible to re-elevate student engagement mid-lecture? To test this, we distributed several 30-second questionnaires at the start of a 75-minute social psychology class. The instructor interrupted the lecture every 10 minutes (from Time-1 to Time-6) to measure the extent to which students were (a) serious-minded and (b) engaged in the lecture. We hypothesized that by introducing mid-lecture a less serious-minded activity, both engagement and serious-mindedness would rebound. Thus, between Time-3 and Time-4, students were given a group task to complete and then discuss among each other. Compared to prior data without the activity after Time-3, engagement and serious-mindedness were significantly higher at Time-4 and Time-5 before falling at Time-6. Educational implications and future directions are discussed.

P15 Survey of Academic Entitlement: Will the Most Deserving Students Please Stand Up?

Kenneth Cramer, University of Windsor
Laurie Freeman-Gibb, University of Windsor
Craig Ross, University of Windsor
Kathryn Lafreniere, University of Windsor

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

As a relatively new construct, Academic Entitlement refers to demanding attitudes towards teachers plus expectations of high grades for modest effort. Over 600 1st- and 4th-year male and female undergraduate students from various faculties at the University of Windsor completed an online survey on entitlement, personality (self-esteem), and basic demographics. Results showed that academic entitlement ($r = .87$) was significantly higher among males, higher among 1st-year students, and higher among students in the faculties of Nursing, Science, and Engineering (cf. Arts and Social Sciences); there were no interactions among these factors. In addition, academic entitlement was negatively correlated with age and self-esteem, and negatively correlated to each of openness to experience (i.e., reception to new ideas), agreeableness (i.e., sensitivity and compassion), and conscientiousness (i.e., dependability and commitment); but was positively correlated to neuroticism (i.e., anxiety). Implications for today's instructors and future collaborations are outlined.

P16 PeerReview: An Online System to Enhance Writing and Reviewing Skills

Craig Ross, University of Windsor
Kenneth Cramer, University of Windsor

Winclare Room A, Vanier Hall
Tuesday, May 12, 4:00 pm – 6:00 pm

Instructors face increased pressure to include writing assignments in courses and face cutbacks in teaching assistant time. We developed a web-based system in which students submit written assignments and then have that assignment graded by six peers. Previous research suggests that grades obtained from six peer markers is equivalent to that provided by a single graduate marker. As a benefit, PeerReview exposes students to different levels of writing ability which helps to facilitate their own learning. The system also encourages the kinds of peer review skills that are required in academic research. From a teaching perspective, this system allows for greater time spent instructing students how to write effectively as well as providing detailed feedback and suggestions geared at improving writing ability.



Poster and Resource Sharing Session and Reception

Winclare Room A
Vanier Hall
University of Windsor
Tuesday, May 12, 4:00 - 6:00pm



Please join us for hors d'oeuvres and a glass of wine while you help to select the recipient of the first annual Dr. Wilbert J. McKeachie International Poster Prize

The Dr. Wilbert J. McKeachie Poster Competition

The 2009 conference organizing committee is pleased to present the inaugural Dr. Wilbert J. McKeachie International Poster Competition. The aim of this poster session competition is to promote the importance and value of posters as opportunities to explore effective and innovative teaching and learning practices, and disseminate research results. Presenters have been encouraged to reconceptualize the typical poster session in creative ways to incorporate active learning approaches and interactive engagement with both poster and presenter.

Popular vote based on the poster competition criteria will determine five finalists, from whom the adjudication panel will determine the poster prize recipient. Posters will be judged based on the following criteria:

Conceptual Depth and Content - The poster's originality, conceptual basis, and the relevance and value of its content.

Clarity - The poster's success in communicating a message effectively.

Design - The poster's visual design and use of images and diagrams to effectively reinforce the themes and concepts explored in the poster. The poster's concise use of text for ease of readability.

Potential for Engagement - The poster's potential to foster active learning. We encourage designs which foster greater and varied interaction between viewer and presenter.



The Dr. Wilbert J. McKeachie International Poster Prize established in 2009 for the University of Windsor (ON) and Oakland University (MI) Annual Teaching and Learning Conference

Conference participants are invited to take part in the selection process during Poster and Resource Sharing Session and Reception on Tuesday, May 12, from 4:00 – 6:00 pm. Ballots will be handed out at the poster session.

The Dr. Wilbert J. McKeachie International Poster Prize will be presented at lunch on May 13.



The organizing committee gratefully acknowledges this year's poster adjudication panel:

Brian Cowan, Poster Session Convener
Instructional Designer
University of Windsor
Windsor, ON, Canada

Siyaram Pandey
Faculty of Science, Biochemistry
University of Windsor
Windsor, ON, Canada

Nick Baker
Lecturer in Higher Education for the Teaching and
Educational Development Institute
University of Queensland
Australia

Barbara Penprase
Program Director - Accelerated 2nd Degree Nursing
Program
Oakland University
Rochester, MI, U.S.A.

Michael Barbour
Assistant Professor, Instructional Technology
Wayne State University
Detroit, MI, U.S.A.

Maureen Wideman
Senior Instructional Designer
University of Ontario Institute of Technology
Oshawa, ON, Canada

*Please note that members of the poster
adjudication panel are not eligible for the
poster prize.*

The Dr. Wilbert J. McKeachie International Poster
Prize will be presented at lunch on May 13.



Dr. Wilbert J. McKeachie

Wilbert J. McKeachie is Professor Emeritus of Psychology and former Director of the Centre for Research on Learning and Teaching at the University of Michigan where he has spent his entire professional career since taking his doctorate in 1949. His primary activities have been college teaching, research on college teaching, and training college teachers. He is past President of the American Psychological Association; the American Association of Higher Education; the American Psychological Foundation; the Division of Educational, Instructional, and School Psychology of the International Association of Applied Psychology; and the Centre for Social Gerontology. He is also past Chairman of the Committee on Teaching, Research, and Publication of the American Association of University Professors, and of Division J (Psychology) of the American Association for the Advancement of Science. He has been a member of the National Institute of Mental Health Council, the Veteran's Association Special Medical Advisory Group, and various other government advisory committees on mental health, behavioral and biological research, and graduate training. Among other honors, he has received eight honorary degrees and the American Psychological Gold Medal for Lifetime Contributions to Psychology.



Wednesday, May 13

Concurrent Session 5 – 11:00 am – 11:45 am

Session Number and Title	Venue	Presenter(s)
W5UNC Preparing Students for Professional Writing Following Graduation	University Club	Jim Coyle, University of Windsor
W5KAT Is University All Fun and Games? The Immersive Educational Experience and its Problematic Intersection with Class	Katzman Lounge	David Toews, University of Windsor
W5OAK Student-Centredness as Handmaiden to Narcissus	Oak Room	Michael Potter, University of Windsor
W5ROS Multisensory Teaching in Physical Learning Environments: A Pedagogical Model for Addressing the Diverse Needs of the Group and the Individual	Rose Room	Andrea E. Downie, York University

W5UNC Preparing Students for Professional Writing Following Graduation

Jim Coyle, University of Windsor

University Club, Vanier Hall
 Wednesday, May 13, 11:00 am – 11:45 am

Student writing skills tend to focus on academic writing that demonstrates knowledge and analysis of course information. However, educators also prepare students for writing in future careers. Work-related writing may include applications for funding, research or research-supported proposals, evaluation reports, policy papers, contact or meeting notes, and memos and email correspondence. This type of professional writing uses various composition styles, such as analytical, synthesis, persuasive, application, evaluation, objective, or reflective writing. This session will discuss strategies for identifying professional writing needs, developing learning modules that illustrate identified writing skills, and creating course assignments that correspond to career writing. The last half of the session will facilitate participants' efforts to apply these strategies to their own courses and disciplines, in which participants will be able to describe examples of professional writing preparation, identify potential teaching resources, and develop strategies for identifying, teaching, and assessing writing skills needed in their profession.



W5KAT **Is University All Fun and Games? The Immersive Educational Experience and its Problematic Intersection with Class**

David Toews, University of Windsor

Katzman Lounge, Vanier Hall
Wednesday, May 13, 11:00 am – 11:45 am

As organizations increasingly promote 'productive fun,' computer-mediated fun and games might also be vehicles for improving education. What makes an educational activity fun? What can games achieve in classrooms? Are some better equipped than others to excel in a fun-driven educational context? I will explore the class dimensions of this latter question by engaging with Goffman's comparison of social interactions with games. In *Frame Analysis* and *Fun in Games* Goffman identifies the game principles of problematic outcome and immersion as keys of meaningful experiences for any social actors. Yet, he ignores the sense of getting something done as another vital ingredient. He also deliberately downplays the impact that class can have on the quality of experiences. Goffman's analysis pre-dates computer-mediated communication, which has become the great enabler of the ideology of productive fun. I will argue that where fun and games are harnessed to improve productivity in relation to socially-significant goals, like work and education, the felt experience of productivity and distinctions based on class become closely linked. Participants will have an increased understanding of what it is like to experience socio-economic class in educational environments.

W5OAK **Student-Centredness as Handmaiden to Narcissus**

Michael Potter, University of Windsor

Oak Room, Vanier Hall
Wednesday, May 13, 11:00 am – 11:45 am

Many philosophers and educators in ages past warned against the dangers of overindulging the young, advocating instead a healthy mix of measured, rational self-appraisal, humility, and responsibility. Yet student-centred practices, such as those advocated by Baxter Magolda, are considered cutting-edge by many in higher education - even accepted by many as obviously good. Are these practices advocated without a reflective appreciation of their consequences? Does the rise of student-centred education correspond to the perceived rise in narcissism and entitlement in today's students? Are we reinforcing, rather than tempering, egoism? Are we fostering values of self-indulgence and self-regard über alles?

Building on ancient philosophical foundations and taking into account contemporary research regarding narcissism and self-esteem, I will argue that student-centredness and learning-centredness are likelier than not incompatible and that we, as educators, have a responsibility to work against the narcissistic tendencies that student-centred education exalts.



W5ROS **Multisensory Teaching in Physical Learning Environments: A Pedagogical Model for Addressing the Diverse Needs of the Group and the Individual**

Andrea E. Downie, York University

Rose Room, Vanier Hall
Wednesday, May 13, 11:00 am – 11:45 am

One of the fundamental tasks of teachers is to facilitate learning. To be effective, teachers must recognize multiple ways of learning and be prepared to address diverse student learning needs. Recent evidence suggests that learning is maximized in multisensory environments. Physical learning environments, such as physical education, dance, and drama classes are especially conducive to such multisensory integration. How can multiple forms of sensory information be simultaneously delivered to ensure a maximum number of students are reached, and that a single learner is engaged more completely? This session will present a pedagogical model for addressing individual student needs within a group class through multisensory teaching. The approach has applications in other teaching environments. Participants will learn how to deliver integrated multisensory information and why this type of learning helps students perform optimally not only in multisensory environments, but also in unisensory environments.



Wednesday, May 13

Concurrent Session 6 – 1:00 pm to 1:45 pm

Session Number and Title	Venue	Presenter(s)
W6UNC Wordcount: Rethinking the Role of Writing in Post-Secondary Education	University Club	Lorin Schwarz, York University Colette Granger, University of Toronto
W6KAT The Web 2.0 Classroom: Interactive Media and Connected Learning	Katzman Lounge	Maureen Wideman, University of Ontario Institute of Technology Sidney Eve Matrix, Queen's University
W6OAK Using Service Learning as a Tool to Engage Students in Diverse Educational Endeavors	Oak Room	Scott Crabill, Oakland University Jason Schmitt, Oakland University Charlie Rinehart, Oakland University
W6ROS One Size Fits Who? Tailoring Training to Suit Diverse Learners	Rose Room	Erin Plumb, University of Windsor Anthony Gomez, University of Windsor

W6UNC Wordcount: Rethinking the Role of Writing in Post-Secondary Education

Lorin Schwarz, York University
 Colette Granger, University of Toronto

University Club, Vanier Hall
 Wednesday, May 13, 1:00 pm – 1:45 pm

During this session, we will draw on our experiences working at writing centres at York University and the University of Toronto to raise questions about how course directors use formal writing assignments. What common assumptions go into asking students to write papers – and what is the impact of these often unquestioned practices on student performance? We will examine what is ‘left out’ of thinking about how students approach university writing, and inquire into how elements of the personal shape both student writing and the academic expectations that frame assessment of that writing. How might what is unquestioned in the academic writing assignment – from perspectives of both student and teacher – encroach on what education means to do? With these inquiries we will begin a dialogue that asks for a critical rethinking of how writing is used in an era of advancing technological media and diverse student populations.

W6KAT The Web 2.0 Classroom: Interactive Media and Connected Learning

Maureen Wideman, University of Ontario Institute of Technology
 Sidney Eve Matrix, Queen's University

Katzman Lounge, Vanier Hall
 Wednesday, May 13, 1:00 pm – 1:45 pm

The digital divide, a term once used to describe the technological haves and have-nots, is now being associated with the gap between our students’ “real world” and their educational environments. There is a world where they socialize online - plan, prepare, meet, date, breakup, hangout, chat, discuss, negotiate, argue, share, respond, live, and love - through networked machines and wireless gadgets. But they also learn, explore, and create - most of this done outside of the classroom. What an opportunity for educators! This presentation reviews a suite of Web 2.0 social media tools for educators who want to bridge this digital divide, and make post-secondary courses more relevant, reciprocal, and engaging.



W6OAK Using Service Learning as a Tool to Engage Students in Diverse Educational Endeavors

Scott Crabill, Oakland University
Jason Schmitt, Oakland University
Charlie Rinehart, Oakland University

Oak Room, Vanier Hall
Wednesday, May 13, 1:00 pm – 1:45 pm

Service-learning is an effective pedagogical tool for engaging students in understanding the central issues of diversity as it pertains to the classroom and their community. The session will provide brief exposure to the theoretical underpinnings of service learning and its impact on student learning outcomes, as well as concrete examples implemented in a wide range of classroom settings to engage students in the learning objectives outlined for their courses. A panel of three faculty will share their experiences in teaching a variety of courses with service learning as a central tool for achieving an integrative and critical understanding of the complex nature of diversity issues. Ancillary to the fundamental understanding of diversity, the panel will discuss how service learning can be used for creating a sense of community within the classroom that enhances student success as it relates to the multiple facets of their education.

W6ROS One Size Fits Who? Tailoring Training to Suit Diverse Learners

Erin Plumb, University of Windsor
Anthony Gomez, University of Windsor

Rose Room, Vanier Hall
Wednesday, May 13, 1:00 pm – 1:45 pm

Through anecdotal data, testimonials, and collective brainstorming, this session will explore the process of implementing a flexible technology training program for students.

Such a program was developed in-house by the University of Windsor's Student Disability Services, in response to the growing number of students requiring technological support in the pursuit of their academic endeavours.

During the session, assistive technology will be briefly demonstrated, and the presenters will outline the process involved in the creation of their training program. Interactive discussion and brainstorming will focus on the challenges faced by students and staff during its implementation.

At the end of the session, participants should have an understanding of: (a) the unique characteristics of a flexible training program designed for students; (b) the merits of constant re-evaluation and revision of the program; and (c) the ways in which speech recognition software is currently used to accommodate and include university students with disabilities.



Closing Plenary

Joy Mighty and Christopher Knapper **Learning and Diversity in Practice: How Does it all Work?**

Wednesday, May 13, 1:45 – 3:00, Winclare A

In this plenary interactive session, the two keynote speakers will integrate the various ideas about learning and diversity that have been introduced in different sessions. After an opening dialogue between the two presenters, participants will explore their own experiences of diversity and learning, and consider what changes they might make in their own teaching as a result of what they have heard at the conference.



Return your wallet / name badge at the registration desk in the corridor between Winclare A and Winclare C, or the Trillium room at the Volunteer Station.

Thanks to all of the helpful and enthusiastic conference volunteers, and to the staff of the CTL. We couldn't have done it without you!

Register now for:
The Teaching Dossier Academy
Five days to build your teaching portfolio

Presented by the Office of the Vice-Provost, Teaching and Learning,
and the Centre for Teaching and Learning
University of Windsor
June 8-12, 2009
Windsor, Ontario, Canada

The Teaching Dossier Academy

An invitation to participate from the Vice-Provost

The University of Windsor is pleased to invite college and university professors of all ranks and years of experience to its first annual Teaching Dossier Academy. The Academy is designed to provide background information, workshops, peer consultation and extensive expert individual consultation to support the development of participants' professional teaching portfolios over a period of five days.

The organizers of the Academy will guide higher education teachers through the process of gathering materials and selecting items to include in the dossier as well as articulation of teaching methods and philosophy.

The Academy will accommodate doctoral students as they establish their teaching identities, early career faculty seeking to establish their teaching profiles, tenure-track teachers required to prepare or re-write their dossiers in preparation for formal evaluation procedures, instructors preparing materials for teaching awards, and teachers at all career stages who wish to enhance their pedagogical practice through reflection and peer dialogue.

I invite you to participate in a stimulating week of professional growth, one which promises to help you to describe, in one succinct and cogent narrative, your aims, activities, and accomplishments as a college or university instructor. If you have any questions or feel the need to discuss the Academy, please write me directly at awright@uwindsor.ca.

Alan Wright, PhD
Vice-Provost, Teaching and Learning

Academy Staff

The Academy will be staffed by an energetic and highly competent international facilitation team, which will provide several hours of individual mentorship and guidance for each participant. The ratio of participant to staff is a remarkable five to one. The academy features a balance of three group meetings, individual writing and dossier compilation time, and private consultations with dossier mentors.

Alan Wright
Vice-Provost and
Academy Director

Mark Schofield
Visiting Fellow
Edge Hill University (UK)

Erika Kustra, Michael Potter, Beverley Hamilton
Academy Mentors

Academy Registration and Fees

There is no charge for members of the University of Windsor academic community. The discounted fee for Oakland University faculty and full-time graduate students from institutions other than Windsor is \$125 US or \$150 CDN. The fee for faculty from other institutions is \$200 US or \$250 CDN. To register please email ctlworkshops@uwindsor.ca and indicate that you are registering for the Teaching Dossier Academy.