Fostering Deep Learning with Technology

April 29 and 30, 2014
Kenneth C. Rowe Management Building
Dalhousie University
Halifax, Nova Scotia

Sponsored by the Centre for Learning and Teaching
in collaboration with Teaching and Learning Canada
and COHERE Canada’s Collaboration for Online Higher Education and Research
The Conference Coordinating Committee

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Helpful Hints

Taxi Numbers
Casino Taxi  902-429-6666 or 902-425-6666
Yellow Cab  902-420-0000

Parking
In order to park legally on University property, vehicles must either display a valid permit or use a parking meter. Parking permits for Dalhousie parking lots are available at the daily rate of $14.08. Permits may be purchased from Dalhousie Security Services, located in the parkade level of the McCain Building, 6135 University Avenue. As there are a limited number of parking spaces on University property, purchase of a Parking Permit does not guarantee a place to park.

For more information about parking on university property please visit the Facilities Management website. (http://www.dal.ca/dept/facilities/parking-at-dal.html).

Photocopying/Printing Services
Campus Copy
Student Union Building (next door to the Rowe Building)
6136 University Avenue
Tel: 902-494-3781
Monday to Thursday – 8:30 am to 7:00 pm
Friday – 8:30 am to 5:00 pm
Special Thanks

She has been a founding partner in the collaboration, and continues to participate actively in COHERE. In 2011 COHERE received HRSDC funding to provide a Report on Blended Learning, and will host its Eighth Annual Conference on Blended Learning at University of Regina, October 27 and 28, 2014.

Teaching and Learning Canada | Apprentissage Médiation Enseignement Canada
Established in 2011, our goal is to promote and enhance the quality of teaching and learning in Canadian post-secondary education through:
- Sponsoring and disseminating research on effective college and university teaching.
- Raising public awareness about the important issues affecting college and university teaching through conferences, colloquia, publications and through the media.
- Forging links with organizations and individuals, both nationally and internally, with similar goals.
- Co-sponsoring regional events across Canada on post-secondary teaching.
Over the past decade, there has been an increased focus on the topic of student engagement in light of rising tuition costs and concerns about student success and retention rates. In response to these issues many educational institutions have adopted a blended approach to courses and programs by combining face-to-face and online opportunities for learning. How does a blended approach to teaching and learning impact student engagement and success? This session will attempt to answer this question by presenting a series of case studies that will help you identify strategies and tools that are appropriate for engaging students in your own teaching and learning context.

**Biography**

An educator and researcher with interests in blended learning, faculty development and K to 12 schooling, Dr. Norm Vaughan is a Professor in the Department of Education, Faculty of Teaching and Learning at Mount Royal University in Calgary, Alberta. He is the co-author of the books *Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry* (2013) and *Blended Learning in Higher Education* (2008). He has also published a series of articles on blended learning and faculty development. Norm is the Co-founder of the Blended Online Design Network (BOLD), a member of the Community of Inquiry Research Group, the Associate Editor of the International Journal of Mobile and Blended Learning and he is on the Editorial Boards of the International Journal of Excellence in e-Learning, Canadian Journal of Learning and Technology, the Journal of Distance Education, the Journal on Centres for Teaching & Learning, the Learning Communities Journal, and the Journal of Information Fluency. Further information about Norm can be found on his personal web site (http://www2.mtroyal.ca/~nvaughan/).
Networking Break
10:30 to 10:50 am Rowe Atrium
Coffee and tea will be served

Concurrent Sessions 1
10:50 to 11:40 am Room 1007

IRL - URL: Considerations for Situating Undergraduate Laboratory Learning
Gillian Gass and Jennifer Van Dommelen, Dalhousie University

Abstract
In undergraduate science laboratory work, we seek to give students the opportunity to observe a wide range of phenomena, to design and carry out experiments, and to learn how science works and how scientists think. During this session we will consider both the on-campus and online learning environments as workspaces for science teaching and learning, drawing on our experiences as instructors in on-campus and online introductory biology courses as well as the variety of perspectives provided by session participants. The on-campus and online environments are different; we will explore the relative strengths of each environment for engaging students in different varieties of scientific work, and emphasize the technological frameworks that shape science learning and our experience of nature in each setting. These environments are also linked -- for instructors as well as for students -- and we will suggest a reflective, practical, and iterative approach to developing learning experiences in both spaces. This consideration of on-campus and online learning environments and our suggested design process could be of interest to colleagues teaching in a wide range of subject areas across the disciplines.

Biographies
Gillian Gass is a Senior Instructor in the Department of Biology at Dalhousie University, where she is involved with teaching on-campus and online Introductory Biology courses.

Jennifer Van Dommelen is a Senior Instructor in the Department of Biology at Dalhousie University, where she is involved with teaching online and on-campus Introductory Biology courses.

10:50 to 11:40 am Room 1009

DS106 - Enabling Open, Public, Participatory Learning
Grant Potter, University of Northern British Columbia

Abstract
Digital Storytelling 106, known online as ds106, emerged in 2010 as a computer science course dealing with digital storytelling at University of Mary Washington in Fredericksburg, Virginia. Employing technologies and networked learning practices, ds106 has evolved into a model for all instructors and students who aspire to experience, explore, and extend connected learning. The course assignments are academically-oriented toward web rhetorics and an examination of the nature of all disciplines in an age of digital media, and in most cases, generated by cohorts of open participants, including a growing number of international instructors and students. This workshop will provide an overview of the teaching practices and technologies involved in ds106 and allow time for participants to ask questions and review a selection of course resources and student artifacts.

Biography
Grant has have been involved in research and development of educational technologies for the last 14 years through work in the Canadian Arctic, China, and British Columbia. He leverage technologies to extend the teaching and learning potential of UNBC courses and facilitate faculty development through regular workshops, seminars, and consultation. Grant is a strong supporter of open source technologies and open education and has presented keynote addresses, seminars, and workshops at national and international conferences regarding instructional technology, open educational practice, and innovative teaching and learning.
Surviving Then Thriving: Fostering Deep Learning with Technology by Building Online Teaching Capacity Through the D2L Platform.

Lyle Hamm and Kevin Cormier, University of New Brunswick

Abstract
This discussion session examines the online teaching evolution of a first year university professor at the University of New Brunswick. Supported by the Desire2Learn (D2L) team who are located within the Faculty of Education at the University of New Brunswick, the teacher quickly increased his capacity and expanded his teaching protocols and pedagogy in order to plan, lead and assess online graduate courses. By planning and implementing innovative strategies and lessons, the teacher worked hard to engage his students and build a positive classroom culture and climate with his students, most of whom were also teachers in communities from across Canada. The session will focus on some of the initial challenges that new online teachers may expect and which can be easily overcome through commitment and hard work, in addition to the collegial support of D2L specialists. As universities expand their online services for graduate students around the world, the presenters strongly advocate that it is imperative that university teachers continually build their efficacy and competence in online course delivery.

Biographies
Lyle Hamm has served in public education in Alberta for 22 years as a classroom teacher and administrator in K-12 schools. He holds a PhD in Educational Leadership and Social Justice from the University of Calgary (2010). He currently is a first year assistant professor in the Faculty of Education at the University of New Brunswick. He teaches courses in Teacher Supervision, Educational Theory, School Administration, School Culture and Leadership in Culturally Diverse Contexts.

Kevin Cormier is an Instructional Technology Specialist and the System Administrator for Desire2Learn (Learning Management System) with the Centre for Enhanced Teaching and Learning at UNB. Often found in troubleshooting and coaching roles, Kevin works closely with faculty, staff, and students to help provide a positive online learning experience. Kevin is also in charge of the D2L Learning Resources website in which he develops PDF guides and training videos for UNB.

Reworking Lab and Field Based Learning with iPad Technology

Gabrielle Tompkins MacDonald, Dalhousie University

Abstract
The flexibility of the iPad interface provides opportunities for enriching student learning by simplifying access to course resources and allowing students to demonstrate their comprehension creatively. Participants in this workshop will consider the workflow of the instructor, the student and the marker as we work through the mechanics of using iPads in a simple lab activity. On arrival, workshop participants will scan a QR code to download the documents for their activity. Given access to instructions (video and text) and materials (simple models, white boards and markers), participants will begin preparation of an iBook in which they show and verbally describe events of a core biological or other scientific concept. We will work through the challenges of submitting and managing student assignments and practice using iBooks or PDF annotation apps to provide verbal and written feedback. The workshop will conclude with an interactive discussion surrounding possibilities for enriching undergraduate teaching with the use of iPads.

Biography
Gabrielle Tompkins MacDonald completed her PhD at the University of Alberta where she studied the molecular and functional basis of coordination in marine sponges. Since returning to Halifax in 2009, she has held a number of instructor appointments, lecturing in Animal Physiology and delivering lab content for Cell Biology and Evolution. In recent years, Gabrielle has mentored novice researchers, lectured and led field trips and labs as an Integrated Science Instructor. She appreciates opportunities to learn through collaborative cross-disciplinary teaching and has enjoyed developing collaborative learning activities for her students.
Not All MOOCs are Created Equal: A Comparative Evaluation of Popular MOOC Platforms  
Lee Wilson and Anatolly Gruzd, Dalhousie University

Abstract
Two years ago, Time magazine declared 2012 as “the year of the MOOC.” Since then, many Massive Online Open Courses (MOOCs) have emerged promising to provide free or low-cost education to the masses through custom learning management platforms. Such abundance makes it difficult for educators who are considering entering into the realm of MOOCs to decide which provider or platform is best suited to the needs of their students. While each provider boasts grand claims, it is simply the case that not all MOOCs are created equal. Our interactive presentations will critically examine several of the most prominent MOOC platforms to showcase principal features and weigh the positive and negative attributes of each. In the first half, we will explore how the different MOOCs make use of course building software and learning analytics to allow instructors to engage with learners in a novel or unique way. Additionally, we will highlight the targeted learning style of each platform to help give potential instructors a sense of which MOOC is optimal for their course material and pedagogical style. The second half will engage the audience to speak about their own past MOOC experiences. In this interactive discussion portion, we will lead an open-ended dialogue to address some of the key issues surrounding the implementation of MOOCs in higher learning.

Biographies
Lee Wilson is a graduate student at the School of Information Management in the Masters of Library and Information Studies program. He is currently working as a research assistant at the Dalhousie Social Media Lab working on a SSHRC funded insight grant project titled “Learning Analytics for the Social Media Age.”

Anatolly Gruzd is an Associate Professor at the School of Information Management, Director of the Social Media Lab at the Faculty of Management and cross-appointed to the Faculty of Computer Science at Dalhousie University, Canada. He is also a co-editor of a new multidisciplinary journal on Big Data and Society to be published by Sage and a member of the Institute for Big Data Analytics at Dalhousie University.

Formal Lunch and Award Recognition
11:50 am to 1:20 pm  
University Club, Great Hall

Alumni Association Award of Excellence for Teaching
Dr. Roberta Barker, Department of Theatre

Dalhousie University Educational Leadership Award
Dr. Anne Marie Ryan, Department of Earth Sciences

Sessional and Part-Time Instructor Award of Excellence for Teaching
Jennifer Frail-Gauthier, Department of Biology  
Dr. Jin Yue, Department of Engineering, Faculty of Agriculture

President’s Graduate Teaching Assistant Award
Alana Westwood, Department of Biology  
Grace Murphy, Department of Biology  
Joshua Goreham, Department of Kinesiology

Change One Thing Challenge
Shelley Cobbett, School of Nursing  
Dr. Alison Thompson, Department of Chemistry
Concurrent Sessions 2

1:20 to 2:10 pm

Fueling Conversations About the Innovative Use of Educational Technology for Student Assessment
Zhanna Barchuk and Mary Jane Harkins, Mount Saint Vincent University (MSVU)

Abstract
The goal of this interactive session is to draw attention to the importance of integrating innovative assessment strategies using technology to evaluate the knowledge and skills of university students from diverse backgrounds. In our globalized world, educators are finding themselves in the cusp of a dynamic shift in the concept of educational spaces and opportunities. As we move away from face-to-face teaching, courses and international work placements often include an increased use of technology-enhanced learning. Effective assessment strategies are needed that are sensitive to students’ varying cultures, traditions and values as well as transferable across a range of contexts and discipline areas. The presenters will introduce two case studies based on their national and international teaching experiences of evaluating student assignments through the effective integration of technology. The purpose of the activity is to introduce innovative teaching strategies, promote conversations and share ideas around the role of technology in higher education. The case studies and guiding questions will provide a framework from which to provoke critical reflection on the innovative use of technology for student assessment and what it means to be an educator in this rapidly changing world.

Biographies
Zhanna Barchuk is a PhD candidate in Educational Studies at Mount Saint Vincent University with research interest in globalization teacher education, inclusive education, information technology. She currently lectures at MSVU in Social Studies. Prior to coming to MSVU, she was an International Baccalaureate (IB) Geography teacher at SEK International School in Quito, Ecuador.

Mary Jane Harkins is an Associate Professor in the Faculty of Education at Mount Saint Vincent University, Halifax, Nova Scotia. Dr. Harkins teaches in both the graduate and undergraduate (Bachelor of Education) programs in the areas of curriculum studies, literacy education and learners with exceptionalities. Prior to coming to MSVU she was a school board administrator with the Tri-County Regional School Board in Yarmouth, Nova Scotia. Her current research interests include environmental education and globalization, Aboriginal studies, the use of assistive technology in teacher education, inclusive education and university-community collaborative research.

1:20 to 2:10 pm

Teaching With Cases: A Focus on Online Case Analysis
Cheryl Amundsen, Simon Fraser University

Abstract
This interactive presentation focuses on a graduate level course, Learning Design in Technology-Mediated Environments. The course is taught using a case-based approach. Students engage in a 3-step case analysis: individual, small group and large group. The second step (small group analysis) is conducted online and integrated with in-class aspects. Students assume one of three roles in the online discussion and these roles are rotated each week: Starter, Social Glue, and Synthesizer. Mid-semester, students use provided criteria to self-assess their online participation in general and specific to the roles they have played; they set goals for their participation for the rest of the semester. Those attending the session will have the opportunity to view selected excerpts from the student discussions and view examples of the self-assessment. Two handouts will be provided, one that details the three roles named above, the other provides criteria for assessing the quality of online posts. Both are based on current research which is cited in the handouts (for example, Wise et al 2012; Dennen 2005). Participants will have the opportunity to discuss how to adapt these ideas to their own courses and will be able to further explore current thinking about online discussion through the provided research citations.

Biography
Cheryl Amundsen is a Professor in the Faculty of Education and Director, Institute for the Study of Teaching and Learning in the Disciplines at Simon Fraser University. Her research has focused on how university professors develop pedagogical knowledge in relationship to their subject matter, how they make instructional decisions including the integration of various technology applications and the effects of these from the learner’s perspective. She is also investigating experiences of graduate supervision.
Blended Learning: Flipping, Flopping, and Finding the Balance
Holly Richardson, Dalhousie University

Abstract
The landscape of teaching and learning is changing rapidly. Technology has increasingly become a mainstay in everyday life in our society and in our classrooms. Educators can capitalize on this reality and take advantage of the many tools available to revolutionize the way we deliver educational services to students. My presentation will explore an innovative approach to teaching and learning where a flipped classroom format was used to deliver a blended course in palliative care. I will talk about my experiences, some of the challenges and solutions, student feedback, and the lessons learned. I will also take participants on a tour of the learning environment and introduce them to the format and flow between the online and classroom environment. Participants will also have the opportunity to share their thoughts, ask questions, and explore ways to use blended and flipped formats in their own courses. Technology offers many opportunities to actively engage students in the learning process. This presentation will provide examples of how this can be done using the various technologies offered by Dalhousie’s Centre for Learning and Teaching.

Biography
Dr. Richardson joined the Dalhousie University as a faculty member in 2001. Prior to this she was a Staff Nurse and a Family Care Coordinator for families of children with cancer and blood disorders. She has recently graduated from Dalhousie’s Interdisciplinary PhD program with a focus on spirituality and holistic child health. Dr. Richardson also has an interest in technology as it relates to teaching and uses multimedia and web-based teaching tools to facilitate accessible and collaborative learning.

An Investigation on the Impact of Mobile Devices as Teaching and Learning Tools on a Tertiary Educational Institution in the UAE
Troy Priest, Zayed University

Abstract
Disruptive technologies such as mobile tablet devices promise to transform education by redefining teaching and learning spaces, extending those spaces beyond the classroom walls, and fostering collaboration among teachers and students alike. Mobile technology’s innovative features such as creative and collaborative applications, ubiquity of wireless connectivity to information, and online social networks are touted as effective tools for developing needed skills for the 21st century. This presentation looks at the 2012 mobile learning mandate at Zayed University in the United Arab Emirates. It examines the ways in which mobile-enhanced, inquiry-based pedagogies were developed and adapted to leverage tablet devices as teaching and learning tools. It also presents and discusses the preliminary data gathered on mobile devices’ effectiveness as tools for engaging students.

Zayed University has recently refocused its mobile learning project to include scholarship of teaching and learning (SoTL) research on mobile learning, further implementation of evidenced-based mobile pedagogies, and the creation of mobile-accessible learning objects. This presentation also looks at the proposed three-year institutional SoTL research project investigating the institutional impact of mobile devices on teaching and learning. Troy’s research interests include mobile-enhanced pedagogies and impact of innovations on educational institutions.

Biography
Troy Priest is the Senior Mobile Learning Specialist in the Center for Educational Innovation at Zayed University in United Arab Emirates. Troy spearheads the on-going one-to-one mobile learning initiative, which includes developing mobile-enhanced content and pedagogies. He is also a co-principal investigator for a three-year iterative SoTL research project investigating the institutional impact of mobile devices on teaching and learning. Troy’s research interests include mobile-enhanced pedagogies and impact of innovations on educational institutions.
Please and Thank-you, with a Smile  
Alison Thompson, Dalhousie University, Change One Thing Challenge Recipient

CHEM2401, Introductory Organic Chemistry, has >330 registrants and is a “high stakes” class, scheduled at 8:30 am. Many students approach the class with the desire to attain an exceptional grade as they prepare applications for professional schools.

Over the years, I have built a variety of learning and teaching aids, including extensive multi-media online resources, and a database of problems via which students learn to become comfortable using the new material to solve problems. Despite using innovative methods, the class is quite intense and this is not lessened by the fact that I do not use pre-prepared slides, but draw and write chemical starting materials and their reaction products using my tabletPC; students are expected to do likewise. This active aspect of lectures means that students may see the material as something that can be figured out, not memorized or regurgitated.

In the fall of 2013 I planned to introduce more in-class activities: short opportunities for students to use and apply the new knowledge. I believed that the trick to creating a more engaged learning environment was to build trust and to encourage risk-taking. What better way to build trust than to consistently use good manners? Therefore, I implemented a strategy to smile, and to say “yes, please” and “thank-you” more often during our lectures.

In class my smiles would be directed at anyone and everyone looking like they needed encouragement, my “yes, please” would be directed to those with raised hands, and my “thank-you’s” would naturally follow. My smiles, please’s and thank-you’s were, perhaps, small things but I found that they made a massive difference to class dynamics, and that it turn made a difference to both the well-being of our lecture environment and the learning that ultimately happened inside and outside of class.

Concurrent Sessions 3

2:20 to 3:10 pm  Room 1007

Are Online, Take-home Exams Effective and Can They be Used to Assess Deep Thinking Skills in Science Based Courses?  
Bill Ju, University of Toronto

Abstract

Increased delivery of content online, technology-enhanced blended learning environments coupled with greater emphasis on student engagement will likely lead to a dramatic re-examination of the current methods of evaluation in senior level courses. In particular, evaluation of critical or deep thinking skills beyond traditional midterm and summative tests will have to be developed, and likely will involve online delivery methods. Following discussions with colleagues in various graduate programs, the skill sets and learning outcomes in several 4th year undergraduate courses have been re-evaluated, and online, take-home assignments based on lecture material, and student presentations were used to assess critical thinking skills. This presentation will highlight the effectiveness of online take-home tests, such as: learning outcomes based on analytics and data from student surveys; the lessons learned from the initial forays into take-home assignments; and, how they have been modified in the latest iterations. As students are encouraged to use various sources including online sources this has fundamentally altered the type and scope of learning the students face in the senior level courses discussed. How these assignments fit in with the overall learning outcomes in the course and undergraduate programs will be discussed. This change in assessing learning outcomes may be of interest to teaching assistants, lecturers and administrators who are committed to integrating various online forms of evaluation but are wary of academic integrity while maintaining student engagement.

Biography

Dr. Bill Ju is a Lecturer in the Neuroscience and Health and Disease platforms in the Human Biology Program. He currently teaches in various 2nd, 3rd and 4th year undergraduate courses at the University of Toronto and his pedagogical research involves developing new evaluation methods for use in online delivery as well as using his neuroscience background to refine both online and face-to-face delivery methods to enhance student learning.
Theresa Steger and Eileen DeCourcy, Humber College

Abstract
This session is designed to engage participants in a discussion about supporting ‘value-added’ interactions between various college/university personnel involved in implementing an eLearning Strategy, with a goal of advancing quality online instruction in higher education. Building upon the experiences of the co-presenters, the participants will consider the advantages and challenges that emerge when faculty, instructional designers, educational developers, and others collaborate to develop or re-design courses and programs for a range of technology-enhanced learning environments. The group will be invited to question who should be involved in the eLearning development process, what unique expertise individuals in various roles potentially bring to the process, the need for negotiation of roles and responsibilities and strategies to support collaborative team work. Participants will contribute to knowledge-creation about institutional and group processes that may be lead to outcomes linked to quality eLearning environments for students. As well, participants will explore practices that will have sustainable impacts on individuals’ professional development and institutional practices that encourage authentic communities of learning among the various people involved in technology-enhanced course and program development. Individuals will be given the opportunity to link issues raised in the discussion to their own roles and to begin to reflect on how they might contribute to collaborative processes at their own institution to enhance the quality of eLearning available to students.

Biographies
Theresa Steger is a Program Development Consultant at Humber College ITAL in Toronto. She is a member of the eLearning team involved in facilitating the development and implementation of an eLearning Strategy for a large and very diverse polytechnic institution. Theresa collaborates with faculty across all disciplines and is involved in the development of programs and courses leading to a range of credentials. Theresa has been involved in various forms of SoTL work at all levels of education. Prior to her role in educational development, Theresa has worked as a Program Coordinator and full-time faculty member in both Canadian and U.S. institutions of higher education and as an elementary school teacher and early childhood educator.

Eileen DeCourcy is the Associate Vice President, Teaching and Learning

Exploring Online/Blended Learning: Taking a Bottom-up Approach to Program Planning in a Teaching and Learning Centre
Suzanne LeMay-Sheffield, Adrienne Sehatzadeh, and Aaron Panych, Dalhousie University

Abstract
MOOCs, eLearning, online learning, and blended/hybrid are buzzwords that have been intensifying around the Dalhousie campus over the last couple of years. Rather than making decisions based solely on general trends, such as those found in the ECAR study of Undergraduate Students and Information Technology (2013) and Inside Higher Ed’s Survey of Faculty Attitudes on Technology (2013), or on our anecdotal experiences of our own university community, we wanted to make context-informed decisions about our professional development programming choices for faculty members to ensure best fit.

This presentation will focus on a university-wide survey that CLT developed for delivery to Dalhousie students and faculty in the spring of 2013. Our analysis gave us a wealth of data that has helped the Centre shape faculty and graduate student programming with respect to online learning and classroom technology, allowing us to take an informed approach to creating a roadmap for developing interest in online learning and teaching in our community over the next few years.

Join us for a conversation about your use of technologies in the classroom (face-to-face and virtual) and the use of technologies that students are bringing into the classroom.

Biographies
Dr. Suzanne Le-May Sheffield is the Director of the Centre for Learning and Teaching. In this role she works with the Executive Director to promote effective teaching and learning at Dalhousie and to undertake and contribute to projects and initiatives that foster excellence and innovation in teaching and learning.
Adrienne Sehatzadeh is an Instructional Designer with the Centre for Learning and Teaching and works with faculty who want to have resources available to students in an online course space – whether in the form of hybrid, blended, or fully online courses. She does individual, group and departmental consultations and researches educational technology solutions for faculty who identify challenges in moving activities and content online. As an adult educator, her focus is on using technology as a tool to provide more flexible and engaging learning opportunities for students.

Aaron Panych is an Instructional Designer with Dalhousie’s Centre for Learning and Teaching (CLT). He specializes in designing, developing, and consulting with eLearning environments. He helps with many facets of eLearning at Dal, including needs analyses, course design and development, and course implementation and evaluation. He also provides consultations on how to use Dal’s educational technologies in learning and teaching.

2:20 to 3:10 pm  Room 1014

Technological Tools for Academic Integrity
Jennifer MacDonald and Shazia Nawaz Awan, Dalhousie University

Abstract
Much ink has been spilled over how technology has facilitated plagiarism in the academic context, but technology is also a powerful tool in the prevention and detection of plagiarism and other breaches of academic integrity. In this presentation we will share examples from Dalhousie’s ESL Programs in how different technological tools have been integrated into the teaching of research and writing for academic purposes with the goal of preventing potential academic offenses. The session will also explore how certain tools available to instructors and students could be incorporated into writing courses in a variety of contexts across the university with the goal of ensuring the submission of high-quality student work.

Biographies
Jennifer MacDonald is Acting Head Teacher, ESL Programs, at Dalhousie University. She has taught English in Quebec, Argentina, Slovakia and Spain and holds an MA in TESOL from the Institute of Education, University of London. Her interests include materials development and educational technology.

Shazia Nawaz Awan has extensive experience of teaching English internationally and in Canada. When teaching in the Middle East, she decided to specialize, and completed her second Master degree in TESOL from the University of Manchester in 2008. She has taught academic and non-academic language classes. She taught ESL to new immigrants and conducted her research with them. Just recently in July, 2013, she was in Exeter, UK to start her professional PhD with the University of Exeter. Shazia is currently working with Dalhousie University College of Continuing Education ESL programs and teaching EAP to university-bound students.
Wednesday, April 30, 2014

8:00 to 8:30 am  Rowe Atrium
Registration and Continental Breakfast
Coffee, tea, and a light breakfast will be served

Room 1028
8:30 to 9:50 am
Plenary Panel sponsored by COHERE
Inspiring and Implementing Change Across the Institution

Panellists:
Cheryl Jeffs  University of Calgary
Brad Wuetherick, Dalhousie University
Kathleen Matheos, University of Manitoba, and Program Coordinator, COHERE
TBA, York University

Abstract
The recent COHERE Report on Blended Learning paper (2011) reinforced the potential of blended learning, and demonstrated that the integration of blended learning at universities is slowly altering higher education in Canada through its potential to offer more flexible, more engaging and more learning centered approaches. It also emphasized that successful and sustained integration and uptake of blended learning requires a strategic approach across the institution.

Building on the findings in this report, this interactive panel comprised of program directors from COHERE member institutions looks at the opportunities and challenges associated with inspiring and implementing a blended learning agenda in higher education. Panelists will share their experiences within their respective institutional context and culture, and the impact of this agenda within their institution.  Dr. Lori Wallace, who is the Past Chair of the Canadian Virtual University Board, will chair this panel.

Biographies
Lori Wallace, Past Chair of the Canadian Virtual University Board, and Professor and former Dean of Extended Education at the University of Manitoba.
Cheryl Jeffs is an Educational Development Consultant in the Teaching and Learning Centre, which is part of the new Taylor Institute for Teaching and Learning at the University of Calgary.
Brad Wuetherick is the Executive Director, Learning and Teaching in the Centre for Learning and Teaching and the Office of the Vice-President Academic and Provost at Dalhousie University.
Kathleen Matheos is Acting Dean, Extended Education and Adjunct faculty member in the Faculty of Education at the University of Manitoba.  She has also been the Program Coordinator for COHERE since 2002.

COHERE
The Collaboration for Online Higher Education Research (http://cohere.ca/) is a group of universities and colleges focusing on the research and practice of blended and online learning within higher education. Established in 1999 with six founding university partners, COHERE now has a membership of 18 including representative of both universities and colleges.  Dalhousie was a founding partner in the collaboration, and continues to participate actively in COHERE. In 2011 COHERE received HRSDC funding to provide a Report on Blended Learning, and will host its Eighth Annual Conference on Blended Learning at University of Regina, October 27 and 28, 2014.

9:50 to 10:10 am  Rowe Atrium
Networking Break
Coffee and tea will be served
Building a Community for Online Learners
Ken Reimer, University of New Brunswick

Abstract
How do you build community in an online program? UNB’s Occupational Health & Safety (OHS) online program has more than 1000 adult part-time students enrolled in 19 online self-paced courses. These distance students unfortunately are not able to access the same rich support system that is in place for on-campus students, and the students have little opportunity to build rich connections to the University of New Brunswick.

Additionally, the core OHS program was originally developed using a very content-focused approach, based primarily on student-computer interaction, and occasional interaction with the instructor. Although the program has been well-received by students, a number of indications highlighted that a richer collaborative learning experience would deepen the learning, and build a community that could better serve the students on an ongoing basis.

Using Randy Garrison’s model as a starting point, UNB Online has built a pilot environment that includes a teaching presence, a social presence, and a cognitive presence (D. Garrison et al, 2000) that we believe will better engage and support our students. This presentation will outline the process used to develop this innovative community environment, and will share the components and design considerations that have been incorporated into the pilot environment.

The audience will be asked to imagine themselves as learners in a similar context, to help generate ideas for further enhancing the student experience in this environment.

Biography
Ken Reimer is the Director of the Centre for Enhanced Teaching and Learning, and also Director of UNB Online at the University of New Brunswick. Prior to this Ken was founder and CEO of LearnStream, a leading courseware design firm. His background includes entrepreneurship, e-learning development, as well as college and university teaching.

Interactive Video Learning Modules: Developing Real-time Clinical Reasoning Skills in the Classroom
Diane MacKenzie and Brenda Merritt, Dalhousie University

Abstract
Rationale: Occupational Therapy, like many other professions, requires time-sensitive clinical reasoning for selecting safe and effective treatment strategies. In classroom settings, students cannot always observe the outcome of their decisions. Allowing students to make errors and immediately observe the impact of their (in)correct decisions in a safe environment has been shown to enhance learning1. Video case studies are also advantageous over paper and computer simulations2,3.

Description: We have designed a series of interactive video learning modules (VLMs) to engage students in real-time decision-making through the use of a clicker-response system. The VLMs enable students to direct the next course of action through selecting an intervention and viewing its related outcome video. Implications: VLMs have the capacity to support students across the curriculum as they learn, acquire, and advance their clinical-reasoning skills, from the level of a naive novice to an entry-level practitioner. Our VLM structure can be applied across practice context and user groups.

Conclusions: Through participating in our interactive VLMs, students can acquire clinical-reasoning skills in an interactive, engaging, and developmental format. Session Objective: VLMs will be described and session participants will engage in a consequence-based learning experience. Pilot VLM program evaluation data will also be reported.

References
Biographies

Diane MacKenzie is an Assistant Professor in the School of Occupational Therapy with cross-appointments to Physiotherapy and Medicine. Diane’s teaching responsibilities include developing and teaching content and skill development related to neuroscience principles and neurorehabilitation techniques used in therapy practice. Her research interests include studying eye-movements during observation and assessment of everyday living skills; skill development for neurorehabilitative professional practice; interprofessional education; and professional behaviour development.

Brenda Merritt is an Associate Professor in the School of Occupational Therapy and currently the Acting Associate Dean (Academic) for the Faculty of Health Professions. Brenda’s key research interest includes investigating how chronic health conditions, injury, and/or key determinants of health impact a person’s ability to participate in daily life activities. Brenda also conducts research within the areas of curriculum design/evaluation, interprofessional health education, and developing educational strategies to cultivate professional behaviour and clinical decision skills.

10:10 to 11:00 am Room 1011

Lessons Learned From Dal’s First MOOC – Grant Writing Bootcamp
Aaron Panych, Blaise Landry and Jill McSweeney, Dalhousie University

Abstract
MOOCs (Massive Open Online Courses) have garnered a lot of attention in higher education over the past couple of years. This session will take a look at Dalhousie University’s first MOOC, the Grant Writing Bootcamp, which was offered from October 7th to November 12th, 2013. The course was designed and delivered by a team put together by Dal’s School of Health and Human Performance with funding from a DalVision Academic Innovation project grant. The course attracted over 1500 students from around the world and ran on the Canvas.net MOOC network. This session will be presented by members of the MOOC team and include an overview of the design, development, and implementation of the course. It will also review some of the results of the analytics and student surveys from the course. The session will include a discussion on the lessons learned from the MOOC team. A Q&A session will follow the presentation.

Biographies

Aaron is an Instructional Designer with Dalhousie’s Centre for Learning and Teaching (CLT). He specializes in designing, developing, and consulting with eLearning environments. He helps with many facets of eLearning at Dal, including needs analyses, course design and development, and course implementation and evaluation. He also provides consultations on how to use Dal’s educational technologies in learning and teaching.

Blaise was the Instructor and content expert for the Grant Writing Bootcamp. He has been a sport consultant with the provincial government in Nova Scotia involved in grant administration for more than 28 years. He has also been an Instructor for Financial Management and Fundraising in the Recreation Management program at Dalhousie University since 2009.

Jill was the Teaching Assistant for the MOOC. She monitored and facilitated the course discussions and provided a daily summary of the discussions on the Announcements page. She is currently a PhD candidate in the Interdisciplinary PhD program at Dalhousie University. Her research focuses on the therapeutic benefits of nature exposure. Jill currently works as the Graduate Teaching Associate for Dalhousie’s Centre for Learning and Teaching.
Social Media and Smartphone Technology in Business Education
Allan MacKenzie, Cape Breton University

Abstract
The Business Network for Aboriginal Youth (BNAY) was established in 2011 to facilitate the transition of Aboriginal high school students to post-secondary study. It employs smartphone technology and social media to link thirty Indigenous high school students with six Indigenous business mentors who facilitate a series of activities and current BBA students who serve as junior mentors and provide feedback on challenges. The program exposes participants to business concepts and models, while providing advice and support to students. The strategies for employing smartphones and social media in this mentorship program can be easily transferred to classroom learning.

In this presentation, I will explain how social media platforms (Facebook, Twitter, YouTube) have allowed us to create a virtual business network and shaped our programming. I will then engage session participants in a “live” activity with our students, demonstrating the integration of a stock market simulation app with Facebook as a space for engaged learning and suggesting modifications for use in a classroom setting. Participants in this interactive presentation will leave understanding the value of integrating social media and smartphone technology into business education and possess new strategies for incorporating them into post-secondary classrooms.

Biography
Allan MacKenzie is the Project Manager, Purdy Crawford Chair in Aboriginal Business Studies, CBU. Allan’s main focus is the Business Network for Aboriginal Youth, which is a mentorship program that aims to attract more Aboriginal high school students in Nova Scotia to the study of business. Allan holds a BBA (2004), a BA (2005), a BEd (2007), and an MEd (2012). He has 4 years experience teaching and 3 years experience working in public administration.

Hands-on, Real Life Interactive Learning: A Business Simulation to Enhance Course Delivery
Joanne Pyke, Cape Breton University

Abstract
Join this fun and interactive session where participants will play a business simulation together. Everything you need will be provided. Incorporating a business simulation in the classroom is a great way to provide an opportunity where management decisions are made in a non-threatening environment.

GoVenture is used in an upper level marketing strategy course. This highly customizable online simulation not only provides a friendly competition, but allows students to make decisions in preset periods based on their prior knowledge of business concepts and practice. The market is dynamic, with each business affecting the overall results. Players must manage their own strategies while monitoring competitive positioning, actions, and other market forces that arise.

For purposes of this session, a GoVenture simulation will be designed and implemented to allow session participants to gain hands-on experience using this tool. The demonstration will provide information regarding ease of use and set up, while demonstrating its deep learning value. Team members, selected from session participants, will input decisions, rely on various reports to aid analysis and decision making, and use real-time business advice of a virtual management team to compete for market share and profits in an effort to become the industry leader.

Biography
Dr. Joanne Pyke is an Assistant Professor of Marketing in the Shannon School of Business at Cape Breton University (CBU). She is also the Faculty Liaison for Teaching and Learning at CBU. She has a keen interest in using hands-on and interactive pedagogy to involve students in the learning process. She believes that learning can be self-directed by using unique teaching tools which allows the teacher to move from lecturer to coach/facilitator.
Lecture Recordings as a Study Tool in First-Year Science Classes
Doug Rogers, Gillian Gass, Theodore Monchesky and Suzanne Le-May Sheffield, Dalhousie University

Abstract
Dalhousie’s Faculty of Science is currently exploring the use of lecture capture technology as a study tool for students. Lecture capture technology has sparked controversy as faculty and students often differ in their view of the possible academic benefits of providing recorded lectures to students. Research into student perceptions of lecture capture technology often suggests that students’ value recorded lectures as a class component, but how are recorded lectures used as a study tool by students at Dalhousie University? This research project involves first year biology, chemistry and physics classes. This past year, each class has provided recorded lectures in a manner unique to that class. How do students use lecture capture? Do students’ approaches to using lecture capture warrant individual faculty and institutional investment in lecture capture technology? Join members of the lecture capture project team for a 50 minute discussion about the value of lecture capture to students’ learning needs, our viewership analysis results, and the potential benefits and drawbacks of providing recorded lectures to students.

Biographies
Doug Rogers is the principal presenter. Doug has been hired by the Faculty of Science to focus exclusively on this project. Doug has a Master of Arts in Educational Foundations from Mount Saint Vincent University and will be pursuing a PhD in Educational Foundations and Leadership beginning in the summer of 2014. Doug has occupied a number of roles in both the academic and student services streams of university administration.

Gillian Gass is a Senior Instructor in the Department of Biology at Dalhousie University, where she is involved with both the on-campus and online versions of Introductory Biology.

Ted Monchesky is an Associate Professor in the Department of Physics and Atmospheric Science at Dalhousie University. He arrived at Dalhousie following an NSERC postdoctoral fellowship at NIST in Gaithersburg MD. He obtained a PhD in physics from Simon Fraser University in 2001 and a BASc in Engineering Science from the University of Toronto in 1995. He is a recipient of the Faculty of Science Award for Excellence in Teaching.

Dr. Suzanne Le-May Sheffield is the Director of the Centre for Learning and Teaching. In this role she works with the Executive Director to promote effective teaching and learning at Dalhousie and to undertake and contribute to projects and initiatives that foster excellence and innovation in teaching and learning.

Technology, Teamwork and the Flipped Classroom; Blending Multiple Advanced Experiential Learning Approaches in Business Education
Michael Bliemel and Hossam Ali-Hassan, Dalhousie University

Abstract
For the past two years we have taught an upper level business class on Business Process Integration using a novel approach of flipped classroom blended with collaborative learning in computer labs and intensive competitive simulations using actual Enterprise Resource Planning Systems. This course uses some of the most sophisticated technology in business and education available today to facilitate students’ deep understanding of complex processes and relationships between different functional areas in organizations. Students learn how run a competitive business from end to end using a state of the art simulation where they need to manage multiple objectives and make real time decisions that impact their company profitability. Through our SAP University Alliances partnership, student companies have access to the same business software used by multinational organizations today. We will demonstrate how we leverage the Blackboard System to manage learning materials and assessment of learning. This session will also provide a detailed account of the business simulation game ERPsim which we will relate to recent literature on characteristics of good games in education, which we summarize in a framework that includes dimensions of immersion, control, goals, feedback, social and learning.
Fostering Deep Learning With Technology

11:10 to 12:00 pm Room 1011

De-centering Instruction and Empowering Learners via Technology: Why Are We So Flippin’ Hesitant?

Wendy Kraglund-Gauthier, St. Francis Xavier

Abstract

Many students showing up in our classrooms of higher learning want opportunities to connect with the content, the course instructor, and each other. Yet, despite our best curricular intents, we sometimes fall back into traditional, didactic forms of content delivery—methods that certainly have been effective in terms of some students’ learning preferences and reliant on the instructor’s skill—but not necessarily effective models of collaborative communication in the 21st century. In the flipped classroom, students spend time outside the class watching an instructional video and in-class time is devoted to group conversations, case study, exercises, and inquiry learning. This session will be a frank, open discussion about the issues at the heart of the decision to flip classrooms, with particular emphasis on the instructor’s role and place in learning, technological competencies, and pedagogical considerations.

Biography

As the instructional designer for StFX University’s Continuing & Distance Education Department, we work closely with faculty members as they explore ways to create online and blended learning opportunities that are engaging and effective ways to connect with course content and each other. Her doctoral research involved the pedagogical shifts made when transitioning from face-to-face to online teaching and explored the change process from an individual to an institutional level.

11:10 to 12:00 pm Room 1014

Scholars Go Mobile

Gwendolyn MacNairn, Dalhousie University

Abstract

Do you have a mobile device that you are trying to use to support your research interests? If so, you will need to know how to perform these common digital scholarship activities: reading, taking notes, conducting searches for scholarly content and staying current with the latest developments in your research areas. Having this knowledge is invaluable for making sure that each iteration of your graduate-level courses is kept up-to-date. This session will describe and demonstrate a variety of apps that will make the time spent on your mobile device more productive. You will learn how to use the technical architecture to successfully meet your information needs. (Note: session designed for iOS and Android devices.)

Biography

Gwendolyn MacNairn is the Computer Science Librarian at Dalhousie University. She has been involved in educational initiatives and the delivery of technology training for more than 25 years.
The Metamorphosis of Reflective Learning from a Geology Class to Deeper Learning Online
Howard Donohoe and David Sable, Saint Mary's University

Technology has become indispensable in the classroom as well as in our lives. We have been experimenting in the classroom (Donohoe’s geology class) with contemplative reflection in which we emphasize less technology and more thoughtful interaction. Our challenge has been to use the contemplative reflection experience that we experimented with in the classroom as an example to follow for students in a blended course. In this session we will abstract the principles underlying successful contemplative interaction in a geology class and translate them into instructions and incentives for online learning exercises in a blended learning environment. Sable’s research provides evidence that with proper incentives and parallel opportunities in the classroom students can develop deep learning experience online. Our audience will participate with us in some exercises that will show both the challenges and opportunities of combining contemplative reflection with technology. We will engage our audience to relate their experiences, try some of these techniques and take part in discussions.

Biographies
Howard Donohoe, PhD, is a part-time faculty member in the Department of Geology at Saint Mary’s University. He has been teaching at various universities for 25 years. In his teaching at SMU Howard tries to incorporate technological applications and reflective strategies. A chance encounter with David Sable has led to an application of contemplative reflection in the classroom and the discussions leading to this presentation on applications in a blended environment.

David Sable, PhD, is a part-time faculty member in the Department of Religious Studies at Saint Mary’s University (SMU) and began his university teaching in 2000. His interdisciplinary doctoral research on the impacts of contemplative practices on learning was recently published in the Journal of Contemplative Inquiry and highlighted in the National Teaching and Learning Forum 2012. David has been designing and delivering courses online since 2007 in multiple formats primarily using Blackboard.

Informal Lunch
12:00 to 1:00 pm
Rowe Atrium

Coffee, tea, sandwiches, salads, and dessert will be served

Concurrent Sessions 6
1:00 to 1:50 pm
Room 1007

Objection Your Honour! Relevance! On Using Facebook in Teaching Economics
Maryam Dilmaghani, Saint Mary’s University

Abstract
This presentation reviews the use I made of a Facebook Newsfeed page in teaching different economics courses over a period of 3 years, at the undergraduate level. The presentation builds on the contribution that the social media site made to the development of abstraction ability and the skill to distinguish between relevant and irrelevant information. In this presentation, I argue that these two skills are essential to the students’ success as economists who are routinely required to identify the suitable economic model and apply it to specific cases. I point out that regular textbook materials may prove inadequate in developing these skills for practical purposes compared to current news articles. Given the use of Facebook share plug-ins by quasi-universality of major news outlets, I created a Facebook page for the distribution of related news articles and initiated their discussion on a daily basis. Through illustrative examples, mainly my exercise sets, I will show how I developed a systematic way of developing in the students and then assessing their abstraction ability and their skill in applying economic models to real world events. My experience proved that when the content of a course is complemented to include current news material, students understanding and empowerment is taken to a higher level. Overall, I argue that making use of Facebook in teaching is not only a powerful tool, but a necessity, for a number of courses heavily related to current news.
Weaving the Threads: Technology, Pedagogy and Curriculum in an Online Research Skills Module for History Students
Karen Balcom, Olga Perkovic, Katrina Espanol-Miller, McMaster University

Abstract
For two years, a team from the History Department, the University Library, and Humanities Media and Computing at McMaster has worked on an online, e-learning module targeting basic research skills for level one students. Our goal is to use technology (Articulate Storyline and Desire2Learn) to broaden and enhance teaching and to make the best use of limited staff resources.

Developing and refining the module meant thinking carefully about pedagogy: How do we teach and assess in an online environment? How does the presence of an online module change how and what we teach in the classroom? The module is also linked to a larger revision of curriculum across the History Department. With the level one module in place, faculty can now focus on more advanced techniques specific to their topic area, and design more complex research projects for their students. Thus, technology, pedagogy and curriculum continue to play off each other.

This presentation traces our collaborative efforts around module content and delivery. We discuss technical requirements, and will show parts of the module and graded quiz. Student survey feedback over the past two years will also be presented. We discuss ongoing challenges as we revise the module and weave it into the department-wide curriculum.

Biographies
Karen is an Associate Professor in the Department of History at McMaster University. She also teaches in the Women's Studies Program at McMaster. Karen trained in American History and comparative Women's History at Rutgers University. Her research interests lie in the history of social welfare policy, women's reform networks and adoption history. Karen's book entitled “The traffic in babies: cross-border adoption and baby-selling between the United States and Canada, 1930-1972” was published in 2011.

Olga is the Research and Advanced Studies Librarian at McMaster University Library. She supports the research and scholarly activities of McMaster faculty, graduate students and other researchers. She also provides instruction sessions and consultation services to upper-level students and graduate students in the Humanities and the Social Sciences. Olga works with the Library's institutional repository, the Digital Commons @ McMaster, and provides research assistance in the Archives and Research Collections.

Katrina is an Education Systems Specialist in Humanities Media and Computing, McMaster University.

Motivating Agricultural Students through Blended Learning
Diane Dunlop, Dalhousie University

Abstract
How do you move from “Chalk and Talk” in introductory economics? The literature addresses the need to replace in-class lecturing with more active learning strategies in undergraduate economic courses to boost student satisfaction, motivation and academic achievement. To address these needs for principles of microeconomics course offered to agricultural students the answer was blended learning. In this presentation I outline how the use of a variety of interconnected learning techniques enriched my students’ learning environment, and supported students’ independent engaged and meaningful learning. Through course evaluations students found this to be a better learning environment and recommended more blended learning courses in their program.

A discussion will take place with the audience over what they see as the advantages and challenges of blended learning. What learning techniques does the audience currently use to boost student motivation and academic achievement? Further discussions on institutional academic program design will occur. In particular, what factors would motivate faculty to redesign their courses to blended learning? Is there a need for programs to be redesigned using only blended learning? What impact does blended learning have on the unorganized and weak lecturer? The session will be stimulating, motivating, and participative.
Biography
I have been teaching Agricultural Economics within the Department of Business and Social Sciences for 22 years. My teaching subjects have been, Principles of Microeconomics, International Trade, Canadian Agricultural Food Policy, and International Food Policy. My international service which involves teaching has been in Indonesia, Philippines, Trinidad, China, Jamaica, and the Netherlands. I am the Academic Advisor to all majors within Agricultural Business and Economics.

1:00 to 1:50 pm Room 1014

Challenges and Barriers to Implementing the SCALE-UP Approach at a Small University
Victoria Holec, Bernie Wirzba, Doug Orr, David Hinger, University of Lethbridge

Abstract
The acronym SCALE-UP now most often stands for Student Centre Active Learning Environment with Upside Down Pedagogies (Beichner, 2008; Beichner, Saul, Allain, Deardorff, & Abbott, 2000). The SCALE-UP approach originated as an initiative at North Carolina State University in 2000 and was originally derived from the goal to make science education more effective in large classroom settings. While SCALE-UP has been evaluated as successful when looking at student success rates, it has not been evaluated from a faculty perspective. More importantly, the effectiveness of the learning environment in a SCALE-UP room has never been investigated. This is partly due to SCALE-UP rooms taking on varying forms, ranging from a simple flipped classroom to a full-fledged technology enabled SCALE-UP room. Traditionally, SCALE-UP rooms tend to be technology laden, but technology standards are absent. The evaluation of this particular learning environment is desperately needed. The University of Lethbridge is in the process of creating a traditional SCALE-UP room. Here we report some of the challenges and barriers encountered during this process. Some of these include (a) faculty resistance to new pedagogies, (b) barriers to technology applications and missing technology standards, and (c) budget constraints at small universities.

Biography
Victoria has a BA in Psychology (UBC) and a MSc in Neuroscience (University of Lethbridge). She works as an Analytical Assistant for the Learning Environment Evaluation (LEE) Project at the Teaching Centre at the University of Lethbridge investigating the effectiveness on teaching and learning spaces. Victoria's extensive background in quantitative and qualitative research methods allows her to coordinate the research for the LEE project. She also consults on other Teaching Centre projects.

Bernie has a diploma in Multimedia Production (Lethbridge College), a BA in Political Science (University of Lethbridge), and a Bachelor of Laws (LLB, University of Alberta). He works for the U of L Teaching Centre as an Educational Facilitator and now manages the Learning Environment Evaluation (LEE) Project, evaluating formal learning spaces. LEE’s objective is to help inform the planning of new classrooms and the renovation of existing spaces in consultation with Faculty, IT, and Facilities.

Doug has a BEd (University of Calgary), a diploma in Educational Administration, and a MEd (University of Lethbridge). He is a Teaching Development Facilitator at the University of Lethbridge Teaching Centre. He primarily works with instructors and program coordinators to support teaching development and enhance instruction. He also conducts research related to the scholarship of teaching and learning in higher education. Doug coordinates the university’s graduate teaching assistant professional development and faculty teaching development programs.

David has a BFA in Multimedia and a MEd (University of Lethbridge). As Director of the Teaching Centre, David has been involved in a number of educational projects at the local, provincial and national level. David has engaged in scholarship of teaching and learning activities focused on improving teaching in K-12 and post-secondary. His research interests include enhancing post-secondary teaching, the impact of educational technology on teaching and student learning, and 21st century learning environments.

Networking and Refreshment Break
1:50 to 2:10 pm Room 1007
Concurrent Sessions 7

2:10 to 3:00 pm  Room 1007

Digging Deeper: Critically Reflective Teaching in an Online Environment
Carolyn Campbell, Patricia Farry, and Gail Baikie, Dalhousie University

Abstract
Many critiques of online education suggest that the delivery mode works well for basic knowledge dissemination but not for ‘higher level’ learning and reflection. In contrast, the presenters of this workshop have been successful in designing and facilitating structured online exercises that advance ‘deep’ learning, teach skills of critical reflection, and transform mindsets.

After sharing a few of these exercises the presenters will invite participants to bring forward any “how could I do this online?” queries for collective discussion and problem solving. The interactive nature of the workshop will ensure that we benefit from our collective wisdom and experience: please come prepared to share your questions and initiatives.

Biographies
Carolyn is a faculty member at the School of Social Work, Dalhousie University. Her academic work, including numerous publications, focuses on the scholarship of teaching, especially transformative, experiential, and critically reflective pedagogy. She has extensive teaching experience in both face-to-face and online environments and in 2012 she was awarded the Faculty of Health Professions Excellence in Teaching Award. Carolyn also serves as President of the Canadian Association for Social Work Education.

Trish is currently the Manager, Distance Education in the Faculty of Health Professions, Dalhousie University. Previously, Trish was the Distance Education Coordinator at the School of Social Work. Working collaboratively with faculty, she has been involved in the development and delivery of online social work courses in the BSW and MSW degree programs since 2005.

Gail joined the School of Social Work at Dalhousie University in 2003. She is particularly interested in critical pedagogy that helps transform the mindsets of students and helping professionals, better enabling them to practice in-between cultures and world views. Gail, in her pedagogy, research, and professional practice, brings Indigenous Aboriginal, critical and post-colonial theorizing to real world experiences. She is currently engaged in community capacity-building research with northern women experiencing the impact of resource development.

2:10 to 3:00 pm  Room 1009

Integrating technology to increase engagement and deep learning: A hands-on workshop
Ya-Yin Ko, Mariam Ahmed, and Nada Savicevic, Ryerson University

Abstract
How can we use educational technologies purposefully to promote deep learning? What creative approaches can a group of educators devise collectively in 50 minutes?

This workshop will be a problem-based learning experience for participants, who will work together to analyze real-world learning challenges. By the end of the session, participants will walk away with strategies for integrating technology into their teaching to increase student engagement and promote deep learning.

The problem-solving endeavour will be driven by a cascading format in which small groups of participants take turns defining challenges, brainstorming possible technology-supported solutions, and analyzing the benefits and drawbacks of these solutions during a three-stage process. The workshop culminates in a debrief session outlining results of the exercise for the entire group. Every participant will have the opportunity to contribute knowledge based on their own areas of expertise, and learn from the diverse experiences of their colleagues. The workshop will be facilitated by instructional designers who have worked with a broad range of educational technologies and academic disciplines.
Biographies

Ya-Yin Ko is an Instructional Designer with Digital Education Strategies at The G. Raymond Chang School of Continuing Education, Ryerson University. Ya-Yin has supported faculty from a number of Canadian and American universities in the development of online courses for graduate, undergraduate, and continuing education programs. She holds a Master of Arts in Communication & Culture from York University, where her research focused on the intersection of technology, education, and international development.

Mariam Ahmed is an Instructional Designer with Digital Education Strategies at The G. Raymond Chang School of Continuing Education, Ryerson University. Mariam is currently working towards a Master of Educational Technology at the University of British Columbia, which explores the potential use and impact of learning technologies in a variety of learning contexts. In her current role, Mariam advises faculty and instructors at Ryerson University in developing effective teaching strategies for online and blended learning.

Nada Savicevic is an Instructional Designer with Digital Education Strategies at The G. Raymond Chang School of Continuing Education, Ryerson University. Nada’s specialty is the application of multimedia tools in the integration of design with innovative user experience. After receiving her Master's Degree in Interactive Design & Game-based Learning Development, Nada is now pursuing research in mobile, augmented and other emerging technologies that can enhance the learning experience for Ryerson University students.

2:10 to 3:00 pm Room 1011

Luddites can deliver engaged online courses

Jeffery Wilson, Dalhousie University

Abstract

Jeff taught an online course in the Fall 2013 as part of a pilot initiative to explore expanding Faculty of Arts and Social Science online course offerings. Jeff in many ways was a perfect candidate. If asked to describe himself he would use words like rotary phone and record player. He is also incredibly stubborn and was committed to integrate into an online structure his teaching ideals of minimizing lecture time and engaging students in active learning. Jeff set out with three objectives: build a sense of community; integrate engaged learning activities; and, promote peer learning. This presentation will highlight lessons from Jeff’s experience and challenge you to think creatively about how to build a successful online student learning experience. It is suitable for those who want to share brilliant ideas and for those who miss the familiar swoosh of the rotary phone. After teaching the course you will be pleased to know Jeff upgraded to a cell phone, texts, and regularly reads *Technology Today*.

Biography

Jeff Wilson is an Assistant Professor with the College of Sustainability. He teaches classes in economics, sustainability and governance. This is his first year teaching. He is full of idealistic, romantic ideas about learning and enhancing the student experience.
Using Integrative Technology in Law Teaching

Nicole O’Byrne and Matthew Kane, University of New Brunswick

Abstract
One of the greatest challenges in legal education is teaching practical skills that carry over from the classroom to the courtroom. In the epistemological field of Evidence Law, one of the key areas students must grapple with is how to determine when someone is telling the truth. Various social science studies have shown that lawyers and judges are generally no better than chance at determining whether someone is telling the truth or not. In order to introduce students to the complex area of credibility assessment, we have created a teaching module using interactive smartphone technology designed to accomplish two goals: 1) to introduce credibility assessment techniques; and 2) to evaluate the learning outcomes. By using the Socrative application (a student response system that can be downloaded onto smartphones at no cost), we used multimedia presentations to teach the students various credibility techniques. We evaluated the learning outcomes by using the same application to pre-test and post-test learning outcomes. During our conference presentation, we will use the same application to introduce the participants to the subject matter.

Biographies

Nicole O’Byrne B.Sc.(Queen’s), B.A.Hons.(Regina), LL.B. (Sask), LL.M. (McGill), Ph.D. ABD (UVic) is an Assistant Professor at the Faculty of Law, University of New Brunswick. She teaches Criminal Law, Evidence Law, and Aboriginal Law. Her research interests include Canadian federalism, natural resources, Aboriginal-non-Aboriginal relations, and the history of Medicare.

Matthew Kane B.A. (UNB), M.A. student (American Military University) is currently working towards a Master’s degree specializing in micro-expression training and theory. He is also the CEO and Chief Consultant for The Kane Group where he trains legal professionals in credibility assessment techniques.