Celebration of Teaching & Learning

Program Guide

Tuesday, February 18 | 10 A.M. - 4:00 P.M.
Robbins Health Learning Centre

Click here to register.

Morning

9:30 A.M.
Information Table

10:00 A.M.
Welcome
*The Atrium (9-212)*

Keynote Address
*Kule Theatre*

11:00 A.M. - 12:00 P.M.
Concurrent Sessions

Afternoon

1:00 - 2:00 P.M.
Concurrent Sessions

2:00 - 3:00 P.M.
Concurrent Sessions

3:00 - 3:30 P.M.
Distinguished Teaching Award Winner

3:30 - 4:00 P.M.
Reception
Poetry reading
Door prizes
Cash bar

Lunch

12:00 - 1:00 P.M.
*The Heart (9-100)*
Kristi Hansen is an Edmonton actor, theatre producer, and community advocate who just happens to be a Grant MacEwan alumni and a human who navigates the world with a disability. In this keynote address, Kristi will examine her own lifelong journey of learning through the lens of a body that is political in its very nature and how disability has been her greatest teacher.

10 TO 11 A.M. | THE KULE THEATRE
CREATING RELIABLE MULTIPLE-CHOICE EXAMS
YVONNE SHELAST, ASSISTANT PROFESSOR, NURSING SCIENCE

Exams are used frequently as an assessment strategy and may be weighted most heavily in determining students’ course grades. Instructors often use multiple-choice questions in exams. In this interactive session, we will discuss the development and revision of reliable multiple-choice exams as an ongoing process. Participants will explore Bloom’s Taxonomy and how it can be used to develop exam questions at the appropriate level; we’ll also look at when to use recall questions or critical thinking questions. Furthermore, we’ll consider “rules” for writing the two parts (stems and options) of multiple-choice items to ensure that questions are clear, concise, and appropriate for students for whom English is not their first language.

Keywords: Exams, multiple choice, Bloom’s Taxonomy

11 A.M. TO 12 P.M. | ROOM 9-216

GENERATING INFOGRAPHICS AS A GROUP ASSIGNMENT
KRISTINE PEACE, ASSOCIATE PROFESSOR, PSYCHOLOGY

An infographic is a collection of imagery, charts, and minimal text that gives an easy to understand overview of a topic. Infographic software can be used in a variety of applications, from unique presentation of a proposed research project, to process-based steps/sequences/lab procedures, to displaying a methodology or policy in an interesting and appealing way. This session will review the use of infographic software to create individual or group assignments that foster student engagement and connectivity to the course content. We will discuss the process of developing an assignment involving an Infographic Study Aid, and explore how infographics can promote student learning and engagement.

Group Assignments, Study Aids, Selection and Cued Retrieval

11 A.M. TO 12 P.M. | ROOM 9-213
WRITING TECHNIQUES TO HELP STUDENTS SUCCEED

DEANNA FIDELAK, LEARNING SPECIALIST, SERVICES TO STUDENTS WITH DISABILITIES
KRISTIN RODIER, INSTRUCTIONAL DESIGNER, THE WRITING CENTRE (STUDENT SUCCESS SERVICES)

Ever wondered how the Writing Centre and Services to Students with Disabilities support individual students in their development as writers? Do you want to incorporate these techniques into your assignment design? Please join us in conversation where we discuss strategies specific to writing instruction, and how these can extend to universal classroom supports. In this presentation, we illustrate how writing scaffolding techniques offered to students who use our services can be incorporated into assignment design to remove barriers to student success.

Keywords: Writing, Accessibility, Universal Design Learning

11 A.M. TO 12 P.M. | ROOM 9-215

FACULTY GUIDE:
CALLS TO ACTION FROM A MACEWAN PERSPECTIVE

CHRIS HANCOCK, ASSISTANT PROFESSOR, ORGANIZATIONAL BEHAVIOUR, HUMAN RESOURCES MANAGEMENT AND MANAGEMENT

This session will be filled with stories about adventures in our treaty territories. We'll discuss addressing the Truth and Reconciliation Report and activities that current faculty can do to implement the TRC calls to action. Within the stories, participants will find activities they can do to incorporate the calls to action into the curriculum, their life, and our organization.

Keywords: Reconciliation, Indigenous, Storytelling

11 A.M. TO 12 P.M. | ROOM 9-217
DEALING WITH STUDENT EVALUATIONS
LYNNE HONEY, DIRECTOR, TEACHING AND LEARNING SERVICES

Are you fixated on a particularly negative anonymous comment? Is there a recurring theme in your student evaluations that you don’t know how to address? Are your evaluations positive, but not particularly constructive? Are you wondering how to use student evaluations in a productive way? Join me to discuss some of the research associated with student evaluations of teaching, including evidence about validity and subjective bias. I’ll also present some concrete strategies for analyzing your student evaluations, and using them to reflect upon your teaching practices.

Keywords: Student evaluations, teaching practices

11 A.M. TO 12 P.M. | ROOM 9-214

SO YOU WANT TO BE A CHAIR: TEACHING IN THE SERVICE OF LEADERSHIP
MARGARET MILNER, CHAIR, NURSING SCIENCE
KATHY MILLER, ASSISTANT PROFESSOR, NURSING SCIENCE

Many faculty contemplate how they can be of service by engaging in academic leadership. In this presentation, we’ll explore how teaching and academic leadership intersect to influence faculty and student learning. Drawing on past experience in various leadership roles at MacEwan, the facilitators will explore how leadership informs and inspires teaching excellence.

Keywords: Academic leadership, teaching excellence, service

11 A.M. TO 12 P.M. | ROOM 9-207
LEADING CHANGE IN THE CLASSROOM

ALLAN GILLILAND, DEAN, FACULTY OF FINE ARTS AND COMMUNICATION
TUVAL DINNER NAFSHI, LEADING CHANGE COMMUNITY DEVELOPER, ALBERTA COUNCIL OF WOMEN’S SHELTERS
ROXANNE RUNYON, SEXUAL VIOLENCE PREVENTION AND EDUCATION COORDINATOR, OFFICE OF SEXUAL VIOLENCE PREVENTION, EDUCATION AND RESPONSE

How does gender-based violence shape the university classroom? Whether classes are about bio statistics, political science, music performance, or accounting, students’ abilities to concentrate, learn, and produce may be adversely affected by experiences of gender-based violence. In this session, participants will learn foundational knowledge about gender-based violence and gain tools for the application of that knowledge to classroom management. Through group discussion and scenarios, participants will gain knowledge to identify gender-based violence in the classroom and gain practical skills to intervene and opportunities to increase safety for all.

Keywords: Equity, Inclusion, Classroom management

1 TO 3 P.M. (DOUBLE SESSION) | ROOM 9-214

ON YOUR MARKS, GET SET – SOTL BLITZ!

Nine dynamic SoTL researchers. Eight intriguing SoTL projects, presented in five minute sound bites. After the blitz, interact with the researchers to hear more about their projects, and how you can get involved in SoTL.

Keywords: Scholarship of Teaching and Learning

1 TO 2 P.M. | ROOM 9-215
INNOVATIVE AND AFFORDABLE ACTS OF PEDAGOGY: OPEN EDUCATION SHOW AND TELL

ROBYN HALL, LIBRARIAN
ALISON FOSTER, LIBRARIAN
LESLIE DAWSON, INSTRUCTOR, ANTHROPOLOGY

The use of open education resources to facilitate teaching and learning has increased steadily at MacEwan University over the past several years. Featuring examples of initiatives led by MacEwan instructors, this presentation will highlight open resources that faculty members have successfully developed and implemented with the goals of sharing student work beyond the classroom, expanding access to learning, and enabling flexible course design. Participants will be asked to consider ways that they too might embrace open resources in their own course development, identify potential benefits and challenges of implementation, and learn about available on-campus support.

Keywords: Open education, Instructional design, Instructional technologies

1 TO 2 P.M. | ROOM 9-213

USING INNOVATIVE EDUCATIONAL TOOLS TO HELP STUDENT LEARNING

SHERIF ELBARRAD, ASSOCIATE DEAN AND PROFESSOR, SCHOOL OF BUSINESS

Animated videos, gamification, and web applications are all innovative educational tools that can expand your teaching. In this session, we'll learn how to develop animated videos, using PowerPoint, that can be uploaded on Blackboard, or YouTube. You will practice an example of using gamification in education. Additionally, we'll discuss features of a new web-based application that could change any pdf document into an interactive e-wiki-book.

Keywords: Educational tools, Technology, Gamification

1 TO 2 P.M. | ROOM 9-207
FLIPPING A COURSE USING COLLABORATION

LEANNÉ TOPOLA, ASSISTANT PROFESSOR, NURSING SCIENCE
LINDA CAVANAUGH, ASSISTANT PROFESSOR, NURSING SCIENCE
ROBIN COOPER, ASSOCIATE PROFESSOR, NURSING SCIENCE

Have you ever wanted to flip one of your courses? Join us as we discuss how worked as a team to flip our fourth-year leadership course, and learn more about flipping courses. We’ll demonstrate how we worked together to build the course, discuss lessons we learned within a flipped design, and participants will get to do an activity that makes a particular concept come alive.

Keywords: Student engagement, Interactive learning, Collegial collaboration

1 TO 2 P.M. | ROOM 9-216

PERSONALIZING MEANINGFUL LAND ACKNOWLEDGEMENTS

SYDNEY BREMNER, FACULTY SCHOOL ADVISOR, NURSING SCIENCE
PAMELA MAHARAJ, LAB SUPERVISOR
CAROLINE FOSTER-BOUCHER, ASSISTANT PROFESSOR, NURSING SCIENCE
JODY NELSON, LIBRARIAN

A Land Acknowledgment is a way to open events and gatherings that shows respect and recognizes the histories of the Lands and Indigenous People. Land Acknowledgments are a great practice when indigenizing the classroom, as they are an act of ally-ship and a practice of decolonization through discussion of colonial violences. The Bear Healing Lodge/Governance Circle committee would like to invite you to come learn together about developing your own personal and meaningful land acknowledgement.

Keywords: Land Acknowledgment, TRC, De-colonization

1 TO 2 P.M. | ROOM 9-217
Case teaching methods can make the classroom come alive and provide faculty members an opportunity to share their research in the classroom. Join faculty from the School of Business for a panel discussion about creating compelling teaching and research cases, including creating a case teaching plan and how to approach challenges when writing cases, as well as effectively managing the data collection and interview process for case writing. The panel will also explore opportunities for using cases in capstone courses and consider different approaches for managing class discussion during case teaching.

Keywords: Case teaching, Writing, Student engagement

2 TO 3 P.M. | ROOM 9-213
USING JOURNAL CLUBS TO HELP STUDENT RESEARCH
HANNEKE CROXEN, ASSISTANT PROFESSOR, NURSING SCIENCE
In this presentation, we will explore how journal clubs promote students' ability to find and use nursing research literature. We will discuss developing a journal club as an in-class group activity, as well as the background, purpose, and theory of a journal club. Participants will learn about implementing and evaluating journal clubs, and I will share my own experiences of what has worked well and what challenges arose.

Keywords: Knowledge translation, Teaching strategy, Student-centred learning

2 TO 3 P.M. | ROOM 9-218

DESCRIBING & ASSESSING INFORMATION SOURCES IN ASSIGNMENTS
MARTINA KING, LIBRARIAN
KYM SOBCHYSHYN, LIBRARIAN
When students ask librarians for help with research assignments, they often struggle with interpreting assignment requirements. Business & social science librarians will discuss standards for faculty when selecting and describing the kinds of information sources required in assignments. Additionally, ways to evaluate students' sources based on learning outcomes will be discussed and sample rubrics will be provided.

Keywords: Assignment, Research, Rubrics

2 TO 3 P.M. | ROOM 9-215
Students’ learning experiences can be hindered due to a variety of reasons, procrastination and gaps in foundational knowledge being some of the common ones. If first-year students often lack strong self-management skills, more experienced undergraduates might need help with understanding the principles of reflective practice to enhance their learning. Thus, concepts in ECON 101, Introduction to Microeconomic, are built cumulatively, one on top of another, and keeping up-to-date is vital to succeeding in the course. On the other hand, for COSL 301, International community service-learning, experiential learning strategies, action and reflection are critical to get the most out of the experience. Digital tools were developed to prepare students for both courses; in one case, to foster continuous learning, and the other, to engage in reflective practice from the first class. We will present the cases of implementation of the two online tools and discuss the possibilities of their application for a variety of other courses.

Keywords: Learning strategies, digital tools, student reflection

2 TO 3 P.M. | ROOM 9-217
DISTINGUISHED TEACHING AWARD WINNER

JACQUELINE BAKER, ASSOCIATE PROFESSOR, ENGLISH
3 TO 3:30 P.M. | KULE THEATRE

POETRY READING

ANNAMARIE SEWELL, WRITER-IN-RESIDENCE 2019/20
3:30 TO 4 P.M. | THE ATRIUM

DOOR PRIZES & CASH BAR!