Making Grading Equitable
MARCH 5
THURSDAY 11 A.M.-12 P.M.
CCC | 7-266A
Tai Munro, Educational Developer
Have you ever wondered if there is implicit bias in your grading practices? Are you unintentionally rewarding students who meet criteria that relate more to their prior background and environmental context than their learning in your class? Using Joe Feldman’s (2019) book Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms as the base, we’ll look at some of the reasons why traditional grading practices may contribute to inequity and discuss alternative practices that can reduce both grade inflation and failure rates.
CLICK HERE TO REGISTER.

Listening to Quiet Student Voices
MARCH 10
TUESDAY 10-11 A.M.
CCC | 7-266A
Pamela Young, Educational Developer
Our enthusiasm to involve students in learning actively often includes the expectation that participation = talking, and talking = learning. But what about students who choose to remain quiet in our classrooms? Are they actually the non-participants we might think they are? Are they learning less effectively than talkative students? Are we spending too much time trying to get them to talk? This session will address the topic of silence in the classroom, challenge you to consider your own ideas about silence, and come up with some strategies for hearing what your quiet students have to say.
CLICK HERE TO REGISTER.

Improving Reflective Writing Assignments
MARCH 11
WEDNESDAY 10:30 A.M.-12 P.M.
CCC | 7-266A
Tatiana Kloster, Instructional Designer
Kim Peacock, Educational Developer
In this workshop, we’ll examine some of the common student and instructor frustrations with reflective writing assignments. We’ll look at some concrete strategies to help improve reflective thinking and writing, and explore different ways that we can plan, implement, and assess these kinds of assignments. By the end of the session, you’ll leave with a toolkit of strategies that can be used across a range of subject areas to improve the quality of student reflective writing assignments.
CLICK HERE TO REGISTER.
What’s Your Type?: A Survey of Literature Review Types and Methodologies

MARCH 12
THURSDAY 1-2 P.M.
CCC | 7-266A

Jody Nelson, Librarian
Kymberly Sobchyshyn, Librarian
Pamela Young, Educational Developer

How many types of literature reviews could there possibly be?! MacEwan Librarians Jody Nelson (Nursing) and Kym Sobchyshyn (Business) will outline various types of literature reviews and what purposes they can serve in SoTL research. As part of this session, you’ll hear about different literature review methodologies—from systematic reviews to background surveys. We will also share useful tools and strategies that can be applied to any current or future literature reviews. Come learn about a type of literature review you’ve never seen before...it could inspire your next SoTL project!

CLICK HERE TO REGISTER.

Using Scavenger Hunts to Engage Students

MARCH 16
MONDAY 1-2 P.M.
CCC | 7-266B (OR ONLINE)

Kim Peacock, Educational Developer

Doing scavenger hunts is something most of us have done in our childhood, but there are several best practices around using them for educational purposes. In this workshop we’ll explore how to create scavenger hunts that are both fun and prompt students to engage in deeper learning beyond just searching for and finding things. We’ll also look at several free online tools that can allow you to take your scavenger hunt digital.

Note: This will be an interactive workshop, so please bring a mobile device to the sessions.

We are pleased to offer this workshop virtually. If you would like to attend from a distance, please email teaching@macewan.ca by 4 PM on Friday, March 13.

CLICK HERE TO REGISTER.

Re-Thinking Participation Marks

MARCH 31
TUESDAY 10-11 A.M.
CCC | 7-266A

Kim Peacock, Educational Developer

Have you ever had a sense that your participation marks aren’t being used as effectively as they could be? Or have you ever felt that your participation marks don’t reflect your values as an instructor? You’re not alone! In this workshop, we’ll explore several different ways that you can approach participation marks in your course. We’ll look at everything from tips for how to use participation marks more effectively in lecture-based courses, to completely re-thinking how participation marks are used in your course overall.

CLICK HERE TO REGISTER.

What We Can Learn About Teaching From the Hogwarts Professors

MARCH 23
MONDAY 11 A.M.-12 P.M.
CCC | 7-266A

Tai Munro, Educational Developer

If you’re a Harry Potter fan you may have found yourself reflecting on the teaching practices of some of the Hogwarts Professors. They run the gamut from the best -- who doesn’t want to be in Professor Lupin’s boggart class -- to the worst -- really any interaction with Professor Snape. In this workshop, we’ll take a look of some of the quintessential teaching moments and pull out some gems that we can apply to our own practice. From addressing the over eager student to finding a balance between theory and practice, perhaps we’ll find that we can even learn from the worst examples of pedagogy at Hogwarts.

CLICK HERE TO REGISTER.
3M National Teaching Fellowship Workshop
MARCH 3 | TUESDAY 1-2:30 P.M. | CCC | 7-266A

Have you wondered what it takes to become a 3M Teaching Fellow? This prestigious fellowship is a recognition of excellence, but also an opportunity to work with and learn from a community of exceptional scholars and teachers. Dr. Brett McCollum became a fellow in 2018, and he will share his experience with the selection process including guidance on creating a statement of educational leadership, and some insight about expectations associated with the review of 3M teaching dossiers.

CLICK HERE TO REGISTER.

About our guest, Dr. Brett McCollum

In addition to becoming a 3M Fellow, Dr. McCollum has several other significant recognitions associated with his scholarly approach to both research and teaching. He is a Professor at Mount Royal University, in the Department of Chemistry where he holds a Board of Governors’ University Teaching Chair in Educational Leadership. He is also an Apple Distinguished Educator, a Nexen SoTL Scholar, and the SoTL Chair of Canada. His SoTL work examining relationships and outcomes in flipped classrooms complements the student-engaged research that he conducts as a chemist.
Who Has the Time?: Self-Management in Academia

MARCH 17 | TUESDAY 1-2 P.M. | CCC | 7-266A
Rodney Schmaltz, Associate Professor, Psychology

With pressure to publish, write grants, and maintain a heavy teaching load, there are increasing time constraints on faculty, especially for new faculty members. Unfortunately, self-management skills are rarely discussed during undergraduate or graduate training. In this presentation, we will cover some evidence-based strategies to increase productivity and manage time effectively. We will focus on how to write more, prepare for teaching in a manner that fosters creativity, and reduce stress.

While the focus of our talk will be on tools to help faculty, we will also address how these skills should be taught to students. Self-management and self-control are oft-neglected topics that we propose should be more strongly emphasized in introductory courses and textbooks.

CLICK HERE TO REGISTER.

Teaching Math at MacEwan, My Passion!

MARCH 20 | FRIDAY 1-2 P.M. | CCC | 7-266A
Ion Bica, Associate Professor, Mathematics

Many times, teaching Mathematics may be perceived as a boring and “dry” subject to teach that is too far detached from reality. I beg to differ! I believe that teaching Mathematics is quite inspirational, and I have my saying that Mathematics is embedded in the fabric of life! Because of that, I guide my teaching based on my beliefs about Mathematics and in majority of cases, my approach to teaching is openly embraced by my students. I will be happy to share some of my insights in teaching this beautiful subject, and what I learned along the way so far!

CLICK HERE TO REGISTER.
Flipping Classes in Post-Secondary: Moving Your Lecture Outside of Class Time

PART 1
APRIL 28
TUESDAY 12:30-2 P.M.
CCC | 7-266B
Kim Peacock, Educational Developer

Do you get tired of delivering content by lecture? Do you wish there was more time in your class to do interactive activities with your students? In this two-part series, we’ll have some hands-on time with simple technology tools that will allow you to capture your lectures in video format using nothing more than a computer.

We’ll discuss how to effectively shift these lectures to be at-home work that actually gets done before class and discuss how to then use class time in more student-centered ways. By the end of this workshop series, you will have all the tools you need to “flip” a typical lecture-based lesson into an interactive one.

Note: This will be an interactive workshop, so please bring a laptop to the sessions.

CLICK HERE TO REGISTER.

Tips and Tricks for Streamlining Your Marking

APRIL 9
THURSDAY 10-11 A.M.
CCC | 7-266B (OR ONLINE)
Kim Peacock, Educational Developer

If you ask instructors what they dislike most about teaching, most of them will give you the same reply: marking. In this workshop we’ll talk about some ways that you can save time marking and make it more efficient. The strategies we discuss will range from concrete small changes to large-scale course restructuring options. At the end of the session, you’ll leave with a toolkit of ideas that might just save you some time, and if you have your own great tip for streamlining marking, please come ready to share it with the group!

We are pleased to offer this workshop virtually. If you would like to attend from a distance, please email teaching@macewan.ca by 4 PM on Wednesday, April 8.

CLICK HERE TO REGISTER.

Using Google Forms to Help Students Fail (Safely)

APRIL 27
MONDAY 11 A.M.-12 P.M.
CCC | 7-266B
Tai Munro, Educational Developer

Are you looking for a way to step up learner interaction with case studies or scenarios? Do you want to give your students a chance to try and potentially fail in a safe space? Then branching forms with Google might be the way to go. In this session we’ll look at why you might want to use Google forms, how to set up your form from a technical standpoint, and the importance of mapping out your scenario before you start. If you have one available you can bring a potential case study with you to this session.

CLICK HERE TO REGISTER.
Faculty Learning Communities

Faculty Learning Communities provide an opportunity for ongoing discussion and reflection around a specific topic or goal. Just think of your favourite book club crossed with your favourite seminar class (but there’s no exam!). Each Learning Community has its own methods, schedule, and goals, but they all share a common desire to learn and share. If you’re interested in joining one of the Learning Communities, just email Teaching@MacEwan.ca for more information and the date of the next meeting. If you don't see a Learning Community on a topic that speaks to you, then perhaps you should consider starting one! We can help you with the initial organization and planning, and help you find others with common goals.

Digital Humanities Faculty Learning Community
What is Digital Humanities and how might it shape or inform our teaching and research? The Faculty Learning Community on Digital Humanities will explore some of the major concepts and tools in Digital Humanities and some of the debates around them. This learning community is open to all faculty, whether you are simply curious about Digital Humanities or are someone who is actively including it in your scholarly work. The goal of our learning community is to help grow a culture of Digital Humanities at MacEwan University.

Blended Learning Faculty Learning Community
Thinking about blending your courses? Wondering about what issues others who have done so have faced? Or perhaps you have been teaching blended courses for a while and want to converse with others who are also teaching blended courses? Then join us for discussion of opportunities and challenges that are unique to blended course design and delivery. Whether you are a seasoned professional or just curious about what it might entail, everyone interested in blended learning is welcome.

The Inclusive Classroom
It doesn’t take long to realize that differences between students are the norm rather than the exception. These differences are often what leads to those fascinating moments where students take things in directions you could never have anticipated. But, differences can also lead to frustration when they create barriers to success. Join these community discussions to share thoughts about what inclusion means, best practices for the inclusive classroom, and pitfalls that we all may experience even when we have the best of intentions.

Philosophy of Education Reading Group
Does a little part of you miss graduate school, and all of the debate and exposure to new and complex ideas? Us too! Come join us at our philosophy of education reading group from 2-3 on the third Tuesday of each month. We’ll discuss an article about a “big idea” related to the philosophy of education or curriculum theory. Email Teaching@MacEwan.ca to access the upcoming reading in advance.

SoTL Faculty Learning Community
Are you a newcomer to SoTL research, a sophomore participant, well-experienced in the field - or at some point in between? Would you like to be part of a learning community in which members discuss various facets of SoTL, help each other out with SoTL research, and consider SoTL innovations? If so, you’re invited to join the SoTL Faculty Learning Community (FLC). If you are interested but not yet on the SoTL FLC mailing list, please e-mail Teaching@MacEwan.ca to have your name added.