On the VERGE:

Debating the Future of University Teaching

University of Windsor

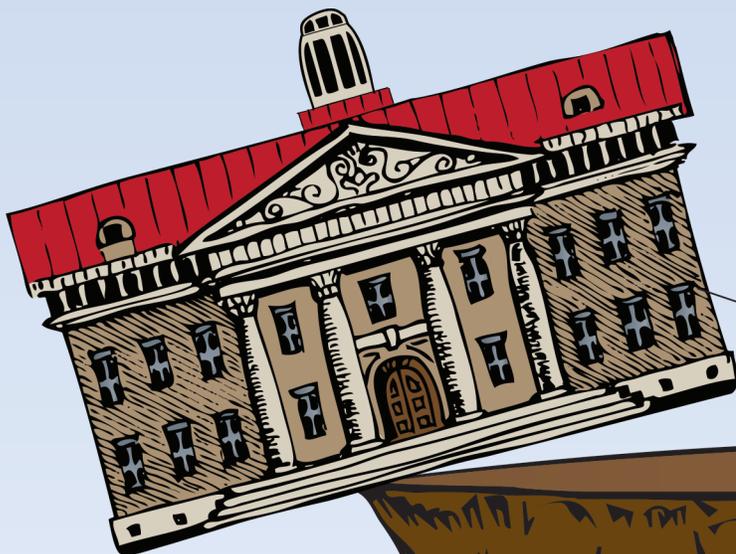OAKLAND UNIVERSITY™

Conference Program

Seventh Annual Conference on Teaching and Learning

University of Windsor, Windsor, ON

May 1-2, 2013

uwindsor.ca/tlconf

Acknowledgements

Thank you...

Special Thanks To:

Conference Chairs: Beverley Hamilton and Erika Kustra

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Thank you to all of the volunteers, without whom this conference would not be possible!

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Schedule at a Glance

All events take place in the Ed Lumley Centre for Engineering Innovation (CEI)

Day 1 - Provosts' Forum on the Future of University Teaching

8:30 - 9:00 a.m.	Conference Registration and Continental Breakfast	Lobby
9:00 a.m.	Welcome - President Alan Wildeman & Provost Leo Groarke, University of Windsor	1100
9:15 - 10:30 a.m.	Keynote Plenary– Harvey Weingarten	1100
10:30 - 10:45 a.m.	Refreshment Break	Lobby
10:45 - 11:45 a.m.	Lightning Panel 1 - Threatening Futures	1101, 1102, 2103, 2104
12:00 - 12:50 p.m.	Forum Commons	1100
12:50 - 1:45 p.m.	Lunch	Industrial Courtyard
1:45 - 2:45 p.m.	Lightning Panel 2 - Promising Futures	1101, 1102, 2103, 2104
3:00 - 3:50 p.m.	Forum Commons	1100
3:50 - 4:00 p.m.	Refreshment Break	Lobby
4:00 - 5:00 p.m.	Closing Plenary - Finney Cherian and Tina Pugliese	1100
5:00 p.m.	Provosts' Closing Remarks - Leo Groarke and Susan Awbrey	1100
5:15 - 6:30 p.m.	President's Reception	Industrial Courtyard

Day 2 - Conference Format

8:30 - 9:15 a.m.	Registration and Continental Breakfast	Lobby
9:15 - 10:30 a.m.	Keynote Plenary– David Scott	1101
10:30 - 10:45 a.m.	Refreshment Break	1st and 2nd floor Lobby
10:45 a.m. - 12:15 p.m.	Morning Workshop	1st, 2nd, 3rd floors
10:45 - 11:25 a.m.	Concurrent Session 1	1st, 2nd, 3rd floors
11:30 a.m. - 12:10 p.m.	Concurrent Session 2	1st, 2nd, 3rd floors
12:10 - 1:45 p.m.	Lunch and Poster Sessions	Industrial Courtyard
1:45 - 3:15 p.m.	Afternoon Workshop	1st, 2nd, 3rd floors
1:45 - 2:25 p.m.	Concurrent Sessions 3	1st, 2nd, 3rd floors
2:30 - 3:10 p.m.	Concurrent Sessions 4	1st, 2nd, 3rd floors
3:10 - 3:30 p.m.	Refreshment Break	1st and 2nd floor Lobby
3:30 - 4:15 p.m.	Presentation of the Dr. Wilbert J. McKeachie International Poster Competition Award & Closing Remarks	1101

Day 1

Provosts' Forum on the
Future of University Teaching

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Welcome from the Provost

Welcome to the Provosts' Forum on the Future of University Teaching. We hope you will find it thought-provoking, energizing, possibly sometimes troubling, but ultimately fruitful!

The topic of the Forum was first suggested by President Wildeman, our host at our closing reception. Since then, many pressures and possibilities have converged to make the topic even more timely (perhaps urgent). They include increasing concerns about university teaching at the provincial and the state level, the continuing financial pressures on universities, a rapidly evolving international context, the changing nature and demands of students and employers, and many technologies which are transforming the ways that students learn.

Given our varied roles, values, and contexts, there will probably be as many perspectives on the right way forward as there are participants at our conference, and that is very much as it should be. Our goal is that each of you will leave better informed about the factors affecting university teaching, more committed to student learning, with some glimpse of possible solutions to the challenges we face, and with a better understanding of different points of view.

We've structured the day's events to encourage lively academic debate – the kind of reasoned, well-informed dialogue that is the lifeblood of academic interchange – with a strong dose of the inspired wit that has always been a fundamental and prized element of that tradition. We've combined this with approaches and technologies that will expand the range of voices we hear from. We hope very much that everyone will have many opportunities to be involved in this give and take, as there is much to learn from one another.

Although it can be exhiliarating, change is never easy, whether you are reacting to it, or precipitating it. Every element – setting a direction, planning the route, departure, unexpected challenges en route, course corrections, travel companions – involves sacrifice, uncertainty, and conflict. But as Lao Tzu put it: "When I let go of what I am, I become what I might be." What this might mean for universities – what we might be, what we decide we must protect, what we are willing to let go in the interests of new and exciting possibilities, and what we should aspire to – has profound implications for all of us who live and work in academic institutions, for learners, for our community, and for society.

I look forward to engaging in this discussion today, and in the months to come.

Leo Groarke
Provost and Vice-President, Academic
University of Windsor

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Keynote Speakers

Wednesday, May 1, 2013, 9:15 - 10:30 a.m.
Harvey P. Weingarten, President & CEO, Higher Education Quality Council of Ontario (HEQCO)
CEI 1100

The Future of University Learning
The talk will focus on key and emerging issues about teaching and learning in universities. Topics to be addressed include: Why the rekindled emphasis on teaching and learning? What is quality teaching and learning, and how is it measured? How are universities responding to the renewed emphasis on quality teaching and learning? And, of course, technology-assisted learning, including Massive Open Online Courses (MOOCs).

Wednesday, May 1, 2013, 4:00 - 5:00 p.m.
Finney Cherian and Tina Pugliese
CEI 1100

Resistance, Renewal, Resilience, Retelling: A Session on Thriving
In this interactive session two university educators, recognized for reflective teaching practices, will explore the roles that individual and collective narratives play in how we create understanding. Narratives inform what we believe about our work, and how we respond to adversity, uncertainty, and sometimes contradictory pressures to change. This session will invite you to re-imagine common narratives about the future of university teaching. It will challenge your understanding of your responsibility and capacity to intervene on behalf of what you value – whether that means preservation or transformation.

Forum Panelists

The Future of Who (CEI 2103)
Allan Conway, Dean, Odette School of Business, University of Windsor
Anne Forrest, Director, Women's Studies, University of Windsor
John Isbister, Provost and Vice-President Academic, Ryerson University
Mary Stein, Interim Associate Provost, Oakland University

The Future of Why (CEI 1101)
Sue Awbrey, Interim Senior Vice-President for Academic Affairs and Provost, Oakland University
Ollivier Dyens, Vice-Provost, Teaching and Learning, Concordia University
Joy Mighty, Associate Vice-President (Teaching and Learning), Carleton University
Chitra Rangan, Chair, Department of Physics, University of Windsor

The Future of How (CEI 1102)
Dave Andrews, Professor and Senior Research Leadership Chair, Department of Kinesiology, University of Windsor
Gwen Ebbett, Dean of the Library, University of Windsor
Christopher Evans, Vice-Provost, Academic, Ryerson University
Dora Cavallo-Medved, Sessional Lecturer, Department of Biological Sciences, University of Windsor

The Future of Where (CEI 2104)
Bill Anderson, Professor and Ontario Research Chair in Cross-Border Transportation Policy, Department of Political Science, University of Windsor
Bill Muirhead, Associate Provost, Academic, University of Ontario Institute of Technology
Mehrdad Saif, Dean, Faculty of Engineering, University of Windsor
Betsy Keating, Doctoral Candidate and Sessional Instructor, University of Windsor
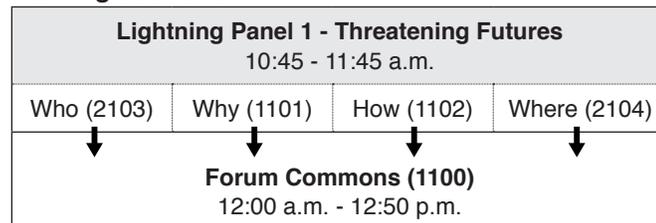
On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Lightning Panels
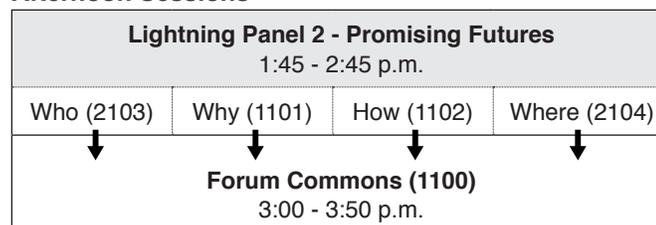
Elements of the Lightning Panels

- Four presenters speak for five minutes each.
- Audience members break into seatmate conversations (five minutes).
- Moderator facilitates question and answer period to elicit more information, test assumptions, and generally "kick the tires" of the predictions (20-25 minutes).
- Audiences vote by show of hands to choose one presenter to move on to the Forum Commons.
- Wit, courtesy, insight, zest, and wisdom are strongly encouraged.

Each room focuses on one theme, but panelists focus on a specific question they have identified related to that theme. Morning panels will explore dystopias – pessimistic visions of the future of university teaching. Afternoon panels will explore utopias – optimistic visions of that future.

Morning Sessions

Lightning Panel 1 - Threatening Futures 10:45 - 11:45 a.m.			
Who (2103)	Why (1101)	How (1102)	Where (2104)
Forum Commons (1100) 12:00 a.m. - 12:50 p.m.			

Afternoon Sessions

Lightning Panel 2 - Promising Futures 1:45 - 2:45 p.m.			
Who (2103)	Why (1101)	How (1102)	Where (2104)
Forum Commons (1100) 3:00 - 3:50 p.m.			

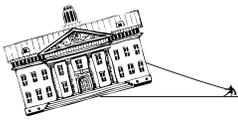## Criteria for Audience Vote

Audience members will be asked to vote for the presentation they feel is most worthy of further exploration at the full plenary, taking into consideration:

- its thought-provoking nature;
- its potential significance;
- its illustration of important trends;
- its implications for teaching practice; and
- the presenter's clarity, verve, and communicative impact.

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

President's Reception
Industrial Courtyard 5:15 - 6:30

We hope you will continue the day's conversation at a reception hosted by President Alan Wildeman after the Day 1 closing plenary.   The reception will take place in the Centre for Engineering Innovation's Industrial Courtyard. This spacious hall, designed for joint industry/university research projects which create direct connections between education, research, and industrial innovation, will soon be home to several industry-university partnerships.   Please take this opportunity to see the space, enjoy a display of engineering student capstone projects, and get a close look at the Fab@Home Machine's 'sweet' 3-D printing! We look forward to seeing you there. Conference registrants will find a complimentary drink ticket in their name badges.

Join the Debate via Twitter and Facebook!

Facebook: www.facebook.com/
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Follow us on Twitter: @TLConf
Conference hashtag: #TLConf

"Follow" *On The Verge* on Twitter at @TLConf (www.twitter.com/TLConf). The feed will be updated throughout the conference with announcements, interesting takeaways from sessions, and exclusive content. We encourage you to mark your tweets about the conference with the #TLConf hashtag.

"Like" us on Facebook at www.facebook.com/WOTLConference to find regular announcements, interesting articles, pictures, and video footage from the conference.

You can find links to both sites on the conference website tlconf.uwindsor.ca. Please feel free to ask questions using our social media tools, or about our social media tools.

Both Twitter and Facebook are free, web-based services. If you don't already have accounts for these tools, the set-up is very simple and takes just a few minutes. If you have concerns about privacy, there are many different levels of access you can set for each of these tools. You can join Twitter at www.twitter.com and Facebook at www.facebook.com.

Speaker's Corner: Voices From the Verge

Record
a one-minute
vision of the future!

For centuries, Speaker's Corners have welcomed people from all walks of life to speak, debate, and argue openly. We hope the Forum's virtual Speaker's Corner will entice you to do the same.

If you'd like to record a one-minute vision of the future – dream or fear – please visit the Speaker's Corner booth on the first floor of the CEI, just outside of room 1102. It will be open all day. Inspire us – warn us – intrigue us!

We'll be sharing a selection of these at the Closing Plenary on May 2, and will upload a wider variety to the Conference website for those interested in continuing to explore these ideas once the Conference has ended. We look forward to hearing from you!

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Notes

Day 2

Conference Sessions:
The Future of University Teaching

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Welcome from the Vice-Provost, Teaching and Learning

Dear Conference Participants,

How many years does it take to establish a 'tradition?' The University of Windsor, the Provost's Office, and the Centre for Teaching and Learning are proud to present the Seventh Annual Conference on Teaching and Learning here on the Windsor campus. Since the first annual Conference in 2007, I think we can claim to have established a tradition of stimulating plenary speakers, engaging concurrent sessions, innovative poster session practices, and warm and friendly networking opportunities among international colleagues.

From the outset the Windsor-Oakland partnership has pursued two main goals in organizing this event. The first goal is to provide a venue for instructors from our institutions to develop and present material dealing with teaching, learning, and curriculum innovations to colleagues in a professional setting. The second is to develop rapport and understanding as well as collaboration across institutional and international lines. We are pleased to see the progress on both fronts, yet we continue to draw new colleagues into the ever-expanding circle and feel as committed as ever to the fundamental goals of the conference.
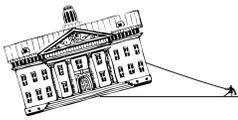
Since the word 'tradition' does not mean 'static,' we have introduced a huge new dimension to the Conference this year with the Provosts' Forum held May 1. The idea of mounting a Forum on the future of university teaching emerged from a discussion between the President of the University of Windsor and the Provost and our Oakland colleagues were soon on board to develop and implement this spectacular innovation. We sincerely hope that this mix of 'tradition' and 'innovation' in form and content will be a recipe for lively dialogue and debate as well as thoughtful reflection.

I tip my hat to those of you who have been with us for seven years of Conference tradition and I sincerely welcome those of you who are joining us for the first time. We hope that you find the Conference worthwhile and that you will join us, as the tradition continues, at Oakland University in May, 2014.

Yours truly,

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

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Keynote Speaker

Thursday, May 2, 2013, 9:15 - 10:30 a.m.
David K. Scott, Past Chancellor, University of Massachusetts (Amherst)
CEI 1100

Learning in an Integrative Age
The United Nations Educational, Scientific and Cultural Organization (UNESCO) commissioned a multi-national study to develop a blueprint for education in the 21st century. The study formulated a plan based on four pillars: learning to know, learning to do, learning to live together, learning to be. Western society has emphasized the first two components, but these should not come at the expense of the other two. Taken together, the four components create an integrative and holistic approach to learning, which recognizes multiple intelligences such as cognitive, emotional, aesthetic, kinesthetic, and spiritual dimensions. They also recognize a transformation taking place in epistemology, following the transitions from the Agricultural Age to the Industrial Age, the Information Age, and to what might be called an Integrative Age. The changes are comparable to the scientific revolution of the 17th century and the European Enlightenment, from which many of our approaches to learning are derived. This presentation will address these trends, as well as pedagogical approaches to facilitate them. Ultimately the Academy will change only when there is an undergirding epistemology to support it.

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Thursday, May 2, 10:45 AM – 12:15 PM
Morning Workshops

Code	Title	Presenters	Location
W01	Analytics for Program Development	Phil Graniero, Beverley Hamilton, Lorraine Grondin	CEI 3000
W02	Transforming Those Killer Introductory/Foundation Courses!	Judith Ableser	CEI 2103

Analytics for Program Development Session W01

Phil Graniero University of Windsor
Beverley Hamilton University of Windsor
Lorraine Grondin University of Windsor

Thursday, May 2, at 10:45 AM
CEI 3000

The exploding field of learning analytics - the "measurement, collection and reporting of data about learners and their contexts for the purposes of understanding and optimizing learning" (LAK, 2011) - may facilitate evidence-based practice in learning institutions. Some analytics mine students' online activities to tune performance or predict risks. Other analytics optimize course offerings, schedules, and institutional efficiency. This workshop examines analytics in between: descriptively mapping how students navigate curricula, interactions among learners and instructors, and patterns in course grades and program progress. Collaboratively, we will: identify common questions arising in department councils and program development; explore surprisingly straightforward ways to answer them using existing, common course - and program-level data; explore ways to unravel data to confirm (or refute!) hunches; reflect on the promise and limitations of learning analytics and barriers to adoption; and take home new strategies for thoughtfully investigating programs and 'the student experience.'
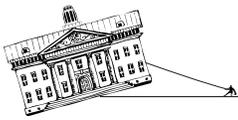
Transforming Those Killer Introductory/Foundation Courses! Session W02

Judith Ableser Oakland University

Thursday, May 2, at 10:45 AM
CEI 2103

This interactive session focuses on "revolutionizing" the future of introductory/foundation courses for undergraduate students by "reversing" the order of course offerings and starting, rather than only concluding, with a Capstone-like experience. Foundation courses are typically large-size lecture format classes covering extensive amounts of low-level factual material frequently assessed through multiple choice tests. This often results in high failure rates and low retention rates with little student engagement or motivation. It is suggested that students may gain more when beginning their academic journey with a discipline specific course that focuses on critical thinking from a constructivist approach that involves experiential learning, problem-based activities, reflection, and explores student interests and future career choices. Through discussion, brainstorming and debate, participants will be able to plan "how" to restructure foundation courses and "why" it is important to do so using this innovative approach in order to revolutionize the future of teaching and learning.

[†] Marked authors are not presenting at the conference.

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Thursday, May 2, 10:45 AM – 11:25 AM
Concurrent Sessions 1

Code	Title	Presenters	Location
C01	Do You Want Fries With That? Convenience, Massification, and the Future of Fast Food Education	Michael K. Potter	CEI 2102
C02	Creating Spaces for Learning at the University of Windsor Ed Lumley Centre for Engineering Innovation	Jacqueline Stagner, Kevin Stelzer, Randy Bowers, Jill Urbanic	CEI 2104
C03	Fighting Fire With Fire: A Guide to Engaging the Modern Student in the Digital Age	John Cappucci	CEI 1101
C04	Integrating Service and Knowledge to Foster Community Engagement	Christopher Jensen, Scott Crabill	CEI 1102
C05	The Future of the Library...and How to Stop It	Mita Williams	CEI 2101

Do You Want Fries With That? Convenience, Massification, and the Future of Fast Food Education Session C01

Michael K. Potter University of Windsor   Thursday, May 2, at 10:45 AM
                                                                                            CEI 2102

Massive Open Online Courses (MOOCs) represent, at best, the latest phase of two related long-term trends: 1) the massification and commodification of higher education; and 2) the replacement of education by credentialing. In this session, I will argue that MOOCs are to education as McDonalds is to eating. In both cases: the "product" is homogenized and packaged for consumption by the masses at minimal cost; ideology and propaganda deflect attention away from underlying agendas; human weaknesses are exploited to serve the interests of the peddlers; and the consequences for those who imbibe can be negative. A diet of fast food provides the illusion that we have satisfied our nutritional needs, leading us to ignore the more time-consuming, less convenient options that exist for optimal nutrition. Subsequently, as we subsidize fast food restaurants, healthier options are starved into bankruptcy - and our well-being suffers. Is this what we want in our universities?

Creating Spaces for Learning at the University of Windsor Ed Lumley Centre for Engineering Innovation Session C02

Jacqueline Stagner University of Windsor   Thursday, May 2, at 10:45 AM
Kevin Stelzer B+H Architects   CEI 2104
Randy Bowers University of Windsor
Jill Urbanic University of Windsor

This session will provide a discussion of the process of designing the formal and informal learning spaces within the University of Windsor Ed Lumley Centre for Engineering Innovation (CEI). Particular focus will be placed on the flexible 350-seat auditorium: its layout, accessibility, furniture, and technology. A discussion of how a first-year engineering course has been modified and a new course has been developed with consideration of the uniqueness of the large auditorium to facilitate collaborative and problem-based learning will provide insight into how instructors are making use of the learning spaces. Throughout this session, examples and demonstrations will be used to demonstrate the learning approaches that the new space is facilitating. Participants will leave this session with a better understanding of how learning spaces can influence the ways in which courses are taught at the University of Windsor as well as their institutions.

Fighting Fire With Fire: A Guide to Engaging the Modern Student in the Digital Age Session C03

John Cappucci University of Windsor   Thursday, May 2, at 10:45 AM
                                                                                            CEI 1101

This digital age has provided instructors with several invaluable resources to present material. However, these advances have also posed significant challenges for instructors. The modern student is distracted with a host of digital activities that divert their attention away from the lecture, including texting friends, browsing the Internet, and playing online videogames. In light of this circumstance, instructors

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On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
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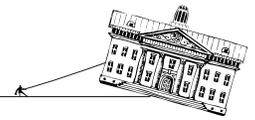
must essentially "fight fire with fire" and use this phenomenon to their advantage. The session will demonstrate that by complementing lecture material with relevant popular music, television show clips, and online videos, instructors will be better able to reinforce material, maintain interest, and support retention of key concepts. In this session, participants will note several examples of how lectures can be supplemented with various types of popular online material. In completing this session, participants will begin to think of ways of integrating these innovative methods into their own teaching.

Integrating Service and Knowledge to Foster Community Engagement Session C04

Christopher Jensen Oakland University
Scott Crabill Oakland University

Thursday, May 2, at 10:45 AM
CEI 1102

Academic Service Learning (ASL) is more than the addition of community service to the learning objectives of a course; rather, it is the integration of service within learning objectives of a course (Butin, 2010; Howard, 1998). Implemented effectively, ASL is an integrated model where the service experiences inform and transform the academic learning and the academic learning informs and transforms the service experience (Honnet & Poulsen, 1989). This form of pedagogy has shown to have lasting effects on students and faculty (Pribbenow, 2005). ASL provides an environment of inquiry and interaction between students and professors that challenges student thinking about complex issues and problems. This session will explore research conducted to examine how service learning is a viable pedagogy that recognizes the complexity of issues students engage with and how this can be used to enhance students' integrative knowledge and foster community engagement.

The Future of the Library...and How to Stop It Session C05

Mita Williams University of Windsor

Thursday, May 2, at 10:45 AM
CEI 2101

The library of the future has to be more than a desk and a chair, access to the Internet, and an outlet to plug in a computer. Doesn't it? The future of the library is the elephant in the room. Inspired by this, I will tell you five stories that give some shape of things to come. These stories include the inside out library, from a space to a point of access; Google > Wikipedia > References: being *of* the web and not just *on* it; making our future by saving the past in the present: how to become an Archive Warrior; occupy the storefront: the most interesting libraries are now made by artists; and systems built for sharing and systems built from sharing: viva les ebooks libre.

[†]Marked authors are not presenting at the conference.

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
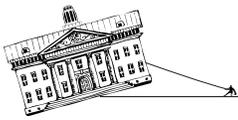
Thursday, May 2, 11:30 AM – 12:10 PM
Concurrent Sessions 2

Code	Title	Presenters	Location
C06	MOOCs: Brainstorming the Future of Education	Amanda Burgess	CEI 2102
C07	Designing Spaces: No Small Step for Educators, One Giant Leap for Interprofessional Education	Judy Bornais, Susan Dennison, Debbie Rickeard, Conrad Lauko, Sheema Inayatulla[†], Linda Patrick[†]	CEI 2104
C08	Distractions in the Classroom: Grrrrr...	Lorna Stolarchuk, Martin Vaughan, Mary Heather Hartley, Cherry Theresanathan	CEI 1101
C10	Surfing the Waves of Disruption: Faculty Development in the Age of Open, Online Course	Paul Martin	CEI 2101
C19	Interdisciplinary Collaborations Across Media, Art, and Urban Ecologies	Michael Darroch, Lee Rodney, Rod Strickland, Jennifer Willet	CEI 1102

MOOCs: Brainstorming the Future of Education Session C06

Amanda Burgess University of Windsor   Thursday, May 2, at 11:30 AM
CEI 2102

When MOOCs (Massive Open Online Courses) are mentioned, what crosses your mind? Articles seem to either celebrate the start of a new, inclusive paradigm for learners, or portend the death of the traditional university. In this session, the pedagogical and theoretical foundation of MOOCs will be briefly explored. Second, session participants will split into groups, some of whom will concentrate on the positive benefits of MOOCs and some of whom will think of the worst consequences of MOOCs. Finally, we will come together and attempt to design our ideal MOOC, incorporating the best aspects of this new mode of education while avoiding the worst consequences. Participants will leave the session with a better idea of what a MOOC could and should be.

Designing Spaces: No Small Step for Educators, One Giant Leap for Interprofessional Education Session C07

Judy Bornais University of Windsor   Thursday, May 2, at 11:30 AM
Susan Dennison Unviersity of Windsor   CEI 2104
Debbie Rickeard University of Windsor
Conrad Lauko University of Windsor
Sheema Inayatulla[†] Unviersity of Windsor
Linda Patrick[†] University of Windsor

"In general, space is defined by geographic location and material form...while place is defined not only by geographic location and material form, but by the meaning and value that people associate, attach and invest in a physical space" (Nordquist, Kitto, Peller, Ygge, & Reeves, 2011). Creating a space that becomes a place for student learning requires careful thought and planning. With growing demand for the newest and latest technology, educational institutions need to weigh their investments carefully. In addition to new technology, higher education is seeing growing class sizes that challenge educators to provide a place for the application of theory to practice. This presentation will share how a group of educators advocated for, designed, developed and attained a multi-use, interactive, "hands-on" learning environment. The challenges, barriers, and growing pains of creating a state-of-the-art, student-centred facility will be explored.

Distractions in the Classroom: Grrrrr... Session C08

Lorna Stolarchuk University of Windsor   Thursday, May 2, at 11:30 AM
Martin Vaughan University of Windsor   CEI 1101
Mary Heather Hartley University of Windsor
Cherry Theresanathan University of Windsor

Facebook, late-arrivals, noise-emitting mobile devices and early departures are examples of annoyances for anyone trying to focus on

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

teaching and learning in the classroom. Is banning every device the solution to this dilemma? When are devices acceptable? Are there appropriate times when students need to arrive late or leave early? How does an instructor manage the "outside" world while "inside" a classroom? Defining the classroom culture with student input can help learning-centred classrooms emerge. Fang (2009), suggests managing devices and promoting positive interactions in classes can occur. Others argue that banning devices could cause undue hardship in the event of a personal or campus emergency. What can an instructor do? This interactive presentation will focus on one practical approach that combined the collaborative efforts of students and faculty from Communications Studies and members of the CTL who created a video and associated exercise for you to use!

Surfing the Waves of Disruption: Faculty Development in the Age of Open, Online Course Session C10

Paul Martin MacEwan University   Thursday, May 2, at 11:30 AM
                                                                                                              CEI 2101

As universities move forward in an era that may radically reinvent the ways in which we deliver both courses and credentials, how do we prepare faculty for this transition? What challenges await our teaching and learning centres as our faculty find themselves needing new skills to compete for students not only with colleagues from across campus, but from around the world? How do we address the needs of both faculty who are keen to make this leap and those who are strongly opposed to adapting their practice in any way? In this session, we will examine how the era of open, online courses could reshape the nature of teaching and scholarship. We will then consider what roles faculty development might play in helping prepare faculty to thrive in this new environment.
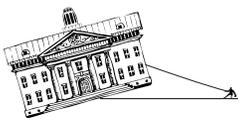
Interdisciplinary Collaborations Across Media, Art, and Urban Ecologies Session C19

Michael Darroch University of Windsor   Thursday, May 2, at 11:30 AM
Lee Rodney University of Windsor   CEI 1102
Rod Strickland University of Windsor
Jennifer Willet University of Windsor

As innovative thinking about culture is shifting from national governments to municipalities, the IN/TERMINUS creative research collective is leading students through a 'field approach' to studying urban culture in the Windsor/Detroit region. We imagine cities as "ecologies" consisting of complex social networks that we can study as a dynamic environment, a sphere shaped by the interaction of individuals, local communities, and wider natural, built, and technological environments. The goal of this session is to consider interdisciplinary strategies in artistic fields for grounding theory in creative approaches to city life and vice versa. Session participants will be introduced to methods and practices for collaborative mapping exercises that are used in courses including Green Corridor, BioArt, Border Culture, and City as Media. This session will be oriented to students and researchers in the Windsor-Detroit area, but informative for those studying in and about other urban environments.

[†] Marked authors are not presenting at the conference.

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Poster Session

Thursday, May 2, 12:10 - 1:45 p.m.
CEI Industrial Courtyard

The Dr. Wilbert J. McKeachie Poster Competition

The 2013 conference organizing committee is pleased to present the 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 2007 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 the Poster Session on Thursday, May 2, from 12:10 - 1:45 p.m. Ballots will be handed out at the poster session. *Please note that members of the poster adjudication panel are not eligible for the poster prize*.

Please join us for lunch while you help to select the recipient of the seventh annual Dr. Wilbert J. McKeachie International Poster Prize

The Dr. Wilbert J. McKeachie International Poster Prize will be presented during the closing remarks at 3:30 in CEI 1101.

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Thursday, May 2, 12:10 PM – 1:45 PM
Lunch and Poster Sessions: CEI Industrial Courtyard

Code	Title	Presenters
P01	Mathematics Anxiety and Graduate Students in Education: Is There an Unlikely Match?	Atinuke Adeyemi
P02	Knower's Ark	Gokul Bhandari
P03	The Benefits and Challenges of Fostering Applied Student Learning Through a Student-Driven Accessibility Committee	Stephanie Cragg, Kristina Nikolova, Irene Carter
P04	Efficacy of MyPsychLab for Flexible Media Learning	Kenneth Cramer, Lisa Plant
P05	Patient-Centered Medical Education: Does the Health Care Provider Speak Autism?	Mary Dereski
P06	Understanding and Defining Academic Entitlement	Marc Frey, Jill Jackson, Dennis Jackson, Chelsea Mclellan
P07	Developing Global Competency in Non-Business Majors	Francine Guice
P08	Difficulty and Outlet: On the Paradigm Reform of Higher Education in China	Ju Huang, Xiangtao Liu
P09	An Innovative Psychological Approach to Bolstering Student Strengths: Effects on Educational Satisfaction and Engagement	Phillip A Ianni, Kenneth E Hart, Tyler M Carey[†]
P10	Flipped Classrooms: The Optimal Model for STEM Education	Chris Kobus
P11	"I Want an A, and I Want it Now!" Academic Entitlement at the University of Windsor	Amy Peirone, Teresa Falsetta, Katrina van Wieirngen, Andrea Formicola
P12	Increasing Critical Thinking Through Collaborative Testing	Barbara Penprase, Lynda Poly-Droulard, Marla Scafe
P13	An Active Learning Approach: Flipped Classrooms	Lynda Poly-Droulard, Barbara Penprase
P14	Re-Developing Upper-Level Electrodynamics Using Physics Education Research	Chitra Rangan
P15	F.O.R.C.E. Physics Lesson Packs: Conceptual Topics in Modern Physics for the Classroom	Chitra Rangan[†], Theresa Spanjers
P17	Critical Thinking: A Conceptual Framework for Social Work Education	Patricia Samson
P18	Supporting the Development of Quality Improvement Competencies in Undergraduate Students: An Interdisciplinary Approach	Meagan Sandhawalia, Rana Allawnha, Jamie Crawley[†], Michelle Freeman[†], Gwen Ebbett[†], Joan Dalton[†], Dino Spagnuolo[†]
P19	Targeting Learning Barriers in Introductory Physics: Enhancing the First-Year Experience	Theresa Spanjers, Eugene Kim, Chitra Rangan
P20	Research You Can Sink Your Teeth Into	Kathleen Spencer
P21	You're Only as Strong as Your Weakest Team Member: Interprofessional Education in Biomedical Sciences	Mary Bee, James Montante, Deborah Doherty

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

P22	A Mature Look at Going Back to School	Joan Craig, Robert Dufour[†], Ashlyne O'Neil[†], Lisa Plant[†], Twiladawn Stonefish[†]
P23	Integrating Technology in Problem-Based Learning	Hoda Eiliat, Daniela Pusca[†]
P24	Student Learning by Teaching in an Urban Community: Service Learning in the Field of Anatomy	James Montante, Mary Bee[†], Rami Nazar[†]
P25	Addressing the Need for Alternative Dissertation Formats: Research-Based Digital Documentary Methods and Methodology	Barbara Pollard
P26	Student Evaluations of Teaching of University of Windsor Professors: A Comparative Analysis of Self-Administered Surveys vs. School-Sanctioned Surveys	Nira Roy, Jimmy Truong, Mary-Beth Mckay[†], Greg Andrews[†]
P27	Dealing With Cheating in Online Classes	Addington Coppin, Cynthia Miree[†]

Mathematics Anxiety and Graduate Students in Education: Is There an Unlikely Match? Session P01

Atinuke Adeyemi University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Mathematics anxiety has been shown to be a hindrance to the success of students in mathematics-heavy courses and programs. Students with high levels of mathematics anxiety have negative attitudes towards mathematics, lack motivation to engage in it, and avoid courses and career paths that involve the subject. This poster presentation focuses on a re-examination of university teaching methods, particularly "traditional" teaching methods, that may cause or increase mathematics anxiety in students in mathematics classrooms. A quantitative study conducted with graduate students in Educational Studies serves as a case study that reveals the students' past and current experiences with mathematics anxiety and its effects on their mathematics learning, participation in mathematics-related events, and usage of mathematics in their daily lives. Valuable information on alternative teaching methods such as hands-on, collaborative and cooperative learning, and other strategies that could help prevent, alleviate, or eliminate mathematics anxiety in post-secondary students will be discussed.

Knower's Ark Session P02

Gokul Bhandari University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

This poster depicts a novel framework for describing what it takes to be a survivor in the age of information deluge. The survivor refers to a knowledge-seeker (knower) and the ark refers to the knowledge repository as a survival kit. A novel framework called BOAT (Balance, Openness, Acceptance, and Trust) is proposed, which defines the learning strategy for this knowledge-seeker.

The Benefits and Challenges of Fostering Applied Student Learning Through a Student-Driven Accessibility Committee Session P03

Stephanie Cragg University of Windsor
Kristina Nikolova University of Toronto
Irene Carter University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Since its creation in 2001, the School of Social Work and Disability Studies Accessibility Planning Committee (University of Windsor) has utilized a student-driven, grassroots approach to improve the experiences of students, faculty, and staff members with disabilities within the School of Social Work and the Disability Studies program. Members of the committee have worked towards this goal by launching presentations and initiatives such as an Accessibility Plan, which was approved in 2012 by the Social Work School Council, to increase knowledge and awareness of accessibility and disability issues. During this poster session the history and progression of the committee will be displayed, along with the benefits and challenges of implementing such a student-driven committee in order to assist and encourage

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On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

attendants to initiate similar committees in their institutions. An interactive component will also be offered, allowing attendants to submit their suggestions regarding initiating the structure and goals of a similar committee.

Efficacy of MyPsychLab for Flexible Media Learning Session P04

Kenneth Cramer University of Windsor
Lisa Plant University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Publishers of resources for secondary and post-secondary education are becoming more innovative in developing tools for mastery of the course material. Pearson Education Inc.'s MyPsychLab is an example of such a tool. Students complete chapter pre-tests (an assessment of pre-existing mastery of the material) before attempting post-tests; these may be taken repeatedly until mastery of the material is reached. Given that such a tool promotes mastery of the material, it is expected that MyPsychLab performance would be related to course performance in more traditional formats. The present study investigated the relation between MyPsychLab, and five additional means of course assessment in five years of large introductory Psychology courses at the University of Windsor. Results indicated MyPsychLab was significantly correlated with all other measures of course performance. Because MySubjectLab resources exist for most disciplines, implications will be explored in more general terms for campus-wide initiatives.

Patient-Centered Medical Education: Does the Health Care Provider Speak Autism? Session P05

Mary Dereski Oakland University William Beaumont School of Medicine

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

A revolution in health care education emphasizes interprofessional learning environments. Additionally, simulated patient panels have offered unique educational opportunities. However, the project described here offers a more patient-centered educational paradigm. The focus is on patients with health disparities such as autism spectrum disorder (ASD). Patients with ASD and their caregivers have identified difficulties navigating the health care system. By identifying barriers and addressing these with students in health care professions, there exists the potential to optimize sensitivity of the team members (physicians, therapists, etc.) to patient needs and challenges. Additionally, the individual with ASD may become a better advocate in addressing their own health care if supplied with team-based medical directives. The potential exists to provide a mutual understanding that would allow for effective communication and resulting action. Development of similar patient-centered team approaches with diseases such as asthma will also be discussed (e.g. emergency room physicians, educators, etc.).

Understanding and Defining Academic Entitlement Session P06

Marc Frey University of Windsor
Jill Jackson University of Windsor
Dennis Jackson University of Windsor
Chelsea Mclellan University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Recently, there has been considerable interest in entitled attitudes held by students and how this might influence the learning process. Much of the preliminary work in this area has been focused on defining the construct of academic entitlement. Throughout this process a preliminary understanding of the relationships between academic entitlement and other individual and social characteristics has been found. However, the dimensionality of academic entitlement and the corresponding measurement techniques have yet to be solidified. In this poster we will present data regarding the dimensionality and measurement of academic entitlement, as well as the relationship between academic entitlement and other theoretically relevant constructs. Finally, we will discuss future directions that might be taken in addressing academic entitlement.

Developing Global Competency in Non-Business Majors Session P07

Francine Guice Oakland University

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Students in higher education today must be poised for global competition regardless of which pedagogies, delivery methods, and curriculum models are employed to educate the student/learner. Many universities have recognized this need to prepare students for the challenge of global diversity. This is especially true in the business marketplace. It is important for students to be able to demonstrate global awareness in relating and engaging in international business transactions and interactions. This poster presents a summary framework for one type of assessment, the comprehensive research paper, as it relates to the discipline of introductory business.

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On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
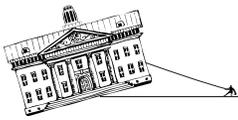
Difficulty and Outlet: On the Paradigm Reform of Higher Education in China Session P08

Ju Huang University of Windsor
Xiangtao Liu University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

In reviewing the many changes within Chinese higher education over the last 30 years, one cannot help but note that the conception of teacher-centered classrooms and the traditional emphasis on classrooms and textbooks have controlled the university teaching practice persistently. Change is needed immediately and it has brought a breakthrough in paradigm reform for university teaching in China. How do Chinese university teachers perceive paradigm reform? Are they ready for the paradigm shift? How do they find their own way of paradigm reform in the practice of university teaching? This research will report a case study that attempts to answer these questions. It will include a questionnaire survey with 50 university teachers from Chongqing, China, an observation of two demonstration lessons conducted by local instructors, and in-depth interviews. This research will identify some issues of paradigm reform that the education authorities in China need to address in order to improve higher education.

An Innovative Psychological Approach to Bolstering Student Strengths: Effects on Educational Satisfaction and Engagement Session P09

Phillip A Ianni University of Windsor
Kenneth E Hart University of Windsor
Tyler M Carey[†] University of Victoria

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

We attempted to engage students and enrich their learning experience by means of a psychoeducational program designed to increase awareness of personal strengths and to bolster willingness to integrate these strengths into school life. Two hundred ninety-two University of Windsor students completed personal effectiveness exercises contained in a self-help workbook called "StrengthsQuest" (SQ). This eight-week program strengthens appreciation of naturally existing dominant talents. The program also encourages students to more frequently capitalize on their "signature strengths." We hypothesized that frequency of strengths utilization would be positively correlated with higher levels of academic engagement and academic happiness. Data were obtained via questionnaires administered at two time points (before and after students completed the SQ program). Results showed the greater frequency with which students capitalized on their strengths was associated with higher levels of engagement and academic-specific happiness. These findings suggest that strengths-based approaches may assist academic advisors in helping students flourish in their academic lives.

Flipped Classrooms: The Optimal Model for STEM Education Session P10

Chris Kobus Oakland University

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

There have been various research efforts to further student learning in Science, Technology, Engineering and Math (STEM) fields that include elements of active learning in-person as well as online tools for delivery. This presentation will bring together those elements along with neuroscience and cognitive research to form the basis for what may be an optimal mix of tools to maximize student learning, predicated on flipping the classroom. In today's age, it is not that information is not out there, but rather that there is too much of it, and it is disjointed. This poster presentation will tie many of these elements together and, although specific to STEM disciplines, may have application to other educational fields.

"I Want an A, and I Want it Now!" Academic Entitlement at the University of Windsor Session P11

Amy Peirone University of Windsor
Teresa Falsetta University of Windsor
Katrina van Wieirngen University of Windsor
Andrea Formicola University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Academic entitlement (AE) is the tendency for students to expect academic success without earning success through performance. It has been linked to a multitude of negative behaviours and outcomes including academic dishonesty, work avoidance, and conflict between students and professors. Using a sample of University of Windsor students (N= 1025) who completed an online survey on academic entitlement, the relationships between AE and student behaviours and attitudes will be assessed. Preliminary analysis indicates that AE is positively related to academically dishonest behaviours, perceptions on the acceptability of cheating, and current and future workplace entitlement, while it is negatively related to GPA. The main goal of this poster is to communicate the implications and consequences of AE. Interaction will be encouraged by presenting AE scenarios and encouraging responses with sticky notes to identify degrees of AE, and to elicit feedback on methods of coping with AE in the educational setting.

[†]Marked authors are not presenting at the conference.

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Increasing Critical Thinking Through Collaborative Testing Session P12

Barbara Penprase Oakland University
Lynda Poly-Droulard Oakland Univeristy
Marla Scafe Walsh College

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Students' discussion during collaborative testing fosters teamwork and critical thinking behaviors through positive communication, enhances learning and retention of information (Wiggs, 2010) and increases student's understanding of difficult concepts (Scafe, 2011). This presentation outlines the collaborative testing strategy and research outcomes for a large sample (∼500 students) related to collaborative testing, pass rates of course and correlations with NCLEX-RN results. The purpose of the collaborative testing was to increase critical thinking skills through collaborative testing in a Medical/Surgical Nursing course without grade inflation. Critical thinking is essential for nursing practice. Results indicate that NCLEX-RN pass rates were a high predictor of success based on this Med/Surg course and critical thinking was enhanced in making decisions. Based on course evaluations and anecdotal evidence, students were satisfied with the collaborative testing experience.

An Active Learning Approach: Flipped Classrooms Session P13

Lynda Poly-Droulard Oakland University
Barbara Penprase Oakland University

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Implementating flipped classroom principles provides an innovative and effective pedagogical strategy that can positively impact learning for students. The goal of this poster is to demonstrate the application of the flipped classroom strategy and reveal how it fosters student interaction via active learning. A flipped classroom approach was implemented in a nursing course designed for adult learners. The Cardiovascular System (CV) content was flipped. Audio lectures and on-line chats covering the topic were made available on the course website. Case studies were prepared covering key objectives during the regularly scheduled lecture time. Students were divided into small groups to engage in problem solving strategies related to the CV content. Information from discussions was disseminated to all students. Student evaluations reported that the experience of using case studies was instrumental in enhancing their comprehension and application of course content and that the experience was more enjoyable than a traditional lecture.

Re-Developing Upper-Level Electrodynamics Using Physics Education Research Session P14

Chitra Rangan University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Electrodynamics is a fundamental subject in physics. However, the combination of two features: students having to learn many key concepts, as well as to master the use of mathematical techniques in order to understand the applications, makes this course challenging both for the student and the instructor. I have re-developed the upper-level electrodynamics course using ideas from Physics Education Research. The interventions used were as follows: linking assessment to the learning goals of the course, increasing student engagement via active learning, scaffolding for problem-solving, and reducing lecture segments to 20 minutes. Student achievement has improved significantly: the average of final exam scores (closed book exam with all new questions every year) has increased by almost 15%, and the average class grade has gone from C+/B- to a high B+. "Before and after" examples of teaching methods will be presented.

F.O.R.C.E. Physics Lesson Packs: Conceptual Topics in Modern Physics for the Classroom Session P15

Chitra Rangan[†] University of Windsor
Theresa Spanjers University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

To attract students to the discipline of Physics, we must present exciting and "cutting-edge" topics right from high-school. However, introducing modern physics topics can be a daunting task, particularly at the secondary school level. We present lesson packs on 'Pre-quantum puzzles,' 'Exploring Relativity,' and 'The Quest for More (and Greener) Energy.' These lesson packs were developed for senior-level high school physics classes (Grades 11 and 12), and target specifically the Ontario science curriculum objectives dealing with non-traditional topics.

Critical Thinking: A Conceptual Framework for Social Work Education Session P17

Patricia Samson University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Critical thinking has been debated within higher education across the wide range of academic disciplines. Is the role of the university to merely disseminate information and knowledge or is it to teach students how to think deeply and complexly? In researching this question,

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On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

a conceptual framework for understanding critical thinking in social work education was developed, informed by the meta-theories of education, Bloom's taxonomy of learning, viewed through the lens of critical theory and brought to life through the practice theory of experiential learning. Through an interactive poster presentation, participants will have the opportunity to work with electronic links to references and resources, manipulate the visual representation of this conceptual framework, and have a forum to incorporate new perspectives and feedback on how this framework may be operationalized through effective pedagogy and curriculum design to foster critical thinking skills within institutions of higher education.

Supporting the Development of Quality Improvement Competencies in Undergraduate Students: An Interdisciplinary Approach Session P18

Meagan Sandhawalia University of Windsor
Rana Allawnha University of Windsor
Jamie Crawley[†] University of Windsor
Michelle Freeman[†] University of Windsor
Gwen Ebbett[†] University of Windsor
Joan Dalton[†] University of Windsor
Dino Spagnuolo[†] University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Quality Improvement (QI) is defined as using data to monitor the outcomes of care processes and using improvement methods to design and test changes to continuously improve the quality and safety of health care systems (Cronenwett et al., 2007). Competencies in QI are essential for health care professionals in the twenty-first century (Institute of Medicine, 2001). Classroom theory takes on new meaning when nursing students develop these skills in a non-traditional setting, such as the University library. The goal was to engage library patrons in preventing the spread of infection. Students, working with faculty and library leadership, integrated the "Wipe it Down or Pick it Up - Germ Awareness Campaign" using the quality improvement framework for nurse leaders (Freeman, 2012). Participants will be able to describe the QI process and how these steps were used to promote germ awareness and a healthier study environment for library patrons at the University of Windsor.

Targeting Learning Barriers in Introductory Physics: Enhancing the First-Year Experience Session P19

Theresa Spanjers University of Windsor
Eugene Kim University of Windsor
Chitra Rangan University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Introductory physics courses are notorious stumbling blocks for first-year science students. As a problem-solving intensive discipline, physics poses numerous challenges for students due to the range of technical and analytical skills one must draw from. Furthermore, the convenient and constant accessibility of online resources has led to a learning culture that relies almost exclusively on such resources. Consequently, a decline in accessing traditional face-to-face supports has been observed. In this presentation, we describe the interventions we have implemented on two fronts to address the educational concerns in our changed environment: providing online learning support and making more effective use of face-to-face learning opportunities. More specifically, we discuss our implementation of a mathematics diagnostic and online homework/tutorial system in an introductory physics course, and we describe our redesign of the laboratory section of the course to enhance students' development of analytical/problem-solving skills.

Research You Can Sink Your Teeth Into Session P20

Kathleen Spencer Oakland University

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Students in undergraduate nursing research courses learn the concepts and steps in the research process. To make the course less intimidating to students, the faculty used a process familiar to them: baking cookies! Groups of students chose a recipe they wanted to improve, identified the desired outcome and criteria, created a measurement tool, identified variables and developed a systematic plan to achieve the outcome. Over several weeks, each step in the project was correlated with the corresponding steps in the research process, with examples given from clinical nursing. The class discussed bias, confounding variables, etc. Students presented their "research" to the rest of the class, with examples of the outcome (cookies). Since the class ended before the holiday break, this class session turned out to be a cookie exchange and a celebration of the completion of the course. Students were surveyed to evaluate this particular learning activity.

[†] Marked authors are not presenting at the conference.

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

You're Only as Strong as Your Weakest Team Member: Interprofessional Education in Biomedical Sciences
Session P21

Mary Bee Oakland University/UDM
James Montante Oakland University
Deborah Doherty Oakland University

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

The strength of our health professional students will only be as great as their ability to work with other members of the health care team. A priority of faculty in Biomedical Sciences is to provide our students opportunities for meaningful interactions with other health professionals. At our institution we grouped the first year medical students and the first year physical therapy doctoral students together for both anatomy lectures and laboratories at the beginning of their anatomical studies. Our key goal was to investigate how our students felt about their interaction with their colleagues from the other field. We found that while students had both positive and negative experiences, overall students from both groups benefited from the experience ($p<0.05$). Poster attendees will be engaged as they determine which group they would feel most aligned with and discuss approaches that might be used to improve group interactions.

A Mature Look at Going Back to School Session P22

Joan Craig University of Windsor
Robert Dufour[†] University of Windsor
Ashlyne O'Neil[†] University of Windsor
Lisa Plant[†] University of Windsor
Twiladawn Stonefish[†] University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

The transition to post-secondary education can be challenging. University campuses often have many services in place to support this transition for young, incoming students. However, most campuses are becoming increasingly diverse. The Windsor area has been particularly affected by economic fluctuations, and many mature students are seeking re-education for new career paths, thereby, changing the face of the University of Windsor campus. Do mature students experience the same challenges as young students? Are the existing student services meeting mature students' needs? The current study examined the needs of mature students. Two focus groups were conducted, and qualitative thematic analysis resulted in some consistent themes that appeared across both groups. Future directions and recommendations are presented.

Integrating Technology in Problem-Based Learning Session P23

Hoda Eiliat University of Windsor
Daniela Pusca[†] University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Technology constantly influences the teaching and learning environment. The need for new approaches to employ technological tools in active learning is evident. This research focuses on the implementation of technology in problem-based learning as part of engineering design courses. Through problem solving techniques, students will engage actively in the learning process which leads to the acquisition of problem solving skills and better retention of knowledge. This presentation will analyze and explain the impact of tablets as a technological tool for active learning on classroom pedagogy, from both the instructor's and students' perspectives. The impact of this new course design and its graduate attributes on learning outcomes will also be examined.

Student Learning by Teaching in an Urban Community: Service Learning in the Field of Anatomy Session P24

James Montante Oakland University
Mary Bee[†] Oakland University
Rami Nazar[†] University of Detroit Mercy

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Service learning is a form of project-based learning that enhances the assimilation and integration of course material in a way that is not possible in the classroom. Our service learning project involved university students teaching material from their anatomy lecture course to urban secondary school students. University students gained the depth of knowledge that only comes from teaching and an appreciation for teaching in the urban environment. Students in the client institutions saw that the material taught in their course is valued outside of their classroom. The secondary students scored significantly higher on a post-test relative to the pre-test. University students scored significantly higher on exam questions related to the organ system they presented on relative to the students that did not present on that system. Comments from all participants were overwhelmingly positive. This service-learning project was an effective learning strategy for both the client institutions and university students.

[†]Marked authors are not presenting at the conference.

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Addressing the Need for Alternative Dissertation Formats: Research-Based Digital Documentary Methods and Methodology Session P25

Barbara Pollard   University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

In order to be progressive and innovative, graduate students working within the field of education should be offered a range of alternatives to the prevailing traditional written dissertation format. Specifically, this session will explore the concept of a research based digital documentary dissertation. The need for alternative dissertation formats will be justified; and participants will be prompted to consider the purpose of a dissertation, and shown how these goals can be effectively reached with digital documentaries. The audience will then engage in a dialogue about the proposed methods and methodology of research based documentary. The session will include dialogue on research based methods and methodology; examples of research based documentary film clips illustrating how written text cannot capture the rich human experiences that film can; and feedback, insights, comments, and question period.

Student Evaluations of Teaching of University of Windsor Professors: A Comparative Analysis of Self-Administered Surveys vs. School-Sanctioned Surveys Session P26

Nira Roy   University of Windsor
Jimmy Truong   University of Windsor
Mary-Beth Mckay[†]   University of windsor
Greg Andrews[†]   University of Windsor

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

The purpose of this study was to investigate the differences between the representativeness of self-administered surveys on RateMyProfessor.com (RMP) and school-sanctioned Student Evaluations of Teaching (SET) of professors at the University of Windsor. For this purpose a sample of 154 professors was taken to compare their RMP and SET scores. The study concluded: RMP evaluations, compared to SET evaluations, reflected lower scores; RMP evaluations, compared to SET evaluations, showed greater fluctuations; and low SET/RMP scores are linked strongest to low Helpfulness scores, among the three categories: Helpfulness, Clarity, and Easiness. RMP overall scores do not capture a fair representation of the general consensus among students. Our recommendation to students, professors, and university staff is to understand these differences between the two representations of student-consensus before formulating opinions. The poster explores reasons for these differences and integrates an interactive question-and-answer game which emphasizes interesting, related facts.

Dealing With Cheating in Online Classes Session P27

Addington Coppin   Oakland University
Cynthia Miree[†]   Oakland University

Thursday, May 2, at 12:10 PM
CEI Industrial Courtyard

Online cheating presents challenges which educational institutions need to address with alacrity. An example of how one university responded to a case of online cheating will be presented (in some detail), and suggestions will be offered for how things might have been dealt with to effect an outcome that is different than the one that was obtained.

[†]Marked authors are not presenting at the conference.

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Thursday, May 2, 1:45 PM – 3:15 PM
Afternoon Workshops

Code	Title	Presenters	Location
W03	Experiential Opportunities Within the Classroom: Better Meeting the Needs of Tomorrow's Learners	Maureen Reed, Christopher Evans	CEI 3000
W04	Designing Course Curricula That Effectively Teach	James Coyle, Irene Carter	CEI 2103

Experiential Opportunities Within the Classroom: Better Meeting the Needs of Tomorrow's Learners Session W03

Maureen Reed Ryerson University
Christopher Evans Ryerson University

Thursday, May 2, at 1:45 PM
CEI 3000

Researchers suggest that experiential opportunities within the classroom help to bolster the credibility of curriculum, assist students to understand theory, and increase classroom accessibility. However, many instructors are unsure how to add experiential components within classroom settings. The objective of this workshop is to identify, based on the scholarship of teaching, characteristics of in-class experiential activities and how they differ from conventional learning. Both successful applications and challenges of using these activities in the classroom will be articulated. Participants will be guided through two experiential activities: case methods and role playing in team settings. Discussion will include how these experiential applications will assist in our changing academic environment. At the end of this session, participants will be able to develop their own experiential activities for use in their classrooms now and in the future.

Designing Course Curricula That Effectively Teach Session W04

James Coyle University of Windsor
Irene Carter University of Windsor

Thursday, May 2, at 1:45 PM
CEI 2103

Effective course curricula usually require more than classes that review textbook readings, and exams that test students' ability to remember this content. This workshop will suggest a backward design approach consisting of four steps for designing course curricula: first, define the course learning outcomes; second, plan the course learning modules that will help students accomplish those outcomes; third, determine teaching methods that best help students learn; and fourth, develop assessment methods, grading criteria, and feedback that evaluate and promote student learning. The presenters will briefly describe an example of these steps, facilitate participants' efforts to define a learning outcome for a course that they teach, and apply these steps to partially design a course that accomplishes that outcome. Following this workshop, participants will be able to describe four steps for designing effective course curricula and describe one way in which these steps apply to a course that they teach.

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Thursday, May 2, 1:45 PM – 2:25 PM
Concurrent Sessions 3

Code	Title	Presenters	Location
C11	Interrogating Online Philosophy Instruction	Mireille Coral, Jeffery Noonan, Grant Yocom	CEI 2102
C12	Guide on the Side: Moving Towards the Flipped Classroom	Vicki Jay Leung, Margaret Liddle	CEI 2104
C13	The Trouble With the Curve: An Argument for the Abolishment of Norm-Referenced Evaluation	Gregory Raymond	CEI 1101
C14	A Changing Environment: Civic Engagement's Role in Bridging the University and Community	Jenni Hotte, Wansoo Park, Cheryl Taggart	CEI 1102
C15	The Role of a Teaching and Learning Centre in Academic Transformation	Marj Rempel	CEI 2101

Interrogating Online Philosophy Instruction Session C11

Mireille Coral University of Windsor
Jeffery Noonan University of Windsor
Grant Yocom Oakland University

Thursday, May 2, at 1:45 PM
CEI 2102

This session will interrogate the transition to technology for instruction in the oldest discipline traditionally associated with university education - philosophy. While the focus will be philosophy, the arguments to be explored have general pedagogical significance, and thus be of interest to educators across the university curriculum. Yocom will argue for creative engagement with technology in order to break philosophy free from its traditional attachment to lecture halls and seminar rooms. He will contend that the face to face interaction typical of the best philosophy education can be preserved and extended in the virtual classroom. Coral and Noonan, drawing on their experience as adult educator and university professor respectively, as well as the pedagogy of Miles Horton, Paolo Friere, and G.H. Mead, will argue that the social relationship essential for education (as opposed to information transfer) is lost in on-line environments, even those in which there is electronically mediated (virtual) face to face interaction. Their conclusions will be supported by empirical research regarding the ways in which on-line environments exacerbate tendencies towards consumeristic, ego-centric mentalities. The overall aim of the session is to generate open democratic debate between presenters, and attendees.

Guide on the Side: Moving Towards the Flipped Classroom Session C12

Vicki Jay Leung University of Windsor
Margaret Liddle University of Windsor

Thursday, May 2, at 1:45 PM
CEI 2104

The concept of the flipped classroom is gaining acceptance in higher education as educators seek to integrate more experiential learning into their classroom time. This session will explore what it means to flip the classroom and discuss the pedagogical and practical pros and cons that may arise. The presenters will demonstrate an example of how a research skills and writing course can be flipped using online tutorials, short YouTube video clips and brief online quizzes that offer students immediate feedback on whether essential knowledge has been learned. Flipping enables students to spend classroom time applying their newly learned research skills and the knowledge gained from their independent research to resolve federal and provincial level real-world client problems. While the focus of the presentation is on legal research, the thoughts and processes are generalizable across professional disciplines.

The Trouble With the Curve: An Argument for the Abolishment of Norm-Referenced Evaluation Session C13

Gregory Raymond University of Windsor

Thursday, May 2, at 1:45 PM
CEI 1101

The norm-referenced evaluation system has been used to grade students, from elementary through to post-secondary, for decades. However, the system itself is inherently flawed. Looking at the history of the norm-referenced system and its most famous tool, the Bell

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On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Curve, this presentation will examine the erroneous logic that makes the system, as a whole, invalid for grading at any level, particularly post-secondary. It will then go on to look at alternative systems for grading, with an emphasis on a criterion-referenced system. Participants of this session will be asked to examine how they view grading and to grade sample work to demonstrate the large differences between one grader and the next. They will also be asked to participate in the collaborative creation of appropriate criteria for assignments and will leave having examined what makes a good rubric and how to create a grading scheme that is fair to all participants.

A Changing Environment: Civic Engagement's Role in Bridging the University and Community Session C14

Jenni Hotte University of Windsor
Wansoo Park University of Windsor
Cheryl Taggart University of Windsor

Thursday, May 2, at 1:45 PM
CEI 1102

Service learning is a type of partnership that moves beyond the boundaries of classroom learning by encouraging civic engagement to address community issues (Fisher, Fabricant, & Simmons, 2005). Within service learning there are many stakeholders that emerge in the teaching and learning process. This presentation will utilize a dialogical framework to explore the learning that takes place when addressing the needs of the changing environment, through the voice of the professor, doctoral student, and community partner. The implications for higher education push beyond the university, and provide opportunities to integrate knowledge and practice. Learning objectives includes creating a dialogical forum to discuss the experiences, relevance and application of this model of service learning in higher education. Participants can hope to gain a new framework of teaching and learning that can not only address pressing community needs but also creatively engage students in integrating theory and practice.

The Role of a Teaching and Learning Centre in Academic Transformation Session C15

Marj Rempel University of Ontario Institute of Technology

Thursday, May 2, at 1:45 PM
CEI 2101

This workshop will explore the various techniques and strategies that a teaching and learning centre could use as it supports academic transformation. The Ontario Ministry of Training, Colleges and Universities has identified a crossroad in teaching and learning they call a revolution and not an evolution. Teaching and Learning centres need to actively and proactively engage faculty in transforming course design and delivery to meet the needs of the current learner population. At the end of the session, participants will be able to: identify the emerging role of teaching and learning centres in academic transformation; collaboratively roadmap a proactive, academic approach to working with faculties to spread the intent of academic transformation; and identify potential constraints to the roadmap and explore potential solutions.

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On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Thursday, May 2, 2:30 PM – 3:10 PM
Concurrent Sessions 4

Code	Title	Presenters	Location
C09	Pedagogical Theory and Practice Promotive of More Democratic University Teaching and Learning	Richard Pipan	CEI 1102
C16	Connecting Pedagogical Theories to 21st Century Technologies	A'Kena LongBenton	CEI 2102
C17	The Faculty of the Future: The Role of Faculty Learning Communities in Developing Scholarly Teachers	Jules Woolf, Brenda McLaughlin, Anna Farias, Beth Archer-Kuhn, Lindita Prendi, Pierre Boulos	CEI 2104
C18	Learning Through Employment	Peter Green	CEI 1101

Pedagogical Theory and Practice Promotive of More Democratic University Teaching and Learning Session C09

Richard Pipan Oakland University   Thursday, May 2, at 2:30 PM
CEI 1102

One of the paradoxes of public education - from preschool to post-graduate - is that the "rationale" for conducting such an expansive and expensive endeavor is often couched in terms of promoting a democratic, civil society (or, at least in more contemporary and sanguine rhetoric, "global competitiveness"). However, very few classrooms offer any evidence that they actually embody democratic principles and values in the conduct of pedagogical and instructional practice. Learning "about democracy" is not the same as living democratically. What might be the relationships among high standards, rigor, authoritarianism, compulsory requirements collaboration, cooperation, and participation? As public educators, we have a responsibility to promote not only disciplinary knowledge and technical competence, but civic engagement and community competence. University (and other) "learning environments" should be critically examined in order to better understand the overt as well as hidden curricula as they pertain to the advancement or erosion of a democratic society.

Connecting Pedagogical Theories to 21st Century Technologies Session C16

A'Kena LongBenton Macomb Community College   Thursday, May 2, at 2:30 PM
CEI 2102

This workshop will address how 21st century technologies readily connect to pedagogical theories, i.e., Bloom's Taxonomy, cognitive theory (alternative modes to instructional content and information processing theory), and communication theory (instructional message design). These theories are applicable to various disciplines and technologies. As a result, more than ten 21st century technologies will be explored. Participants will walk away with a sound understanding of which technologies are appropriate for the various levels of Bloom's taxonomies. Specifically, these technologies can be used for teaching and student learning as follows: audio announcements/homework reminders; audiovisual lectures; content presentations; course management systems; curriculum webs; electronic journal writing; formative assessment tools; inquiry-based learning; quiz reviews; voice/video-based discussion boards; and video attention-grabbers or content summaries. Participants should bring their mobile devices (laptops, tablets, smartphones, etc.) to actively engage in the workshop, e.g., electronically respond to an online survey, pose questions, and access the online presentation.

The Faculty of the Future: The Role of Faculty Learning Communities in Developing Scholarly Teachers Session C17

Jules Woolf University of Windsor   Thursday, May 2, at 2:30 PM
Brenda McLaughlin University of Windsor   CEI 2104
Anna Farias University of Windsor
Beth Archer-Kuhn University of Windsor
Lindita Prendi St. Clair College of Applied Arts and Technology
Pierre Boulos University of Windsor

A faculty learning community is a cross-disciplinary group of faculty members who "engage in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning" (Cox, 2004, p. 8). The objective of this session is to explain the learning

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

community concept and the impact it has had on a group of faculty who have participated in the University Teaching Certificate program at the University of Windsor. To achieve this objective, presenters will discuss the changes they experienced in their teaching philosophies and practices and the resultant impact on their development as faculty. Interactive examples of learning community practices will be offered. Participants will leave this session with the ability to justify the importance of this faculty development initiative and how to initiate a faculty learning community within the confines of their institutional circumstances.

Learning Through Employment Session C18

Peter Green University of Glamorgan UK

Thursday, May 2, at 2:30 PM
CEI 1101

The University of Glamorgan has developed an innovative "Learning Through Employment" (LTE) framework whereby academics may take "off the shelf" validated modules to give academic credit for learning which takes place in the workplace. This gives potential students, who are already in employment, the opportunity to learn whilst they earn (and gain academic credit for that learning), and it gives existing students enhanced employability. Using a Change Academy model (Higher Education Academy UK), the LTE team have successfully embedded LTE within the faculties and also engaged with employers. This session will present how the LTE team was able to embed this new vehicle for learning within existing programmes at the university, the challenges that were faced, and the overall benefits of LTE for learning and teaching. This session will be in the form of a presentation and discussion. However, it will also challenge and engage participants in an activity that will promote innovative thinking around giving academic credit for learning that takes place though workplace activities.

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On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
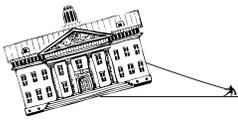
The Future of Word Searches

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a  l  i  n  u  i  o  c  s  i  n  o  s  i  c  t  m  o
e  s  c  o  n  n  f  u  t  u  r  e  e  o  n  l  r  i
a  t  h  i  g  e  o  t  a  e  c  o  l  n  a  d  n  e
o  a  s  t  u  a  a  e  k  n  o  l  o  n  e  o  o  n
l  i  t  n  y  n  n  p  e  d  a  g  o  g  i  e  s  m
i  r  r  e  o  n  o  g  h  b  o  i  n  o  g  u  a  n
m  y  t  t  i  i  n  o  i  t  a  v  o  n  n  i  r
t  t  s  e  d  l  t  r  l  i  h  b  e  n  i  n  h  t
c  e  e  r  l  l  a  c  d  c  m  b  r  r  n  t  n  o
u  c  i  e  n  t  m  a  e  u  u  m  a  n  r  o  o  d
r  h  t  v  i  s  r  i  r  r  r  d  e  b  a  t  e  u
r  n  i  o  t  t  o  o  s  o  i  r  a  n  e  c  s  t
i  o  n  l  u  a  f  l  c  c  i  d  c  a  l  t  g  d
c  l  u  u  i  l  s  y  a  w  h  t  a  p  o  a  u  a
u  o  m  t  e  m  n  l  d  u  c  e  h  a  c  a  h  a
l  g  m  i  o  i  a  e  l  e  r  e  i  l  r  t  p  r
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m  t  c  n  t  h  t  n  r  r  t  a  y  c  s  a  d  b
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Change	Forum	Pathways	Scenarios
Communities	Future	Pedagogies	Stakeholders
Collaboration	Innovation	Radical	Technology
Curriculum	Intelligences	Retention	Traditional
Debate	Learning	Revolution	Transformation
Directions	MOOC		

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Notes

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Wyandotte St. W.

1121
1118B
1123A
1123
1118
1117
1118A
C102
C140
1124
1125
1126A
1231
1126
1127
1127A
Washroom
W104
W103
C103
M112
1130
1131
1133
C130
1115
1116
1114
1135
1139A
1139B
1136
C131
1138
1138A
1139
M118
1113
C101
S-2-1
1151
1139C
Elevator
Reception
1141
1112
W101
W100
Washroom
M106
1111
1142
1146
1144
1152
1146A
1105 1106 1107 1108 1109 1110
Washroom
M110
M109
EL-4
S-10-1
S-5-1
C104
C107
C109

1150
Industrial
Courtyard

1183
1183B
1183A
1188
1189
1189A
1180
1177
1178
1178A
W108
W107
C113
H102
Washroom
C111
1192
1191
1187
1182
1181
C110
M112
C114
1212E
1212D
1212A
1212B
1212C
1218
1219
1220
1221
1212
C111
1226
1226A
1230
1225
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J103
W109 W110 M113 M114
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M121 M122
V104

1100
1101
1102
C100
1103
C117
Lobby
Speaker's
Corner
AV102
J100
1167
D120
S6-1
1170
1171
1172
1173
1234
1170-A
W111
1233
1232
EL-3
S7-1
1174
1174B
1174A
C111
V103
M110
1178A

California Ave.

CENTRE FOR ENGINEERING INNOVATION
FIRST FLOOR PLAN

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Elevator

Washroom

Elevator
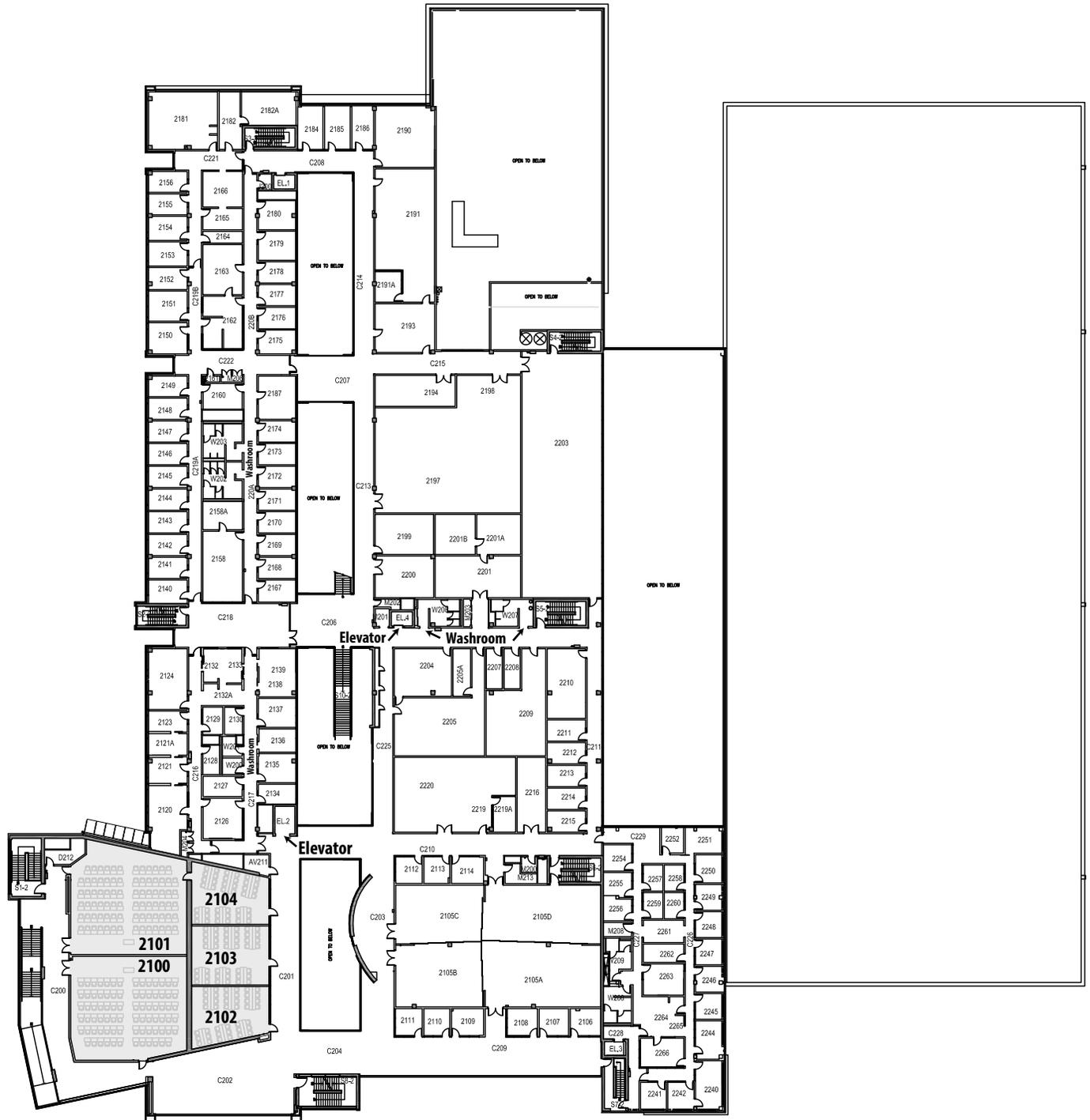
CENTRE FOR ENGINEERING INNOVATION
SECOND FLOOR PLAN

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
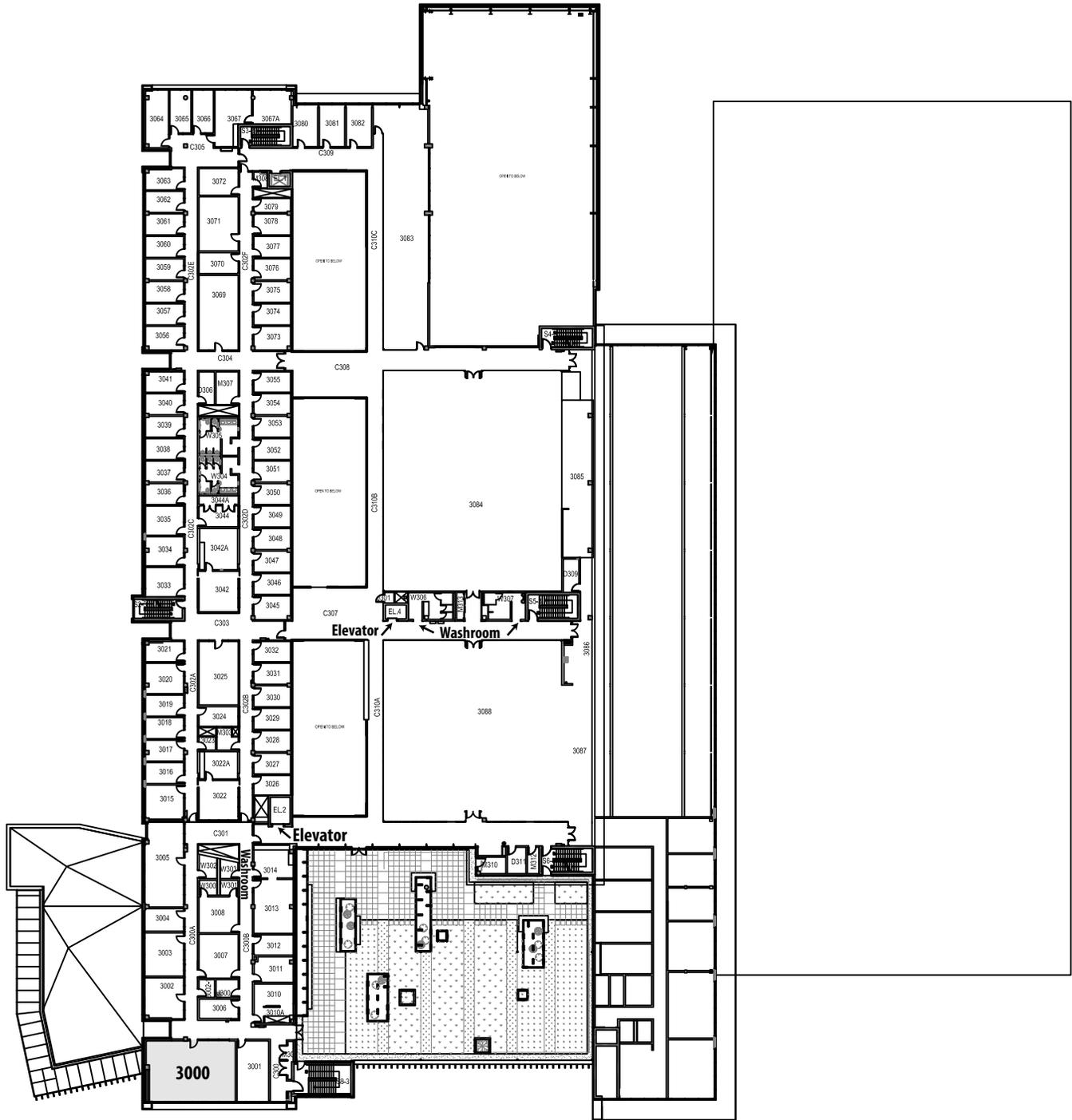
CENTRE FOR ENGINEERING INNOVATION
THIRD FLOOR PLAN

On the Verge: Debating the Future of University Teaching
Seventh Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

On-Campus Information and Resources

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

Emergency Services

City of Windsor: Dial 911
On Campus:
Campus Police (Emergency): ext. 911
Campus Police (Non-Emergency): ext. 1234

Computer Facilities

There are computers available in the Leddy Library Main Computer Lab open Monday to Friday from 8 am to 8 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 4:30 pm. Printing and photocopy machines are also available in the main floor of the Leddy Library.

*Bookstore

The University of Windsor Bookstore is located in Vanier Hall, near Vanier Circle, 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 and is open from 8:30 a.m. to 3:45 p.m. A list of restaurants is available on the conference website.

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.

Student Centre Pharmacy

The pharmacy is located in the basement of the CAW Student Centre. Telephone: 519-253-3000 ext: 3644, Monday to Friday 9:00 am to 5:00 pm.

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

uwin wireless

We're wireless!

The University of Windsor has wireless capability across campus, both in all our buildings and outside. The temporary network password is:

   U: wgst005
   P: TLconf2013

Return your wallet / name badge at the registration desk in the lobby of the CEI building.

University of Windsor
thinking forward

On the VERGE:
Debating the Future of University Teaching

Campus Buildings

1 Aboriginal Education Centre (Turtle Island) ... E5
2 Alumni Hall and Conference Centre ... G5/H5
3 Assumption University Riverside Campus ... A4
4 Assumption University ... D2/D3
5 Biology ... F4
6 Bookstore (temporary) - Vanier Hall, 2nd floor ... E2/E3
7 CAW Student Centre ... E5
8 Campus Community Police Services ... E5
9 Canterbury College ... A4/B4
10 Canterbury College Administration ... B4
11 Cartier Hall ... F2
12 Central Receiving ... I4
13 Central Refrigeration Plant ... A4
14 Centre for Engineering Innovation ... F5/F6/G5/G6
15 Centre for Automotive Research & Education (CARE) ... G5/H6
16 Chrysler Hall Tower ... D4
17 Chrysler Hall North ... D4
18 Chrysler Hall South ... D4/E4
19 Clark Residence ... G4/H4

Campus Services

Career Services - Dillon Hall ... D3
Cashiers - Chrysler Hall Tower ... D4
Educational Development Centre - Dillon Hall ... D3
Liaison and Student Recruitment (Campus Tours) -
Odette School of Business ... E5/F5
International Student Centre - Laurier Hall, 2nd floor ... E3
Registrar's Office - Chrysler Hall Tower ... D4
Student Awards and Financial Aid ... D4
Student Disability Services - Dillon Hall ... D3
Student Health Services - CAW Student Centre ... D3

Accessible washrooms:

Men's washroom or stall
Women's washroom or stall
Universal washroom
—Floor number(s)   B - Basement

21 Community Legal Aid ... C5
22 Computer Centre/IT Services ... D2/K2
23 Dillon Hall ... C4
24 Dramatic Art Centre ... C3/C4
25 Education ... E2/E3
26 Education Gym ... I4
27 Electa Hall ... B4
28 Energy Conversion Centre ... G4
29 Erie Hall ... E4/F4
30 Essex Hall ... E3/F3
31 Faculty Association (Kerr House) ... D5
32 Forge Fitness Centre ... J4
33 Great Lakes Institute for Environmental Research ... B1
34 Grad House ... E5
35 Health Education Centre ... D5/E5
36 Human Kinetics ... J4
37 Office of Human Rights, Equity and Accessibility ... L2
38 Lambton Tower ... E4
39 Laurier Hall ... E3

41 Law ... C4
42 LeBel/Visual Arts ... D2/K2
43 Leddy Library Main ... C4
44 Leddy Library West ... C3/C4
45 MacDonald Hall ... E2/E3
46 Maintenance Services ... I4
47 Medical Education Building / Schulich School of Medicine & Dentistry ... E5
48 Memorial Hall ... D3/D4
49 Music ... F4
50 Odette School of Business ... E5/F5
51 Odette House - Entrepreneurial Services ... D5
52 Psychological Services Centre ... D5
53 St. Denis Athletic & Community Centre ... J4/K4
54 Student Awards & Financial Aid ... D5
55 Sociology & Anthropology Graduate and Research Centre ... C5
56 Stadium ... J3/K3
57 Union House ... I5
58 Vanier Hall ... E2/E3

Conference Parking

A Visitor parking: $8.00 per day

Legend

Wheelchair accessible entrance
Wheelchair accessible entrance with ramp
Handi Transit pick-up/drop off area
Wheelchair accessible route

Campus Parking Lots

Parking on surrounding neighbourhood streets requires a City of Windsor residential parking permit. The City of Windsor fine for parking illegally in a permit area is $30 per ticket. Please respect the parking restrictions.

P Staff Permit Lot.
P1 Staff Permit Lot; Student entry after 3:30pm with Student Permit ONLY.
P2 Student Permit Lot.
P3 Visitor Lot.* Special evening flat rates.
P4 Pay & Display OR Student Permit Lot.

Additional Parking

In addition, metered parking is available on city streets bordering the main campus—Huron Church, University, Wyandotte, Sunset and Patricia—and in the U-shaped driveway in front of Vanier Hall, as well as 'W' (Short Term).

More Parking Information:
Contact Campus Parking Services,
CAW Student Centre, Room 239
Phone: 519-253-3000, ext. 2413

DETROIT RIVER
to USA
Ambassador Bridge
Odette Sculpture Park
Assumption Park
Riverfront Park
Riverside Drive
Sunset Avenue
Patricia Avenue
California Avenue
Askin Avenue
University Avenue West
Fanchette Street
Wyandotte Street
Huron Church Road
Exit from Bridge
Ambassador Bridge Plaza (Canadian Customs & Immigration)
Entrance to Bridge to U.S.
Patricia Avenue
Union Street
College Avenue
Essex Terminal Railway
to 401

Centre for Engineering Innovation

Great Beginnings Child Care Centre

Vanier Circle