



**Moving Beyond the Traditional Classroom:
Engaging Students Through Experience!**

**Fifth Annual Conference on Teaching and Learning
University of Windsor, Windsor, Ontario
May 19-20, 2011**



Acknowledgements

Thank you...

The organizing committee of the fifth annual University of Windsor and Oakland University Teaching and Learning Conference 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 Dr. Groarke and Dr. Moudgil, and we appreciate their ongoing commitment to this collaborative teaching and learning initiative.

Special Thanks To:

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Nick Baker, Irene Carter, Alice Cassidy, Maureen Connolly, Erika Kustra, Maggie Liddle, Michael K. Potter, Jessica Raffoul, Geri Salinitri, Melanie Santarossa, Sonia Sulaiman



Engaging Students Through Experience

Welcome to the Fifth Annual Conference on Teaching and Learning, a collaboration of Oakland University and the University of Windsor. This conference represents the ongoing commitment of the Oakland and Windsor academic communities to stimulate effective teaching practices and to showcase pedagogical and curricular innovation in venues close to home. Through this annual event we are building the capacity of the professoriate to articulate and disseminate their teaching and learning strategies, providing for many an inviting portal into the brave new world of the Scholarship of Teaching and Learning (SoTL). In 2011 we are pleased to involve over one hundred of our colleagues from the University of Windsor and to host over sixty colleagues from Oakland University and from some 20 institutions of higher learning in Canada and the United States of America: a warm Windsor welcome to one and all!

Participants in this conference will explore experiential learning, which moves beyond the classroom to provide learners with exposure to the 'real world,' and incorporates community and global realities into the cycle of learning in post-secondary studies. We favour this ensemble of approaches because they have the potential to spark engagement of the learners, and we know that research and institutional studies show that engaged learning helps to optimize authentic and deep learning as well as academic, personal, and professional success.

This conference examines experiential learning in various ways, beginning with a highly interactive and perhaps risky plenary activity, a series of stimulating concurrent sessions, a spectacular poster display and an innovative experiential practices expo. Enjoy the formal events and the informal conversations during the conference.

Many thanks to Windsor Provost Leo Groarke and to Oakland Provost Virinder Moudgil for their ongoing sponsorship of the conference, to conference coordinator Michael Potter and his organizing committee, to the staff of the Centre for Teaching and Learning, to our colleagues at Oakland University, and to the many presenters and registrants who have contributed to making this a great week for teaching and learning in higher education.

A handwritten signature in black ink, appearing to read "W. Alan Wright".

W. Alan Wright, Ph.D.
Vice-Provost, Teaching and Learning
University of Windsor



Schedule at a Glance

Thursday, May 19

8:45 - 9:45 am	Registration / Continental Breakfast	Ambassador Auditorium, CAW Student Centre
9:45 - 10:00 am	Opening Remarks	Ambassador Auditorium, CAW Student Centre
10:00 - 11:20 am	Plenary: A Feud, A Conversation, An Experiential Opportunity	Ambassador Auditorium, CAW Student Centre
11:30 am - 12:15 pm	Concurrent Session 1 - (7 sessions)	Dillon Hall
12:15 - 1:15 pm	Lunch	Ambassador Auditorium, CAW Student Centre
1:15 - 2:00 pm	Concurrent Session 2 - (5 sessions)	Dillon Hall
2:00 - 2:15 pm	Health Break	Dillon Hall
2:15 - 3:00 pm	Concurrent Session 3 - (2 sessions)	Dillon Hall
2:15 - 4:00 pm	Workshops (5 sessions)	Dillon Hall
4:00 - 6:00 pm	Greetings from Dr. Leo Groarke, University of Windsor, and Dr. Susan Awbrey, Oakland University Reception/Poster Session	Ambassador Auditorium, CAW Student Centre

Friday, May 20

8:30 - 9:30 am	Registration / Continental Breakfast	Dillon Hall
9:30 - 10:15 am	Concurrent Session 4 - (7 sessions)	Dillon Hall
10:30 - 11:15 am	Concurrent Session 5 - (6 sessions)	Dillon Hall
11:15 am - 1:00 pm	Experiential Expo and Closing Plenary Closing comments from Alan Wright, University of Windsor, and Scott Crabill, Oakland University	Ambassador Auditorium, CAW Student Centre



On-Campus Information and Resources

Items marked with an * can be found on the campus map in your padfolio.

Emergency Services

City of Windsor: Dial 911

On Campus:

Campus Police: (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.

Photocopying

The Document Imaging Centre, located in the basement of Chrysler Hall South, provides many copying services, Monday through Friday, 8:30 am to 4:15 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 Thursday, 9:00am to 6:00pm, and Friday, 9:00 am to 5:00pm.

Food Services

A Tim Horton's counter is located in the CAW Student Centre. Hours are 8:00 am to 4:00 pm.

Banking Machine

There are banking machines located in 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. View the campus map for more parking options.

Student Centre Pharmacy

The pharmacy is located in the basement of the CAW Student Centre. Telephone: 519-971-3644, Monday to Friday 9:00 am to 4:00 pm.

Visit uwindsor.ca/tlconf for more on- and off-campus information and resources.



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, a temporary network password can be picked up from the registration desk.



Please return your wallet / name badge to the registration desk.



Opening Plenary: A Feud, A Conversation, An Experiential Opportunity

Michael K. Potter

Thursday, May 19, 10:00-11:20 am

Ambassador Auditorium, CAW Student Centre

Prepare for an experiential learning event tackier, more bizarre, and more thought-provoking than any you've ever experienced! Together we will observe, debate, and reflect on various facets of experiential learning to set the stage for the conference and prepare you for deep discussions that you'll remember for at least a week. Details are top-secret . . .

Closing Plenary: Experiential Expo

Scott Crabill, Oakland University

Alan Wright, University of Windsor

Friday May 20, 11:15 am – 1:00 pm

Ambassador Auditorium, CAW Student Centre

The Experiential Expo concludes the 2011 Teaching and Learning Conference and provides a place for universities and colleges in Canada, the US, and beyond to showcase innovative and successful experiential learning opportunities at their institutions. Representatives from a broad range of disciplines and education levels will be present to discuss practices at their institution.

In keeping with the theme, the Expo will showcase experiential learning in a range of ways, including posters, handouts, artifacts, multimedia presentations, hands-on demonstrations, and discussion and dialogue with representatives from each institution explaining how they support and deliver experiential learning. Representatives attending include administrators of programs, faculty, clinical/placement coordinators, and of course, students.

The Experiential Expo is an exciting, integrative way to end the conference, and a place to learn more about the practicalities of the various forms of experiential learning to allow you to evaluate them for your own context.



Poster and Resource Sharing Session and Reception

Thursday, May 19, 4:00-6:00 pm
Ambassador Auditorium, CAW Student Centre

The Dr. Wilbert J. McKeachie 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.

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.



Please join us for hors d'oeuvres and a glass of wine at the fifth annual Dr. Wilbert J. McKeachie International Poster Prize

Asynchronous, All-Conference Workshop

Share and Share Alike:

Would any of These Assignments and Activities Work for Your Course? (Web-based)

Presented by: Alice Cassidy, In View Education and Professional Development

Over 14 years of teaching a third-year biology elective course for non-life science majors, I designed many assignments and in-class activities focused on experiential learning as a way to help enhance student learning (e.g. Ambrose et al., 2010; Bransford et al., 2000; Driscoll, 1992; Kirshner & Whitson, 1997). For example, students were invited to show connections between their lives and the natural world, to 'make a difference' through service-learning and to connect key principles with personal experience. Join this asynchronous, blog-based seminar -- <http://cassidyinview.wordpress.com> -- to browse a selection of assignments and experience two of them as my students did. Next, choose one assignment or in-class activity (adaptable to a wide range of disciplines and contexts), and share your reflections on how you might use or adapt it. Be prepared to spend 90 minutes in total. You will leave with assignments and activities for use or adaptation in your own course.



Thursday, May 19

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

Session Number and Title	Venue	Presenter(s)
A1 What You Can Learn From an Artist: Collaboration and Locality in Community-Based Learning	Dillon Hall, Room 253	Justin Langlois, University of Windsor
A2 The Centrality of Service Learning to Humane Education: A Collaboration Between a University and a Zoo	Dillon Hall, Room 361	Boguslawa Gatarek, University of Windsor; Andrew Domzalski & Michelle Proctor, Madonna University
A3 Building Communities While Tracking Success	Dillon Hall, Room 255	Bruce Irwin, J. Percy Page High School; Greg Campbell, Spieker Point Inc.
A4 Enhancing Business Students' Competitiveness Through Experiential Learning in a Global Context	Dillon Hall, Room 354	Diana Kao & Tony Mao, University of Windsor
A5 The Development of a Competency-Based Supervision Model for Clinical Music Therapy Supervision and Beyond	Dillon Hall, Room 264	Amy Clements-Cortes, University of Windsor
A6 Introduction to Team-Based Learning™	Dillon Hall, Room 265	Richard L. Sabina & Robert Augustyniak, Oakland University
A7 Assessing a Transformational Experience in Belize, Central America	Dillon Hall, Room 350	Pamela Cook, Indiana Wesleyan University; Judith McConnell-Farmer, Washburn University

A1 What You Can Learn From an Artist: Collaboration and Locality in Community-Based Learning

Justin Langlois, University of Windsor

Dillon Hall, Room 253
 Thursday, May 19, 11:30 am – 12:15 pm

Pedagogy focused on locality and collaboration provides the opportunity to not only connect students with place, but offers the occasion for learning to occur through addressing the complex problems in the community immediately in front of us. Artists teaching non-artists and artists teaching artists non-art subjects has become an increasingly useful model for studio-based experiential learning, which can easily expand and translate into many other classrooms and faculties. Taking my experience from teaching interdisciplinary studio courses like the *Green Corridor* and leading multi-year students in projects like Broken City Lab, I will guide participants over the course of the concurrent session through planning to teach using studio-based methodologies (such as mind-maps, process plans, and critiques) that become foundational for getting students engaged and involved in the dynamics of experience-based learning.



A2 **The Centrality of Service Learning to Humane Education: A Collaboration Between a University and a Zoo**

Boguslawa Gatarek, University of Windsor
Andrew Domzalski, Madonna University
Michelle Proctor, Madonna University

Dillon Hall, Room 361
Thursday, May 19, 11:30 am – 12:15 pm

This presentation discusses a service learning project that is based on the collaboration between students and faculty of Madonna University and the staff of the Detroit Zoo. For the last four years it has been a part of a general education course that focuses on connecting students and animals in the context of animal studies, and more broadly, humane education, which is defined as a progressive pedagogy connecting the issues of social justice, environmental concerns, and animal protection. After exploring the conceptual underpinnings of humane education and the centrality of service learning to this cutting-edge field, the presenters describe the features of the service learning project and the students' experiences. The latter are analyzed through the lenses of sociological theory.

A3 **Building Communities While Tracking Success**

Bruce Irwin, J. Percy Page High School
Greg Campbell, Spieker Point Inc.

Dillon Hall, Room 255
Thursday, May 19, 11:30 am – 12:15 pm

During this session, J. Percy Page High School and Spieker Point will share a web application that brings the community to your students. By using this online tool, an interconnection between community, students, faculty, and the institution is created. The web-based application facilitates a range of activities in regards to approval of student projects, hours worked, online assessment, evaluation, numerous statistics, and a contact list.

J. Percy Page High School and Spieker Point have been working together over the past two years to bring education and community together. It is our desire to have youth more engaged in their communities, while building a sense of pride within their own neighborhood. We believe the combination of this web application and a variety of events has increased youth involvement, changed the overall image of youth, and generated several community success stories.

A4 **Enhancing Business Students' Competitiveness Through Experiential Learning in a Global Context**

Diana Kao, University of Windsor
Tony Mao, University of Windsor

Dillon Hall, Room 354
Thursday, May 19, 11:30 am – 12:15 pm

Business education should prepare and enable students to be competitive in a global environment. Such competitiveness requires knowledge in business acumens as well as the skills and attitude to work effectively with people from diverse cultural backgrounds. While business schools have incorporated global content in their curricula, there is a lack of integration in classrooms to help students 1) transform their knowledge into problem-solving skills; and 2) develop the proper skills and attitude to work with people with different cultural backgrounds. This study reports the process and observations of an innovative pedagogy that integrates fourth-year business students with first-year international students at the graduate level to conduct a project in a simulated global



setting. Our early observations showed a steep learning curve for students to adapt to the complex group dynamics, and that cultural diversity may have negative impacts on the ways of problem solving despite the awareness of culture differences.

A5 **The Development of a Competency-Based Supervision Model for Clinical Music Therapy Supervision and Beyond**

Amy Clements-Cortes, University of Windsor

Dillon Hall, Room 264
Thursday, May 19, 11:30 am – 12:15 pm

Participants will be introduced to a competency-based supervision model developed by the presenter for clinical internship in music therapy which can be expanded and used in a variety of disciplines. The session highlights topics featured in the author's handbook and module for the Canadian Association of Music Therapy's proposed online supervisor training course. Participants will leave the session with tools to help them assess and develop models of supervision for their students in various degree programs and settings, and familiarity with the literature surrounding supervisor development. DVD clips of students' experiences regarding supervision in internship will be shared. Material will be presented in a brief lecture leaving ample time for a group discussion on how to implement understandings from the presentation in participants' departments and programs. The key goal is for participants to learn about this innovative learning opportunity for students, and the development of original materials by a faculty member to train community supervisors for internship placements.

A6 **Introduction to Team-Based Learning™**

Richard Sabina, Oakland University
Robert Augustyniak, Oakland University

Dillon Hall, Room 265
Thursday, May 19, 11:30 am – 12:15 pm

Team-based learning™ (TBL) is an educational strategy that can be used in classes as large as 200 and as small as 10. TBL transforms instruction into active learning and promotes the development of professional competencies in complex problem solving, interpersonal skills, teamwork, and peer feedback. TBL does not require a multitude of faculty to facilitate small groups. TBL is an instructor-led, student-centered strategy that is best learned in an experiential format. This concurrent session will provide participants with a simulated TBL module designed for educators who have little or no knowledge about this active-learning pedagogy. Participants will be divided into teams, complete a brief preparatory reading assignment, take a short Individual Readiness Assurance Test (IRAT), a Group Readiness Assurance Test (GRAT) as team members, and participate in a Group Application Exercise. This format will ensure that participants understand the process from the learner's perspective. Takeaway resources will be provided for all participants.



A7 **Assessing a Transformational Experience in Belize, Central America**

Pamela Cook, Indiana Wesleyan University

Dillon Hall, Room 350

Judith McConnell-Farmer, Washburn University

Thursday, May 19, 11:30 am – 12:15 pm

Along with the teaching and learning process, we find it inclusive to incorporate diverse ways to assess students learning and deepen cultural awareness. Thus, a study abroad program to Belize, Central America, was implemented in 2010, from Washburn University, Topeka, Kansas. The intent of this program was to enhance each student's sense of cultural diversity and strengthen their knowledge of ethnicity within a developing country.

Students' experiences included: writing of lesson plans and preparing several activities to be utilized with children in private and public orphanages of local communities. Some of the ways that students were assessed included: diversity surveys, reflective journals, research papers and oral presentations that spoke to their own personal experiences and enrich their learning. Detailed rubrics were created to showcase the student's performance within a diverse learning environment. Participation in the Belizean International Symposium on Education (BISE), <http://sites.google.com/site/belizesymposium>, concluded and enhanced the students' study abroad experiences.



Thursday, May 19

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

Session Number and Title	Venue	Presenter(s)
B1 Towards Better Teaching: Supporting GA and TA Development	Dillon Hall, Room 253	Melanie Santarossa, Betsy Keating, & Candace Nast, University of Windsor
B3 Post-Secondary and Secondary Partnerships for Teaching and Learning	Dillon Hall, Room 255	Enver Villamizar, Vicki Paraschak, Geri Salinitri, Enrique Chacon, & Russell Nahdee, University of Windsor; Dave Garlick, GECDSB
B4 The Long and Winding Road to Engagement	Dillon Hall, Room 354	Cam Cobb, University of Windsor
B5 Weaving the Capstone Braid: Intersections Between Classroom Learning, Practicum Experience, and Personal Life	Dillon Hall, Room 264	Carm De Santis & Toni Serafini, St. Jerome's University in the University of Waterloo
B6 The World as Classroom: International Community Service Learning at Western	Dillon Hall, Room 265	Stephanie Hayne, The University of Western Ontario

B1 Towards Better Teaching: Supporting GA and TA Development

Melanie Santarossa, University of Windsor
 Betsy Keating, University of Windsor
 Candace Nast, University of Windsor

Dillon Hall, Room 253
 Thursday, May 19, 1:15 pm – 2:00 pm

Many professors rely on teaching assistants, but what if GAs and TAs have no previous experience, no awareness of a centre for teaching and learning, and no departmental training? The University of Windsor's Faculty of Graduate Studies and the Centre for Teaching and Learning are collaborating to change the climate of teaching and learning - beginning with GAs and TAs. The new GATA Network runs on an inexpensive, three-part integrated model: departmental workshops for GAs and TAs, social media for instant connections to mentors and each other, and a handbook of resources for new and experienced teaching assistants. With this model in mind, participants will reflect on what assistants in their departments want and need to know, and will work in teams to brainstorm effective strategies for supporting GAs and TAs. Together, the group will refine these strategies so participants return to their campuses prepared to promote teaching and learning among GAs and TAs.



B3 Post-Secondary and Secondary Partnerships for Teaching and Learning

Enver Villamizar, University of Windsor
Vicki Paraschak, University of Windsor
Geri Salinitri, University of Windsor
Enrique Chacon, University of Windsor
Russell Nahdee, University of Windsor
Dave Garlick, GECDsB

Dillon Hall, Room 255
Thursday, May 19, 1:15 pm – 2:00 pm

On October 12, 2010 the University of Windsor and the Greater Essex County District School Board (GECDsB) established the Community Centre for Teaching and Learning Excellence at J.L. Forster Secondary School. Since 2008, teacher candidates and Human Kinetics students from the University of Windsor have been placed at Forster as part of the Leadership Experiences for Academic Directions Service-Learning program. This has resulted in the creation of numerous service-learning projects and partnership activities, which laid a foundation for this broader institutional partnership. This session will outline the mentorship-based focus for the partnership and the various projects which have been developed to date. It will also engage participants in discussing ways to create innovative links between the University of Windsor and Forster, and secondary and post-secondary education in general.

B4 The Long and Winding Road to Engagement

Cam Cobb, University of Windsor

Dillon Hall, Room 354
Thursday, May 19, 1:15 pm – 2:00 pm

Through a series of interactive activities this workshop will delve into strategies that I have brought to my teaching at the University of Windsor during my first year as a professor. More specifically, I will draw from a course I teach to graduate (M.Ed.) students on curriculum theory. This workshop will reference and outline strategies I have drawn from professional development courses at Windsor's Centre for Teaching and Learning (i.e. in relation to group work, authentic assessment, and leading effective discussions).

B5 Weaving the Capstone Braid: Intersections Between Classroom Learning, Practicum Experience, and Personal Life

Carm De Santis, St. Jerome's University in the
University of Waterloo
Toni Serafini, St. Jerome's University in the University
of Waterloo

Dillon Hall, Room 264
Thursday, May 19, 1:15 pm – 2:00 pm

This presentation showcases an innovative approach to practicum as a form of experiential learning in a fourth-year undergraduate *Practicum and Capstone Course* in the Department of Sexuality, Marriage, and Family Studies. Practicum is a platform for integration among students' personal, academic, and para-professional experiences. Consistent with deep learning, the course structure requires that students synthesize knowledge from different courses, including theoretical and research ideas, and relate this knowledge to their practicum experience. The course has several objectives: integrating personal and academic learning, applying this knowledge within a community context, and launching the student into life after university.



This session may be of interest to those seeking ways to incorporate experiential learning into their courses or programmes, or ways students can demonstrate integration and synthesis via written projects, e-Portfolio presentations, and class discussions. Attendees will be invited to engage experientially and sample activities used in this course (e.g., reflection journals, ethical dilemma deconstruction, e-Portfolios), and to deliberate about the benefits and challenges associated with locating experiential learning within a capstone course context.

B6 The World as Classroom: International Community Service Learning at Western

Stephanie Hayne, The University of Western Ontario

Dillon Hall, Room 265
Thursday, May 19, 1:15 pm – 2:00 pm

In a recent survey at The University of Western Ontario, nearly 80% of Western students indicated a desire for an international experience during their undergraduate degree. International Community Service Learning (CSL) courses provide a unique opportunity for students to make deep connections between their academic learning, sense of civic engagement, and intercultural competencies. Hear about two new CSL courses at Western that have students spending one term inside the classroom and another term abroad, putting theory into practice and building significant skills in the area of community development. This concurrent session will feature student testimonials from CSL courses and remind us that the call to internationalize our institutions comes, in part, from their voices.



Thursday, May 19

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

Session Number and Title	Venue	Presenter(s)
C5 Mentors Speak: Experiences of Peer-Led Learning From the Perspective of Peer Mentors	Dillon Hall, Room 264	Teresa Medved, Susanne Bacarro, Tamsin Bolton, & Tina Pugliese, University of Windsor
C6 Teacher Candidates' Practicum: A Useful Opportunity for Closing the Gap	Dillon Hall, Room 265	Zuochen Zhang & George Zhou, University of Windsor

C5 Mentors Speak: Experiences of Peer-Led Learning From the Perspective of Peer Mentors

Teresa Medved, University of Windsor
 Susanne Bacarro, University of Windsor
 Tamsin Bolton, University of Windsor
 Tina Pugliese, University of Windsor

Dillon Hall, Room 264
 Thursday, May 19, 2:15 pm – 3:00 pm

This session is led by senior undergraduate students who will share their personal experiences as peer mentors in the Faculty of Arts and Social Sciences Mentor Program (FassMentor) at the University of Windsor. Through a one semester credit course, peer mentors learn how to support first-year students' academic transition to university in a variety of large first-year classes in Arts and Social Sciences. These peer mentors build upon the professor's lectures/presentations through engaging small group discussions and activities. In this session 6-8 peer mentors will share with you, through performance and discussion, how during the process of assisting others, they have become better students/citizens. Some examples include: improved academic performance, connecting with faculty and the University, building peer relationships, and how mentor traits go beyond the walls of the classroom.

C6 Teacher Candidates' Practicum: A Useful Opportunity for Closing the Gap

Zuochen Zhang, University of Windsor
 George Zhou, University of Windsor

Dillon Hall, Room 265
 Thursday, May 19, 2:15 pm – 3:00 pm

It is usually understood that teacher candidates learn how to teach from their university classes and then practice what they learned in schools. During the practicum, they observe how their associate teachers teach, and then deliver lessons to students. More often than not, teacher candidates notice a significant gap between what they learn from their university classes and what is being done by schoolteachers. Taking the integration of information and communication technologies (ICT) into the curriculum as an example, the availability and use of ICT at university is often different from those in schools, so the knowledge and skills teacher candidates get from their classes may not be easily applied in their own teaching. In order to close this gap, we have teacher candidates reflect on their observation and experience of using ICT during their practicum to inform us and adjust our classes to make the knowledge transformation more smooth.



Thursday, May 19

Workshops – 2:15 pm to 4:00 pm

Session Number and Title	Venue	Presenter(s)
W1 Insisting on Reflection: Exploring Tensions, Imposition, and Dissonance in Service Learning Contexts	Dillon Hall, Room 253	Maureen Connolly, Brock University
W2 Teaching Skills in the Classroom: Experiential Learning and Authentic Assessment	Dillon Hall, Room 361	Jim Coyle, University of Windsor
W3 Exploring Interdisciplinary Identities: Ethics, Experience, and the “Ah Ha”	Dillon Hall, Room 255	Gemma Smyth & Suzanne McMurphy, University of Windsor
W4 Creating Integrated Interdisciplinary Classes Using Pedagogies of Student Engagement	Dillon Hall, Room 354	David W. Rodenbaugh, Robert A. Augustyniak, Mary T. Bee, Wanda C. Reygaert, & Richard L. Sabina, Oakland University
W7 Community-Based Service Learning Embedded in Theory and Practice: Not Strange Bedfellows	Dillon Hall, Room 350	Heather Ryan & Kathleen Badali, University of Regina

W1 Insisting on Reflection: Exploring Tensions, Imposition, and Dissonance in Service Learning Contexts

Maureen Connolly, Brock University

Dillon Hall, Room 253
 Thursday, May 19, 2:15 pm – 4:00 pm

Reflection is not only a core element of academically situated service learning, it is a core value of critical, transformative pedagogy. Paulo Freire (1987) insists on expression as a vehicle for confronting alienation and enlivening cultural agency. He claims that learners alienated from their forms of expression are blocked from achieving authenticity as cultural agents. My experiences in service learning in university contexts seem to confirm the assumptions that learners resist ongoing expressive work and teachers resist including reflective activity as assessable components of service learning courses. I wish to present and “unpack” examples of deliberate imposition of constraint and dissonance in service learning contexts and describe formats and activities which seem to increase the likelihood of ongoing expressive work. Participants will be invited into scenarios and reasoned action, as well as participate in a brief expressive activity.



W2 Teaching Skills in the Classroom: Experiential Learning and Authentic Assessment

Jim Coyle, University of Windsor

Dillon Hall, Room 361
Thursday, May 19, 2:15 pm – 4:00 pm

Classroom learning tends to focus on knowledge that can be assessed by tests and written assignments. Yet translating knowledge into professional skills needed for future employment or internships requires teaching methods for skills training and assessment. Strategies for experiential learning and authentic assessment are effective tools for teaching these skills.

This workshop will briefly introduce common experiential learning methods, such as brainstorming, small group exercises, critical analysis of examples, role play or video demonstration, coaching and feedback, and describe examples of authentic assessment, including performance assignments, rubrics, and self reflection. The presenter will then use several experiential methods that help participants learn by doing. The workshop concludes by asking participants how they can assess their learning.

W3 Exploring Interdisciplinary Identities: Ethics, Experience, and the “Ah Ha”

Gemma Smyth, University of Windsor
Suzanne McMurphy, University of Windsor

Dillon Hall, Room 255
Thursday, May 19, 2:15 pm – 4:00 pm

This presentation will explore research conducted by the presenters regarding how classroom learning experiences and field placements are used to facilitate ethical decision making in an interdisciplinary context. The presenters will discuss how professional identity exploration is best supported to facilitate deep learning and ‘ah ha’ moments. The goals of this presentation are to: 1) describe a new social work and law interdisciplinary program at the University of Windsor; 2) describe literature on placements as sites of establishing and examining professional identities, including research drawn from interdisciplinary programs from across Canada and the United States; 3) set out key sites of ethical and professional dilemmas unique to interdisciplinary practice; 4) examine how field placements can facilitate ‘ah ha’s’ (deep learning, threshold concepts), particularly in an interdisciplinary context; and 5) examine challenges of creating these placements to ensure excellence in student learning and service delivery.



W4 **Creating Integrated Interdisciplinary Classes Using Pedagogies of Student Engagement**

David W. Rodenbaugh, Oakland University
Robert A. Augustyniak, Oakland University
Mary T. Bee, Oakland University
Wanda C. Reygaert, Oakland University
Richard L. Sabina, Oakland University

Dillon Hall, Room 354
Thursday, May 19, 2:15 pm – 4:00 pm

Education is more than simply imparting information. In addition to building knowledge, educational programs are being revised to better emphasize competencies related to lifelong learning, such as critical thinking, communication, and interdisciplinary teamwork. This workshop will first introduce an approach to developing an interdisciplinary integrated course for undergraduate science students and present a pedagogical tool of engagement designed to facilitate teamwork. Interdisciplinary teams will then be formed and asked to develop and display an integrative class activity solution to the same problem. A gallery walk and discussion will allow teams to view, share, and discuss the strengths and weaknesses of each team's solution. The goal is to provide participants with a simulated experience of interdisciplinary curriculum development. This interdisciplinary sharing of perspectives and ideas can initiate collaborative partnerships and/or ideas that could be further developed and implemented in the classroom.

W7 **Community-Based Service Learning Embedded in Theory and Practice: Not Strange Bedfellows**

Heather Ryan, University of Regina
Kathleen Badali, University of Regina

Dillon Hall, Room 350
Thursday, May 19, 2:15 pm – 4:00 pm

This presentation examines how students have been embedded in the community to experience the issues raised in their ECS 200 education course, *Construction of the Learner, the Student, and the School*. This course integrates theories of social justice, human development and inclusive education within the legislative framework for education in Saskatchewan.

The presenters will share how they overcame initial barriers in placing students in the community and helping them to build connections between theory and practice. The benefits to the University community, Faculty of Education, students, and community agencies will be highlighted. The presenters will explain the logistics of sending 140 students into the community per semester, sustaining contact, accountability, and advocacy for both students and agencies with technology.



Thursday, May 19

Poster Sessions – 4:00 pm to 6:00 pm

Ambassador Auditorium

Session Number and Title	Presenter(s)
P01 Bring Robotics Through Simulation Into Your Classroom	Ana Djuric, University of Windsor
P02 CHARM 101: Confident Healthy Active Role Models, A Service Learning Based Initiative at Brock University	Andrew Fortnum & Carrie Baker, Brock University
P03 Challenging Contextual Factors in University-Community Partnerships	Beth Archer-Kuhn, Akin Taiwo, Tonya Munro, Rav Bains, & Julie Carter, University of Windsor
P04 Classes Without Quizzes: What do Students Think?	Sara Maher, Oakland University
P05 Community-Based Internships: Two Canadian Success Stories	Karen Benzinger, University of Windsor; Karly Pinch, University of British Columbia
P06 Developing an Integrated Basic Medical Science Course	Wanda Reygaert, Oakland University
P07 Drama in Trauma	Debbie Rickeard & Judy Bornais, University of Windsor
P08 Engaging Students Through Experience: Using Role Playing in a Chinese Culture Course	Lan Zhong, University of Windsor
P09 Experience 'Who You Are Matters!' A Career and Life Clarification Game That Inspires Dialogue	Mark Franklin, CareerCycles Inc
P10 Experiential Mentorship: Human Kinetics Students and the TPSR Model	Anna Marano & Vicky Paraschak, University of Windsor
P11 Foundational Mathematics Instruction at the University of Windsor: A Formula for Success	Lindita Prendi, Ejaz Ahmed, Justin Lariviere, Zhiguo Hu, Abida Mansoor, & Animesh Sarker, University of Windsor
P12 Getting Crafty in the Classroom: Unique Learning Approaches in Anatomy	Mary Bee, Oakland University; Greg Grabowski & James Montante, University of Detroit Mercy
P13 Follow the Yellow Brick Road: Effective Early Course Strategies in eLearning	Lorna Stolarchuk, Pierre Boulos, & Nick Baker, University of Windsor
P14 How is This Relevant to Me? Improving Authenticity in Multi-Disciplinary Courses	Jessie Beatty, University of Windsor
P15 Learning Without Limits: Perspectives on Peer Mentor Pedagogy	Judy Bornais, Susan Dennison, & Debbie Rickeard, University of Windsor
P16 Levels of Mentoring Within a Disability-Focused Service Learning Context: Provisional Analysis	Ally McEachen, Brock University



Session Number and Title	Presenter(s)
P18 Random Test Software (RTS): An Interactive Approach to Teaching Computer Programming	Besjana Osmenaj & Ervin Ruci, University of Vlora & Research Institute of Science and Technology
P19 Reflective Writing in an Undergraduate Integrated Biomedical Science Class Facilitates Peer Assessment and Learning Attitudes	David Rodenbaugh, Richard Sabina, & Marshal W. Kitchens, Oakland University
P20 Simulations and Role-Playing in the Context of Problem-Based Learning: This is too Good to be True!	Dragana Martinovic, University of Windsor; Chantal Buteau, Brock University
P21 Special Needs Activity Program SNAPshot	Brittany Hogan, Kathleen Da Costa, & Maureen Connolly, Brock University
P22 Teaching Personal and Social Responsibility for Underserved Youth: Elements and Application	Candice Horton & Victoria Paraschak, University of Windsor
P23 The University of Windsor's Student Engagement Agenda: A Progress Report	Kenneth Hart & Clayton Smith, University of Windsor
P24 (Un)Learning: Rediscovering the Creative Self	Esther Van Eek, University of Windsor
P25 Using Team-Based Learning to Integrate Basic Sciences and Engage Premedical Students	Robert Augustyniak, David Rodenbaugh, Mary Bee, Wanda Reygaert, & Richard Sabina, Oakland University
P26 Who's Teaching Who?	Tina Pugliese, University of Windsor; Kelly Winney, Greater Essex County District School Board

P01 Bring Robotics Through Simulation Into Your Classroom

Ana Djuric, University of Windsor

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

Robots are a great way to inspire students to learn about math, science, and technology! Robotic applications are everywhere: in manufacturing industries, defence and military applications, medicine and health, entertainment, education, safety, and much more. Almost every employer expects that any type of engineer has basic knowledge in robotics. Because of this, very large numbers of students are interested in taking robotic courses. They are from different engineering departments and with different backgrounds, which creates a challenge for the instructor to successfully design the course. Using simulation tools to teach basic and advanced topics in robotics, leads to excellent results. The unique simulation tools were developed to visualize the kinematic and dynamic equations in 3D space. Students use this knowledge to solve real industrial problems. These solutions often result in publishing papers and inspiring new research.



P02 **CHARM 101: Confident Healthy Active Role Models, A Service Learning Based Initiative at Brock University**

Andrew Fortnum, Brock University
Carrie Baker, Brock University

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

Confident Healthy Active Role Models (CHARM) is a program for underserved youth organized on the principles of Hellison's (1985) Responsibility Model. The program uses embedded levels of mentoring to develop leadership, decision-making, and group dynamic skills among ALL participants. Thirteen youth from two alternative education classrooms, nine undergraduate students, and four graduate students meet weekly in an activity context designed to facilitate leadership development in both the youth being served and the students providing the service. We anticipate that the multiple levels of proximal-learning will provide opportunities for the participants to engage in powerful experiences of reflection on action, and reflection in action, thus enabling development of discernment across a variety of life and learning dimensions. Visitors to our poster will gain a deeper understanding of Hellison's model and our applications of it by participating in reflective problem solving activities used in the actual program.

P03 **Challenging Contextual Factors in University-Community Partnerships**

Beth Archer-Kuhn, University of Windsor
Akin Taiwo, University of Windsor
Tonya Munro, University of Windsor
Rav Bains, University of Windsor
Julie Carter, University of Windsor

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

Civic engagement is a process of learning. This poster will look at partnership types, complexity, challenges and successes, project outcomes, and expertise. This project was a service learning experience completed by five social work Ph.D. students, whereby each partnered with a community agency for the purposes of giving the student the practical real world experience of assessing and critiquing community university partnerships while at the same time, providing a service to the organization. Civic engagement is not as easy as it looks or sounds.

This process will also be considered through multiple theoretical perspectives (critical and feminist theory, transformative theory) while considering lessons learned and outcomes of the project through Hudson and Hardy, and Nelson. Of particular interest is the focus on the contextual factors that can influence and challenge University-community collaborations. Examples of University-community partnerships, as a process of learning through the lens of Ph.D. students, will be discussed.

We will weave together reflections on power and oppression through Foucault, Friere, and Lukes to reveal power as a way to make change and empower. Throughout this empowerment philosophy, the audience will be challenged to critique the process with suggestions for broad-based civic engagement.



P04 **Classes Without Quizzes: What do Students Think?**

Sara Maher, Oakland University

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

Active engagement has been promoted as a strong predictor to maximize learning and enhance personal development. However, what happens when active engagement activities are used as the primary way to assess student learning? This study examined student perceptions before and after the students participated in a class containing only active learning activities and no written examinations. The class was designed to include a journal club, two group projects resulting in a platform and poster presentation, interactive lectures, small group discussions, and a service learning project. The students were assessed using a shortened version of the National Survey of Student Engagement. Results demonstrated that participants felt a split between significantly increased and significantly decreased opportunities for student engagement, some predictable, some surprising. While supporting active learning activities, the study recognizes that students often highly value traditional methods of classroom assessment.

P05 **Community-Based Internships: Two Canadian Success Stories**

Karen Benzinger, University of Windsor
Karly Pinch, University of British Columbia

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

The Career Centres at the University of Windsor and the University of British Columbia are both running successful internship programs for students focused on part-time, unpaid experiences in the non-profit sector. These internships translate into enriched educational experiences for students and have helped strengthen university-community connections. Discover how the two programs are structured, how they support student learning, and the challenges and benefits associated with them.

P06 **Developing an Integrated Basic Medical Science Course**

Wanda Reygaert, Oakland University

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

Medical education is moving away from a staid traditional curriculum structure and is promoting the development of a curriculum that is integrative. The basic science faculty at the new OUWBH School of Medicine have collaborated in the design of a curriculum that integrates all of the basic sciences. This process included input from other subject content experts as well as advice from educational consultants. The completed course design represents a new type of integrated curriculum for the basic sciences, with introductory material from all the sciences integrated across a one semester course. The course content includes traditional and interactive lectures, laboratory experiences, and active learning components such as team-based learning modules. This type of curricular structure will allow us an opportunity to provide learning experiences that will fully engage the students and help them to better comprehend and retain the material.



P07 Drama in Trauma

Debbie Rickeard, University of Windsor
Judy Bornais, University of Windsor

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

While most conferences focus on didactic learning, a unique approach was employed by the University of Windsor in collaboration with a community hospital to offer Drama in Trauma, a conference featuring both didactic and high-fidelity simulation learning.

This poster presentation will display and discuss three trauma scenarios that involved interprofessional education as part of the conference. Design and development of the scenarios involved key interprofessional team players: EMS, respiratory therapy, medicine, and nursing. Participants were divided into teams and assigned roles. These roles in the scenario were not necessarily the participants' professional roles. The focus of the scenarios was to ensure participants were able to integrate and apply trauma guidelines and work effectively and collaboratively with the team.

Evaluation of the simulation experiences showed an appreciation for the multidisciplinary team approaches to trauma care. Participants felt the simulation increased their confidence and clinical decision-making skills in dealing with traumas.

P08 Engaging Students Through Experience: Using Role Playing in a Chinese Culture Course

Lan Zhong, University of Windsor

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

Traditionally, lecturing is one of the basic teaching strategies using at universities. Recently, experiential learning has been recognized as an effective way of teaching and learning by using human experience in the classroom. This poster addresses the issues of using role playing to teach a Chinese culture course at the university level. The educational psychological theory related to role playing is addressed. The advantages of using role playing teaching strategies compared to lecturing and other traditional forms of teaching are discussed. An example of a role-play developed in accordance with the hypothesis of the study is presented.

P09 Experience 'Who You Are Matters!' A Career and Life Clarification Game That Inspires Dialogue

Mark Franklin, CareerCycles Inc

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

Are you looking for a spark to get students engaged in self-exploration, and career and education planning? Tired of using the same old card sorts, quizzes, and assessments? The 'Who You Are Matters!' game sidesteps traditional forms and structures, and gets people thinking, feeling, and talking about who they are, what they want, and how they can transfer their growing self-awareness into new possibilities. In this session, you'll see how this interactive and fun activity engages students, recent grads or alumni in meaningful career and life choice dialogue.

You will: experience the power of the game and its substantive take-away, the Career Statement; understand



a holistic, narrative and published framework for becoming empowered in career and life choices; learn how a growing list of post-secondary institutions have embraced the game; and believe more than before that 'who you are matters' in your career and life choices.

P10 **Experiential Mentorship: Human Kinetics Students and the TPSR Model**

Anna Marano, University of Windsor
Vicky Paraschak, University of Windsor

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

The University of Windsor has partnered with several secondary schools in the Windsor-Essex County region to provide a mentor program for "at-risk" students. The mentors are Human Kinetics (HK) students, who through experiential learning, provide a strong role model in the lives of students who currently struggle in the current education system. With the inclusion of Don Hellison's Teaching Personal and Social Responsibility (TPSR) model, HK mentors facilitate development in students through various academic and social activities. In this unique method of social construction, mentors learn and teach students while students provide the same outcomes towards their mentors. The process creates mentor/student bonds which can potentially have reverse-effects on the students' current "at-risk" label. As a result, HK students also receive a hands-on approach to learning by applying their knowledge and skills from their degree and servicing the youth in the greater community.

P11 **Foundational Mathematics Instruction at the University of Windsor: A Formula for Success**

Lindita Prendi, University of Windsor
Ejaz Ahmed, University of Windsor
Justin Lariviere, University of Windsor
Zhiguo Hu, University of Windsor
Abida Mansoor, University of Windsor
Animesh Sarker, University of Windsor

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

At the University of Windsor, *Mathematics* (62-140) is a high enrolment introductory calculus course for first-year students in many different programs. Students often find this course challenging and the grade average is lower than expected. Consequently, there is need to re-evaluate the delivery of this course.

In response, an initiative was started in collaboration between the Faculty of Science, Department of Mathematics and Statistics, and Centre for Teaching and Learning. This initiative is based on a continuous growth model and the process will draw on the experiences of instructors and teaching assistants working with students, as well as formative and summative feedback from students, assessment data, and student success/persistence rates. A pre- and post-test examining student preparation and understanding could provide practical information, and assess the impact of the modified curriculum. The goal will be to refine, improve, and support instructional frameworks over time.



P12 **Getting Crafty in the Classroom: Unique Learning Approaches in Anatomy**

Mary Bee, Oakland University
Greg Grabowski, University of Detroit Mercy
James Montante, University of Detroit Mercy

Ambassador Auditorium
Thursday, May 19, 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 examined several different approaches to teaching anatomy that incorporated a variety of teaching styles and formats designed to keep the learning process engaging, stimulating, and self-motivating. Activities included the incorporation of team-based learning, narrated presentations, anatomy oriented computer games, video clips, having students construct gastrointestinal organs out of modeling clay, and using yarn to depict the passageway of nerves. The level of student satisfaction increased 54% and the majority of students felt that these activities enhanced their learning with an average of 6.82 out of 7 on the Likert scale. Moreover, grades increased 12% compared to another section of the same class where these techniques were not employed. We advocate the use of these engaging activities to increase student satisfaction and to enhance learning.

P13 **Follow the Yellow Brick Road: Effective Early Course Strategies in eLearning**

Lorna Stolarchuk, University of Windsor
Pierre Boulos, University of Windsor
Nick Baker, University of Windsor

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

Students in online courses often face a daunting series of adventures they must navigate in order to reach the course objectives. Some will feel like they don’t have what it takes mentally to learn online, others don’t have the courage to try something new, while still others won’t have the heart to continue. What they need is a guide, someone with whom to share the journey and who is able to ask the right questions and help them see that they have the tools to be successful even though it will take some hard work to get there. The facilitator in online courses must be somewhere between Dorothy (sharing the journey with a common goal) and the Wizard (providing clear learning outcomes, offering advice and suggesting ways to make it through the adventure and get home).

Along the way, and especially if the course design is not very careful, you and your students may encounter dark forests where it seems you will never come out the other side, flying monkeys that can attack at any moment and cause all sorts of mayhem, and fields of poppies that can halt progress altogether and bring everything to a standstill. Fortunately, many have travelled the yellow brick road, and following the wisdom and data that has built the road can help reduce the challenges both you and your students may face.

Come, follow the yellow brick road where we will share some of the techniques we’ve used in our own courses and discuss how these connect to the literature on successful strategies that have helped to defeat the Wicked Witch of Online Attrition.

P14 **How is This Relevant to Me? Improving Authenticity in Multi-Disciplinary Courses**

Jessie Beatty, University of Windsor

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

General courses that draw students from multiple disciplines provide students with foundational skills and knowledge that will assist them with their future school and work careers. However, students in these courses



often fail to see their relevance and as a result, may be disengaged or unwilling to invest the time and effort required to learn effectively. These attitudes stem from a fundamental lack of alignment in such courses with any authentic performance environments.

Using a first-year general writing course as an example, this paper proposes two possible options for improving authenticity and alignment in assessment tasks in multidisciplinary courses: 1) student-driven and developed curriculum choices including topics and assessment tasks for the semester; and 2) an authentic project-driven performance environment that draws on the multidisciplinary skills of the group. Both of these options suggest a move in the curriculum from didactic delivery to experiential learning to enhance learning.

P15 Learning Without Limits: Perspectives on Peer Mentor Pedagogy

Judy Bornais, University of Windsor
Susan Dennison, University of Windsor
Debbie Rickeard, University of Windsor

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

While the benefits of high-fidelity simulation have been well documented in the literature, human resources are essential to the success of this alternative learning approach. However, in today's academic settings reduced faculty resources and increased student numbers are the norm. As nursing programs expand to meet the impending nursing shortage, faculty workload increases and available time for student-teacher interaction decreases. One approach to reducing faculty workload, increase student satisfaction, and begin to mentor the next generation of instructors is to utilize peer mentors in simulation centres. Peer mentoring has been described as "...a nurturing process in which a more skilled or experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled person." This poster will briefly describe the benefits of using peer mentors in simulation programs, describe strategies to effectively implement peer mentors and discuss challenges in utilizing peer mentors within simulation programs.

P16 Levels of Mentoring Within a Disability-Focused Service Learning Context: Provisional Analysis

Ally McEachen, Brock University

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

The goal of this poster is to outline the levels of mentoring within a disability-focused service learning (SL) context known as the Special Needs Activity Program (SNAP). At present, research on mentoring within specific SL contexts remains largely unexamined. In an effort to assess SL and mentoring, I intend on completing a comparative case study across three distinct years of SNAP. Undergraduate student leaders known as coordinators organize and implement SNAP as a thesis project. I will focus specifically on the mentoring experience of particular coordinators of SNAP. This poster will outline the provisional findings of a content analysis across two of the three SNAP coordinator cohorts. The analysis will focus on key words, idiomatic expressions, patterns, and dissonances. The interactive component will involve participants "trying on" categories of mentorship that best describe an effective mentor. The categories will be reflective of the preliminary findings of the SNAP coordinators' mentorship experience.



P18 **Random Test Software (RTS): An Interactive Approach to Teaching Computer Programming**

Besjana Osmenaj, University of Vlora & Research
Institute of Science and Technology
Ervin Ruci, University of Vlora & Research
Institute of Science and Technology

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

We present an interactive software package for learning and testing student's knowledge in computer programming. This software generates random test questions on any given subject – provided the correct testing template has been provided. We used this software in the Fall 2010 at the University of Vlora, for the *Introduction to Computer Programming* course with very good results. Compared to the previous years, the rate of failure in this class dropped by 20 percentage points. It was also a very positive learning experience from the students, who were able to attend courses online and perform knowledge evaluations online before taking part in the examinations. The key goal of this software is to demonstrate that knowledge acquisition in computer programming can be automated, hence providing more incentive and options to the students who want to learn this subject.

P19 **Reflective Writing in an Undergraduate Integrated Biomedical Science Class Facilitates Peer Assessment and Learning Attitudes**

David Rodenbaugh, Oakland University
Richard L. Sabina, Oakland University
Marshal W. Kitchens, Oakland University

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

Students primarily focus on what they learn as opposed to how they learn. Life-long learning is often touted as one curricular goal. Successful life-long learners discover and rely on learning practices that are best for them. Thus, it is imperative that we ask students to think about how they learn. We created a class where we asked students to write about their learning experiences in private and public forums. The reflective writing (RW) assignments focused on student learning experiences and simulated patient-centered experiences. Sixty-seven percent indicated initial concerns about the purpose of RW in a sciences course. By course end 100% of students cited RW for promoting understanding of their own and their peers' thought processes, facilitating interactions with their peers, and enhancing team dynamics. Students appear to gain a better understanding of not only how they personally learn, but also appreciate team dynamics and how their peers are learning.

P20 **Simulations and Role-Playing in the Context of Problem-Based Learning: This is too Good to be True!**

Dragana Martinovic, University of Windsor
Chantal Buteau, Brock University

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

Where is the best seat in a movie theater? Should I run or walk in the rain? How does a Grade 8 student make sense of negative numbers? How would the Mandelbrot Set look like if I increased the exponent? Can I write a math story?



In a first-year core mathematics course, Brock students learn to design and program interactive exploratory objects to investigate contextualized mathematics problems. For the final project, each student decides on a topic of his/her own choice. For most of them, it is the first time they experience 'being a mathematician.' They show ownership, engagement, and pride in their mathematical/didactical work.

Windsor Education students, future math teachers, also do projects. They create math stories and teaching manipulatives. In that way, they start wearing two hats, one as a secondary school student, and the other as a teacher. How does one switch between roles?

P21 Special Needs Activity Program SNAPshot

Brittany Hogan, Brock University
Kathleen Da Costa, Brock University
Maureen Connolly, Brock University

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

SNAP (Special Needs Activity Program) is a developmentally appropriate movement and education-based embedded curriculum offered to children and youth with disabilities in the Niagara region. SNAP is a service learning context that has been an active program at Brock University since 1994-95 academic year, filling a gap in community programming. In collaboration with the school boards and a number of disability services organizations, SNAP offers 1:1 facilitated instruction in physical activity contexts one morning a week between October and April to 1500 children in 2009-2010. SNAP fulfills the service learning requirements of meaningful consultation, provision of a needed service in the community partner, offering a practical experience for student learning and including an assessed reflective component in the evaluation of learning. The interactive component of this poster involves participants gaining a deeper understanding of how SNAP operates through engagement in activities and witnessing the program in action via professional photography.

P22 Teaching Personal and Social Responsibility for Underserved Youth: Elements and Application

Candice Horton, University of Windsor
Victoria Paraschak, University of Windsor

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

In this poster we outline the elements and application of Teaching Personal and Social Responsibility (TPSR), a model currently used in university service learning and community high schools in Windsor-Essex for underserved youth. We define TPSR and its principles. Strategies for implementing TPSR are provided, as well as the lesson structure, methods of evaluation, and key findings of TPSR studies. Interaction and fostering of learning occurs through TPSR by creating a mentor-student relationship based on trust. From this trust-based relationship, the student is facilitated by the mentor to demonstrate respect for the rights and feelings of others; participation and effort in activities; self-direction in activities; and caring and leadership for oneself and others. Transference is the ultimate goal of the TPSR model—the transference of program values into other life domains. Self- and group-reflection by mentors and participants are central processes in this model, fostering the development of all involved.



P23 The University of Windsor's Student Engagement Agenda: A Progress Report

Kenneth Hart, University of Windsor
Clayton Smith, University of Windsor

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

The general goal of the current presentation is to give a progress report describing how administrators, faculty, and staff at the University of Windsor have explored new and innovative ways to enhance student engagement and experiential learning. These diverse strategies converge on the common goal of further strengthening our learning-centred culture. After attending this session, participants will understand and appreciate the efforts that have been made on campus to implement and evaluate innovative practices and programs and curricula that feature experiential learning.

P24 (Un)Learning: Rediscovering the Creative Self

Esther Van Eek, University of Windsor

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

The objective of this poster presentation is to describe a teaching strategy used in *Drawing for the Theatre*, a first-year course in the School of Dramatic Art. This gateway class is the first of two courses required to gain entry into upper level design classes. This series of simple drawing exercises aims to reduce the anxiety that stifles creativity and to provide early evidence of potential success. Students (un)learn the set of visual symbols that they've relied on for visual expression and are encouraged, instead, to see and to create. Pre- and post-instruction self portraits provide proof to the students this strategy fosters drawing ability beyond their own expectations, forcing them to un-learn the message that "I can't draw." The poster will provide evidence of successful outcomes this approach has produced. Participants will be invited to try their hand at an exercise or two.

P25 Using Team-Based Learning to Integrate Basic Sciences and Engage Premedical Students

Robert Augustyniak, Oakland University
David Rodenbaugh, Oakland University
Mary Bee, Oakland University
Wanda Reygaert, Oakland University
Richard Sabina, Oakland University

Ambassador Auditorium
Thursday, May 19, 4:00 pm – 6:00 pm

There is a trend in medical education to move toward an integrated, competency-based curriculum that not only increases knowledge, but also fosters important life-long learning skills such as critical thinking and communication. The medical education faculty at Oakland University William Beaumont School of Medicine developed an integrated biomedical science course for undergraduate premedical students. This seven week long interdisciplinary summer course focused on Type 2 diabetes mellitus and was centered on team-based learning (TBL). TBL was selected because it is an engaging, student-centered pedagogy that promotes life-long learning skills. Other unique aspects of the course included model building, concept mapping, reflective writing, and a patient-centered longitudinal project related to lifestyle modification and a simulated pharmacological regimen. This poster describes the development, structure, and integration of the course, the educational methods that were used, and importantly, what the faculty learned from the entire process.



P26 **Who's Teaching Who?**

Tina Pugliese, University of Windsor

Ambassador Auditorium

Kelly Winney, Greater Essex County District School Board

Thursday, May 19, 4:00 pm – 6:00 pm

This poster presentation will invite participants to entertain the possibilities of what could happen when professionals and undergraduate students trade places. Highlights from a context specific example where a group of elementary classroom teachers and a class of second-year undergraduate drama in education and community students came together to explore the notion of teacher identity will be presented. Participants will see how students in this case were empowered through their 'educational drama' expertise to help teachers critically examine their approaches to teaching literacy in the classroom.

The presentation will offer participants the opportunity to interact with students and a teacher representative from this project. Through this interaction, conference participants will be invited to contribute to the poster presentation by sharing and listing their personal experiences with professional and or community partnerships as well as ideas and suggestions for designing such opportunities in various contexts.



Friday, May 20

Concurrent Session 4 – 9:30 am – 10:15 am

Session Number and Title	Venue	Presenter(s)
D1 Offering Community Service Learning Opportunity as an Option Within a Course	Dillon Hall, Room 253	Katherine Lithgow, Kelly Anthony, & Dmytro Pavlov, University of Waterloo
D2 Service-Learning: How to Ensure Service as Well as Learning	Dillon Hall, Room 361	Gillian Kemp, Brock University
D3 Learning by Being	Dillon Hall, Room 255	Maggie Liddle, University of Windsor
D4 A Student-Centered Approach to Course Development	Dillon Hall, Room 354	Dora Cavallo-Medved, Kirsten Poling, Julie Smit, Mustapha El-Ayoubi, Rand Yacoub, Hasaan Chaudhry, & Sara Jamieson, University of Windsor
D5 Bringing Unpopular Ideas Into Action: Starting an Interdisciplinary Student Research Conference	Dillon Hall, Room 264	James Borland & Paul Moffatt, University of Windsor
D6 What Makes Us Think it Works? Service Learning Outcomes	Dillon Hall, Room 265	Tiffany Sims, Oakland University
D7 Take the LEAD: A Mentor-Based Service and Experiential Learning Collaboration for Human Kinetics Students and Pre-Service Teacher Candidates Working With Under-Resourced Youth	Dillon Hall, Room 350	Geri Salinitri & Victoria Paraschak, University of Windsor; Lisa Bott, Greater Essex County District School Board

D1 Offering Community Service Learning Opportunity as an Option Within a Course

Katherine Lithgow, University of Waterloo
 Kelly Anthony, University of Waterloo
 Dmytro Pavlov, University of Waterloo

Dillon Hall, Room 253
 Friday, May 20, 9:30 am – 10:15 am

How can we bring case studies and readings to life in our classrooms? During this session, Dr. Kelly Anthony will describe how she has offered her students the option of working directly with a community group to explore course concepts in lieu of completing more traditional assignments. While not all students in her course are expected to choose this option, Dymtro Pavlov will share why he chose this option and the impact it had on his learning experience. Together, they will describe how students choosing the community service learning (CSL) opportunity are able to bring their experience back to the classroom thus enriching the teaching and learning environment for both the instructor and ALL students in the course.

We will discuss benefits and challenges associated with incorporating CSL into the classroom. Participants will develop a “checklist” of things to consider when implementing such activities into their courses.



D2 **Service-Learning: How to Ensure Service as Well as Learning**

Gillian Kemp, Brock University

Dillon Hall, Room 361
Friday, May 20, 9:30 am – 10:15 am

Do the community partners always benefit from participation in service-learning (S-L)? That question is reflected on in both academic writings as well as popular journalism. What is called into consideration is the value the community partners perceive compared to the effort expended to host S-L. At Brock University, the Faculty of Business has been exploring S-L with the desire to ensure our S-L truly benefits our community partners. In an effort to maximize benefit and avoid “burning out” community partners, we have taken a “project-based” vs. “placement-based” approach to S-L.

The discussion will start with project vs. placement service-learning. We will share our processes for defining S-L projects within course context, recruiting organizations, our strategies to ensure that these match-ups benefit both students and community organizations. The group will be challenged to determine success indicators that measure the development of capacity within the partner organizations as a result of their participation on S-L.

D3 **Learning by Being**

Maggie Liddle, University of Windsor

Dillon Hall, Room 255
Friday, May 20, 9:30 am – 10:15 am

The importance of legal problem solving is well established. The presenter contends that the use of role-play sits well with problem-based learning (PBL) pedagogy, emulating professional practice. Role-play allows students to demonstrate concrete intellectual products, such as, application of law to a client case and transfer of knowledge in authentic, novel situations. Further, incorporating investigative play promotes inquiry and higher order cognitive skills and enhances affective, imaginative, and social development in learners.

The PBL learning environment can provide students with a sound grasp of research skill methodology, subject knowledge, and many opportunities to experience the operation of law in context. However, these ends can only be attained if learning outcomes reflect the targeted understanding; the learning environment is tailored to enable students to achieve mastery of targeted substantive knowledge, core skills, and problem solving process methods; and assessment techniques elucidate what is expected of students and how well they have achieved it.



D4 **A Student-Centered Approach to Course Development**

Dora Cavallo-Medved, University of Windsor
Kirsten Poling, University of Windsor
Julie Smit, University of Windsor
Mustapha El-Ayoubi, University of Windsor
Rand Yacoub, University of Windsor
Hasaan Chaudhry, University of Windsor
Sara Jamieson, University of Windsor

Dillon Hall, Room 354
Friday, May 20, 9:30 am – 10:15 am

First-year undergraduate biology students revealed an overwhelmingly positive response to their involvement in the development of first-year laboratory exercises in our previous research, indicating that students have a strong interest in how they learn, not just what they learn. Our current study focuses on developing a new and engaging biology laboratory exercise using a 'student-centered' approach involving second- and third-year undergraduate biology students. Student volunteers contributed to all aspects of lab development including identification of a topic area, development of interactive lab procedures, and implementation of the new lab exercise. The ultimate goal is to create a laboratory experience that is engaging to students by having volunteers provide input during development. This session will provide participants with an overview of our process and results, providing both faculty and student perceptions. Interactive discussions will help participants discover how they could apply such a model to their courses.

D5 **Bringing Unpopular Ideas Into Action: Starting an Interdisciplinary Student Research Conference**

James Borland, University of Windsor
Paul Moffatt, University of Windsor

Dillon Hall, Room 264
Friday, May 20, 9:30 am – 10:15 am

Good ideas at first are often unpopular. It's always a risk to initiate, but conforming to the status quo only hides fear. Starting an interdisciplinary student research conference at the University of Windsor was never a popular idea, but with 160 registered participants, 40 volunteers and public attendance of over 100 people, we are confident our conference was a successful event. It is important to invest in the professional development of graduate students as leaders in research innovation. Through a short presentation and interactive brainstorming activity, participants will have the opportunity to learn about many of the challenges that went into developing this student research conference such as fundraising, event design, motivating student volunteers, event facilitation, and most importantly, the need to take risks. Participants will leave this session with a greater understanding of how to negotiate institutional networks to bring unpopular ideas to fruition and follow them to completion.

D6 **What Makes Us Think it Works? Service Learning Outcomes**

Tiffany Sims, Oakland University

Dillon Hall, Room 265
Friday, May 20, 9:30 am – 10:15 am

The college and university environment provides students the opportunity to learn through traditional classroom techniques along with many co-curricular experiences. As the time most students spend in higher education occurs during one of the most developmental stages of their lives, today's students are looking for a "college experience" that expands their intellect and shapes their attitudes and values. Community service provides



students with important lessons that can complement classroom instruction. Given that community service is essential to society, it should be a significant aspect of the undergraduate experience. Therefore, how do we know when service can be linked to learning outcomes? This session explores learning outcomes associated with community service in higher education through these questions: What could students learn through community service? Why is community service valuable? How do you assess what students are learning from community service? What impact does service learning have on students?

**D7 Take the LEAD: A Mentor-Based Service and Experiential Learning
Collaboration for Human Kinetics Students and Pre-Service Teacher
Candidates Working With Under-Resourced Youth**

Geri Salinitri, University of Windsor
Victoria Paraschak, University of Windsor
Lisa Bott, Greater Essex County District School Board

Dillon Hall, Room 350
Friday, May 20, 9:30 am – 10:15 am

The LEAD program focuses on mentor-based relationships and a resiliency intervention model in school, community, and outdoor settings built over an extended period of time among at-risk high school students, teacher candidates, human kinetics volunteer interns, and student success teachers. Teacher candidates and volunteer interns have all their placements in one school and commit to out-of-school mentoring to foster relations with at-risk youth and other community members. University of Windsor researchers are exploring: 1) the impact of the mentoring relationships on the high school participants; 2) high school participants' improvement on key performance indicators (GPA, attendance, suspensions, etc.); and 3) the improvement of resiliency for the at-risk youth, and 4) the impact of the program on all participants' self-efficacy.



Friday, May 20

Concurrent Session 5 – 10:30 am to 11:15 am

Session Number and Title	Venue	Presenter(s)
E1 Student Voices: Making Connections Between Learning Inside the Classroom With Learning Outside the Classroom	Dillon Hall, Room 253	Katherine Lithgow, Elisha Este, Kaleigh Eichel, & Dmytro Pavlov, University of Waterloo
E2 Experiential Learning in the Classical Civilizations Classroom	Dillon Hall, Room 361	Sonia Sulaiman, University of Windsor
E3 Experiential Learning and Traditional Indigenous Ways of Teaching/Learning	Dillon Hall, Room 255	Margaret Raynor, Brock University
E5 Social Networking Sites: Boon or Bane for Learning?	Dillon Hall, Room 264	Gokul Bhandari, University of Windsor
E6 Community-Based Service Learning in a Social Justice Setting: The Case of Legal Assistance of Windsor	Dillon Hall, Room 265	Gemma Smyth, University of Windsor; Marion Overholt, Legal Assistance of Windsor
E7 Paying it Forward: Helping Post-Professional Students Mentor Professional Colleagues Through Course Assignments	Dillon Hall, Room 350	Christine Stiller, Oakland University

E1 **Student Voices: Making Connections Between Learning Inside the Classroom With Learning Outside the Classroom**

Katherine Lithgow, University of Waterloo
 Elisha Este, University of Waterloo
 Kaleigh Eichel, University of Waterloo
 Dmytro Pavlov, University of Waterloo

Dillon Hall, Room 253
 Friday, May 20, 10:30 am to 11:15 am

“Fostering students’ ability to integrate their learning over time, across courses, and between academic, personal, and community life - is one of the most important goals and challenges of higher education. The undergraduate experience is often a fragmented landscape of general education, concentrations, electives, co-curricular activities, and for many students “the real world” beyond campus” (Public Report of the Integrative Learning Project).

During this panel session, we’ll hear what these students have to say about connections they have made between the academic and non-academic environments, how they have made those connections, and what instructors can do in the classroom to help students effectively integrate their learning.

Please join us to discover integrative learning strategies which you might consider incorporating into your classroom.



E2 **Experiential Learning in the Classical Civilizations Classroom**

Sonia Sulaiman, University of Windsor

Dillon Hall, Room 361
Friday, May 20, 10:30 am to 11:15 am

"The Greek empire, the Roman empire — what does that really have to do with those of us who do not descend directly from those traditions? And especially in terms of multicultural, diverse classrooms, why should we focus primarily on these two civilizations?" These arguments are underpinned by assumptions which indict historically inauthentic learning in the Classics classroom.

The particular areas in which inauthentic learning exists in the Classics classroom will be addressed in the areas of learning tasks and assessments. Some of these problems will relate to changes in pedagogical perspective in the areas of second language education, and methodologies of social studies education. I will discuss and extend upon Kathryn Argetsinger's work on cooperative and peer learning in the Latin classroom. More particularly to the Classics classroom, the problem of gaining direct access to material culture from ancient civilizations will be addressed through a discussion of simulation techniques.

E3 **Experiential Learning and Traditional Indigenous Ways of Teaching/Learning**

Margaret Raynor, Brock University

Dillon Hall, Room 255
Friday, May 20, 10:30 am to 11:15 am

Participants will experience aspects of traditional ways of teaching/learning, as integrated in a land/community-based Bachelor of Education program, designed in partnership between the Nishnawbe Aski of Northern Ontario and Brock University. They will engage in song, story, and dialogue in order to highlight elements of Indigenous ways of teaching/learning and draw parallels with experiential learning frameworks. They will engage in "aims talk" to reflect on WHY experiential learning can become a means of engaging Indigenous students at a deep level, through a decolonizing methodology, which acknowledges that an alternative world view can find a legitimate, respected, and relevant place in academia. Participants will be able to identify ways in which experiential learning can open a pathway to post-secondary success for Indigenous students, when it makes space, at the foundational level, for the incorporation of traditional values.

E4 **Social Networking Sites: Boon or Bane for Learning?**

Gokul Bhandari, University of Windsor

Dillon Hall, Room 264
Friday, May 20, 10:30 am to 11:15 am

Findings from studies examining the impact of social networking sites (SNS) such as Facebook, MySpace, and Twitter on students' learning have not been consistent. While some studies contend that SNS boost learning by increasing students' social acceptance and acculturation, others find that students who spend more time on SNS tend to have lower GPAs than those who do not. Given that SNS have become an integral part of students' daily activities, it is not possible and desirable to control their usage of SNS. A more sustainable, practical, and strategic approach, therefore, would require us to find ways to design our curriculum by incorporating the positive aspect of SNS while minimizing their negative influence. In this presentation, we provide meta-analysis of the impact of SNS on academic environment, and consequently, suggest recommendations for best utilizing them for student engagement and learning.



E6 **Community-Based Service Learning in a Social Justice Setting: The Case of Legal Assistance of Windsor**

Gemma Smyth, University of Windsor
Marion Overholt, Legal Assistance of Windsor

Dillon Hall, Room 265
Friday, May 20, 10:30 am to 11:15 am

This proposal is a collaborative presentation between a community-based lawyer charged with client service, student supervision, and community development and a professor charged with academic integration of clinic learning. While the example used will be Legal Assistance of Windsor, a local poverty law clinic, the themes explored are widely applicable to service learning in any discipline. The objectives are to explore the opportunities and challenges in supporting student learning in a clinic setting, including pedagogical considerations, client imperatives, law reform activities, community engagement, and institutional considerations;

The session will specifically explore: 1) What models of supervision apply in this setting? What is different about students' work in a community-based setting? 2) How are social justice models weaved into student practice and curriculum? 3) What are barriers to a fully integrated model, and what methods can be used to encourage integration in support of student learning?

E7 **Paying it Forward: Helping Post-Professional Students Mentor Professional Colleagues Through Course Assignments**

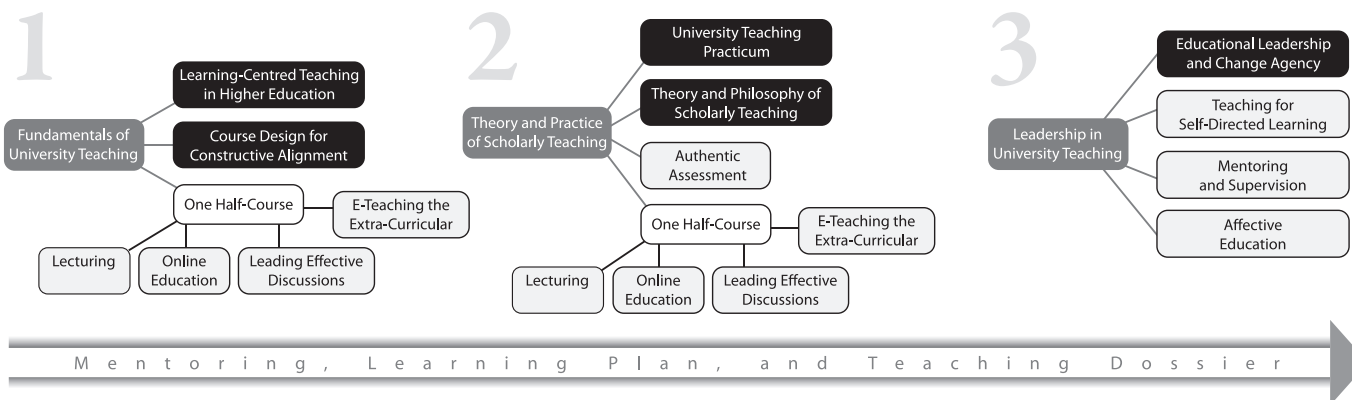
Christine Stiller, Oakland University

Dillon Hall, Room 350
Friday, May 20, 10:30 am to 11:15 am

The primary objective of this session is to describe how classroom assignments can be used to help practitioners engage in scholarly activity and share expertise with colleagues. As part of a physical therapy post-professional course on the use of case reports as a scholarly endeavor, students, who are physical therapy practitioners: 1) prepare a 15-minute presentation for professional colleagues at their place of employment about case reports as a form of scholarly activity and the specifics of the case report they complete as a course assignment; and 2) gather feedback from their professional colleagues about the presentation. Based on colleague feedback about the presentation and instructor and student reflection, this assignment appeared to be beneficial in helping students develop as scholars and mentors. Specifics of the course, assignment, reflections, and colleague feedback will be presented; session participants will discuss ideas for incorporating similar teaching methods into their courses.

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