

# THE CENTRE FOR TEACHING AND LEARNING SERVICES

PROGRAMS AND SERVICES FALL 2013





THE CENTRE FOR TEACHING AND LEARNING SERVICES

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## ABOUT THE CENTRE FOR TEACHING AND LEARNING SERVICES

Under the direction of the Vice-Provost, Teaching and Learning, the Centre for Teaching and Learning Services (CTLS) plays a key role in implementing the priorities set out in the University's Academic Plan. Through the sharing of ideas and insights, the CTLS forms a hub for engaging faculty, graduate students and others who contribute to the educational mission of the University to foster the advancement of learning and academic success for all. CTLS staff keep up to date with current developments in the field of higher education and demonstrate, through regular programming, how the application of proven innovative strategies and new technologies can enhance student learning.

The CTLS offers a broad range of services to both full-time and part-time faculty as well as graduate students and teaching assistants. These include orientations, workshops, individual consultations, and a graduate seminar in university teaching. The CTLS website also provides a variety of resources that are updated regularly to ensure access to the latest and most effective ideas and solutions.

If you would like to enhance your knowledge of teaching and learning or if you would like to find out more about these services, please contact the CTLS office or visit our website.




## CONSULTATIONS AND CUSTOM WORKSHOPS

The CTLS is always available to help instructors enhance their teaching. Our mandate is not to prescribe specific techniques or advance a particular school of thought: we promote excellence in teaching by helping faculty explore new ideas and approaches to instruction.

**Coffee Consultations:** These brief, informal consultations with CTLS staff focus on providing support for instructors wanting to teach more effectively and enhance student learning. Teaching-focused consultations help instructors reflect on how to better engage students, incorporate more interactivity in the classroom, or review their course objectives. Technology-focused consultations offer hands-on tips on introducing new technologies into the classroom, give instructors feedback on current technology use, and offer a space to discuss the potential of new teaching approaches such as simulations and blended learning.

**Customized Workshops:** In addition to its regular offerings, the CTLS offers customized workshops on teaching and learning. Available to all departments across the university, these workshops can either be tailored from the current calendar or developed to meet specific needs.

**Building Connections:** Beyond the core staff, the CTLS is well supported by a network of teaching fellows, experienced faculty, and expert practitioners dedicated to promoting excellence in teaching and learning. One of the many roles of the CTLS is to foster relationships and broker connections between instructors needing support and those who can provide it. Through an array of workshops, events and individual introductions, the CTLS facilitates networking across the university and beyond.



The CTLS offers a range of individual consultations and custom design workshops for departments in the following areas:

- Teaching with technology
- Classroom observation
- Interpreting course evaluations
- Mid-course feedback
- Designing a new course
- Preparing a first lesson
- Assessment and grading rubrics
- Preparing a teaching dossier



## ONLINE MODULES FOR ESSENTIAL TEACHING SKILLS AND TECHNIQUES

The CTLS is pleased to introduce Epigeum: self-paced, online learning modules designed to help develop or enhance teaching skills. This four-part course covers:

Module 1: Grading, marking and giving feedback

Module 2: Making the most out of discussions

Module 3: Basic teaching skills

Module 4: Principles of course design

Each one-hour interactive module is designed to convey essential information, provide useful examples and optional activities, offer tips and tools; and engage learners to think critically about their teaching role.

**This course is open to faculty members and graduate students.**

**Faculty members:** To register, please contact the CTLS. Once you are registered, modules can be accessed through the MyConcordia portal, and completed at your own pace and convenience.

**Graduate students** will receive corresponding credit on their GradProSkills record for each module they complete. Students register for Epigeum directly through the GradProSkills link on the myConcordia portal page.

*To register as a Graduate student, visit the GradProSkills website:*

**[graduatestudies.concordia.ca/gradproskills](http://graduatestudies.concordia.ca/gradproskills)**



## GRADUATE SEMINAR IN UNIVERSITY TEACHING

This seminar in university teaching prepares graduate students for an academic teaching career. The estimated time-commitment is 25 hours in class with 10 hours for preparation of readings and assignments. Participants receive a certificate upon successful completion of all requirements. There is a modest charge for materials. Participation is limited to 20 students per session.

### Objectives:

- Examine various approaches to teaching and current issues in higher education.
- Plan two mini lessons and practice different teaching strategies in a supportive environment. Benefit from peer feedback and self-evaluation.
- Develop a syllabus for a course that you would like to teach in the future based on a principled approach to course design.
- Articulate your own teaching philosophy statement as a first step towards developing a teaching dossier (to be included in applications for academic positions).

*To register, visit the GradProSkills website:*

[graduatestudies.concordia.ca/gradproskills](http://graduatestudies.concordia.ca/gradproskills)



## WORKSHOP CALENDAR FALL 2013

Every year the CTLS offers a variety of workshops facilitated by experienced faculty highlighting useful and innovative teaching tools and practices.

*To register please visit:*

**[teaching.concordia.ca](http://teaching.concordia.ca)**

## PLANNING YOUR FIRST DAY OF CLASS

Tuesday, August 20, 2013 • 2:30 p.m. to 4 p.m.

Location: John Molson School of Business Building, MB 3.255, SGW Campus

The first day of class sets the tone for the rest of the term – establishes expectations, creates a learning atmosphere, and gives students a taste of the instructor's teaching style. It also allows instructors to get a sense of the students and their prior knowledge about the subject. In this workshop, we will explore effective ways to begin a course with an emphasis on promoting classroom discussion and engaging student curiosity. We will also examine proven guidelines for preparing an effective course outline.

Janette Barrington is acting director of the Centre for Teaching and Learning Services (CTLs), where she has worked as teaching consultant and instructor of the Graduate Seminar in University Teaching (GSUT) for the past 12 years. Janette is engaged in a Social Sciences and Humanities Research Council funded project on the GSUT studying the teaching support needs and challenges of current and prospective teachers.



## APPROPRIATE USE OF SOCIAL MEDIA IN THE CLASSROOM

Friday, September 20, 2013 • 2:30 p.m. to 4 p.m.

Location: Engineering, Computer Science and Visual Arts Integrated Complex,  
EV 7.105, SGW Campus

The explosion of social media channels in the last decade has significantly changed the way we communicate and interact. Social media channels have also had a corresponding impact on how we learn and acquire new information. This is a new and fast-moving field of study, and the impact can be difficult to assess. In this discussion-based workshop we will explore how social media channels can be used in today's university classroom and provide an innovative platform for student-focused learning strategies. Participants are asked to reflect and take personal notes on the following questions prior to attending: What is your personal experience with social media? Have you used it to further your own learning? Have you previously incorporated it into your teaching? In what ways do you find the use of social media to be appropriate (or inappropriate) for classrooms? What challenges do you identify with the use of social media for higher learning?

**No prior knowledge or experience of social media is required.**

Alexandre Enkerli is a freelance researcher and a part-time faculty member in the Department of Sociology and Anthropology, and at the School of Extended Learning. He has taught in a variety of post-secondary institutions in the US and Canada, bringing online tools to bear on the learning experience. He also does field research with local community organizations, specializing in questions of technological appropriation.

## APPRECIATIVE PEDAGOGY: A STRENGTHS-BASED APPROACH TO ENGAGEMENT

Wednesday, October 16, 2013 • 2:30 p.m. to 4 p.m.

Location: Engineering, Computer Science and Visual Arts Integrated Complex,  
EV 7.105, SGW Campus

Appreciative pedagogy is an approach to instruction that focuses on peak performances, strengths, and successful experiences to engage both instructors and students in course material. The benefits of applying this method are: heightened energy in the classroom; an increased sense of the relevance of course content to a student's personal and professional life; and a generative and optimistic learning environment. In this workshop, participants will go through a five-step process to identify ways in which they can introduce appreciative teaching, learning and assessment processes into one of their courses. Participants will also be able to envision how they can adapt their teaching styles to be more appreciative.

Rosemary Reilly is associate professor in the Department of Applied Human Sciences. Her particular research interest is in exploring the impact of using learning as a lever for change at an individual, organizational, or community level. Rosemary employs an experiential approach to learning, while emphasizing the whole person in this process. She spends a portion of her time working with culturally diverse groups in schools, social service agencies, and community organizations.

## FLIPPING YOUR CLASSROOM FOR MORE EFFECTIVE LEARNING

Friday, October 25, 2013 • 2:30 p.m. to 4 p.m.

Location: Henry F. Hall Building, H 760, SGW Campus

The flipped classroom, or blended learning, is an emerging pedagogy that inverts the usual notion of university instruction by using technology to create more opportunities for active face-to-face learning. Students prepare for class by watching pre-recorded lectures at their own pace, communicating with peers and instructors via online discussions, and engaging in their own critical reflection. Instructors then use class time to clarify questions, work through problems, engage students in active inquiry-based learning, and promote higher order thinking skills or the acquisition of disciplinary expertise. In this workshop, we will examine the principles for flipping a course, look at examples of successfully flipped classrooms, and identify resources that can help with course redesign and lecture recording.

Rosemary Reilly - See previous page.

John Bentley's main role as program coordinator and instructional developer at the Centre for Teaching and Learning Services is to support faculty with the adoption of technology in their teaching. Prior to joining Concordia, John worked in radio, web and television production and project management for the BBC and BBC Open University in the UK. His interest is in working with faculty, students and staff on innovative strategies for effectively using digital media in teaching and learning, and the development of instructional content and assessment for both blended learning and e-learning.

Nick Roussos has held technology-related positions in private industry, government, and most recently in education. He has worked as a learning specialist supporting both faculty and teachers in the public and private school systems. As part of a collaborative project between Concordia and Youth Fusion, a non-profit organization, Nick introduced robotics to at-risk youth attending extra-curricular activities. He has an extensive background in science and information technology and hopes to leverage his diverse skills in promoting emerging technologies within the classroom.

## MAKING THE MOVE TO INTERACTIVE TEACHING

Wednesday, November 6, 2013 • Time: 2:00 to 4:00 p.m.

Location: John Molson School of Business Building, MB S2.135, SGW Campus

There is a growing body of research and learning theory that confirms the effectiveness of active learning. In order for students to benefit from this, instructors need to make the (sometimes courageous) leap from lecture-based classes to interactive teaching. This workshop will offer practical suggestions and skills training in transforming lecture-style lessons into questions, discussion, or debate; planning and facilitating games, role-play and exercises around specific learning objectives; and motivating students to seek out information in a structured and supportive manner. Participants will be invited to discuss their own experiences with interactive teaching, drawing on areas they feel confident in and identifying those they would like to improve.

Kate Bligh has provided training and coaching in teaching and presentation skills to a wide variety of corporate and institutional clients, as well as artists, actors, stand-up comedians, and professional speakers of all types. She is a lecturer in the Departments of Theatre, English, and Irish Studies at Concordia University, and holds an MA in theatre directing from the University of Birmingham, UK. Kate is the founding artistic director of Les productions temenos, a Montreal-based theatre company.





## ENGAGING STUDENTS WITH EXPERIENTIAL LEARNING

Thursday, November 14, 2013 • 2:30 p.m. to 4 p.m.

Location: Engineering, Computer Science and Visual Arts Integrated Complex,  
EV 7.105, SGW Campus

Research confirms that using experiential learning elements in the classroom can improve comprehension of theoretical concepts, increase knowledge retention, and engage student participation. It also livens up the learning environment for both student and teacher. In this workshop we will examine interactive learning methods that involve actual experience, such as field trips, simulations, role play, debates and games, and explore how they can be applied to the university classroom. Participants will leave the workshop with learning methods they can immediately apply to their teaching.

**Linda Kay** began teaching at Concordia University following a career in journalism, most significantly as the first female sports writer on the Chicago Tribune. In 2007, she received the Dean's Award for Teaching Excellence in the Faculty of Arts and Science, and from 2010 to 2013, she served as chair of Concordia's Journalism Department. Linda has published three books: her latest, *The Sweet Sixteen*, chronicles the experience that led to the creation of the Canadian Women's Press Club.

## TEACHING IN THE LIVE VIRTUAL CLASSROOM

Friday, November 15, 2013 • 2:00 p.m. to 3:30 p.m.

Location: John Molson School of Business Building, MB 2.430, SGW Campus

Have you ever considered teaching your course without having to go to class? No, we are not suggesting that you shirk your teaching responsibilities! Rather, we would like to introduce the live virtual classroom, a form of e-learning in which students and instructors are online at the same time. In the virtual classroom, faculty can interact directly with students (yes, you can hold class discussions online), have students work in groups for part of the class session, show visuals and documents to students (like PowerPoint slides) and even work through problems. This workshop is an introduction to teaching in the live virtual classroom and to Adobe Connect, the software used at Concordia. Together we will examine the purpose of the live virtual classroom, look at its different uses, explore techniques for effectively teaching in the live virtual classroom, and determine how it can be incorporated into existing courses.

**Saul Carliner** is the e-Learning Fellow for Concordia University, an associate professor in the Department of Education, as well as the director of its Education Doctoral Program. His research and teaching focus on the design of materials for learning and communication in the workplace. He has published eight books including *Designing e-Learning*, *Advanced Web-Based Training* and *The e-Learning Handbook*.



## FROM ASSESSING TO FOSTERING STUDENT LEARNING

Friday, November 22, 2013 • 10:00 a.m. to 12:00 p.m.

Location: Richard J. Renaud Science Complex, SP 457.03, LOY Campus

Assessing student learning may be the most challenging task when teaching in higher education. In this workshop we will explore approaches and options for the selection and implementation of various forms of assessment that support student learning. We will examine how to develop effective assessment and feedback mechanisms for students and discuss the challenges of incorporating them into teaching practice and/or departmental policies. We will look at the principles behind developing a rubric, as well as view examples from other university websites, and how to appropriately credit and adapt “borrowed” resources.

**Rosemary Reilly** is associate professor in the Department of Applied Human Sciences. Her particular research interest is in exploring the impact of using learning as a lever for change at an individual, organizational, or community level. Rosemary employs an experiential approach to learning, while emphasizing the whole person in this process. She spends a portion of her time working with culturally diverse groups in schools, social service agencies, and community organizations.

**Janette Barrington** is acting director of the Centre for Teaching and Learning Services (CTLS), where she has worked as teaching consultant and instructor of the Graduate Seminar in University Teaching (GSUT) for the past 12 years. Janette is engaged in a Social Sciences and Humanities Research Council (SSHRC)-funded project on the GSUT studying the teaching support needs and challenges of current and prospective teachers.

## DEALING WITH PROBLEMATIC BEHAVIOUR IN LARGE CLASSES

Thursday, December 5, 2013 • 2:00 to 5:00 p.m.

Location: Henry F. Hall Building, H 411, SGW Campus

Has any of the following ever happened to you? A student disrupts your class by arriving late or leaving early. Another hides behind her laptop. While a person in the back row is busy snickering at the phone on his lap. Or have you had a student who challenges every word, every idea, and is always ready with a cutting remark? Do you feel distracted, annoyed, or even enraged, when such behaviours occur during your classes? With the help of actors who will play out various problematic scenarios, this session will focus on how to best respond to inappropriate or disruptive behaviours in the classroom. This workshop will feature, various role-playing scenarios with the help of actors, and together we will identify appropriate ways to respond. This workshop is intended as an enjoyable, supportive and constructive way of acquiring skills to deal with often difficult teaching situations while remaining confident and cheerful.

Kate Bligh has provided training and coaching in teaching and presentation skills to a wide variety of corporate and institutional clients, as well as artists, actors, stand-up comedians, and professional speakers of all types. She is a lecturer in the Departments of Theatre, English, and Irish Studies at Concordia University, and holds an MA in theatre directing from the University of Birmingham, UK. Kate is the founding artistic director of Les productions temenos, a Montreal-based theatre company.



## MODEL SIMULATION LEARNING EXPERIENCE

Friday, December 6, 2013 • 2:30 to 4:00 p.m.

Location: John Molson School of Business Building, MB 2.255, SGW Campus

Model United Nations conferences and business school case competitions are among the best-known examples of model simulation learning experiences. In short they are empathy-based experiential learning activities that present scenarios in which participants assume unique roles to seek solutions to collective challenges. Model simulations are exceptionally appropriate activities for competencies-based education. In addition to acquiring in-depth knowledge of one's own role and scenario, these activities hone a variety of skills including: leadership, communication skills, teamwork, public speaking, cooperation, compromise, critical thinking, and negotiation. In this workshop we will learn the basics of organizing a model simulation learning experience and share ideas about employing this innovative teaching technique in a variety of disciplines.

**Chris Bourne** is a member of the Political Science faculty at Dawson College, as well as an instructor and research assistant for Concordia University's Centre for Teaching and Learning Services.. He holds a master's degree in Public Policy and Administration from Concordia University, and an undergraduate degree in Science and Technology Studies from St. Thomas University. Chris is faculty advisor for the award-winning Dawson College Model United Nations club, and a co-founder of the Montreal United Nations Conference.

## WORKSHOP CALENDAR FALL 2013

For complete details see pages 7 to 16 inside.

To register please visit [teaching.concordia.ca](http://teaching.concordia.ca)

August 20

Planning Your First Day of Class

September 20

Appropriate Use of Social Media in the Classroom

October 16

Appreciative Pedagogy: A Strengths-based Approach to Engagement

October 25

Flipping Your Classroom for More Effective Learning

November 6

Making the Move to Interactive Teaching

November 14

Engaging Students with Experiential Learning

November 15

Teaching in the Live Virtual Classroom

November 22

From Assessing to Fostering Student Learning

December 5

Dealing With Problematic Behaviour in Large Classes

December 6

Model Simulation Learning Experience



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