

Spring Perspectives on Teaching

Wednesday, May 19, 2010
University Community Centre, Room 146

OPENING REMARKS & ANNOUNCEMENT OF 2010 FELLOWSHIP IN TEACHING INNOVATION AWARD

9:00 - 9:15 a.m.

John Doerksen, Vice-Provost (Academic Programs & Students)

KEYNOTE SESSION

9:15 - 10:30 a.m.

Room 146

The Entitlement Generation - Implications for the Classroom

Jeanette McDonald, Wilfrid Laurier University

"I paid for my education, you should be teaching me!" (translation - you talk, I listen, no group work, and I'll take an "A" for \$100 please, Alex!)

Today's student is a product of a generation that has been taught to put themselves first. Their attitudes, beliefs, sense of identity, and forms of self-expression are a reflection of the "me" culture in which they are embedded. What does this mean for the classroom? How can we both leverage and make peace with "Generation Me" students? Drawing from the most recent literature on millennials, this session will begin to unpack what it means to be part of this generation offering teaching and learning strategies and insights to work effectively with and positively engage students of today.



Jeanette McDonald is Manager of Educational Development in the Office of Teaching Support Services at Wilfrid Laurier University, Waterloo, Ontario and Vice Chair of Communications for the Educational Developer's Caucus of the Society for Teaching and Learning in Higher Education. She has worked in the field of Educational Development for thirteen years and has taught and designed courses on teaching and learning and course design both online and face-to-face. Her current research interests focus on Canadian and international pathways to the profession of educational development and the pedagogy of teaching and learning, including: course syllabi, learning objectives and curriculum design. Her interest in millennials and their implications for teaching and learning is a more recent area of scholarly study on which she has presented at several institutions. Her most recent publications (in press) include: Pathways to the Profession of Educational Development and "Two sides of the same coin: Student-faculty perspectives of the course syllabus". Her doctorate (ABD) is in higher education from the Ontario Institute for Studies in Education of the University of Toronto.

Refreshment Break 10:30 - 10:45 a.m.

PLENARY SESSION

10:45 - 12:00 p.m.

Room 146

Generation Me: Student Voices

Facilitator: Mike Atkinson, Teaching Support Centre
Panel of Undergraduate Students

What are the students of today really like? Perhaps a good way to find out is to ask them. In this panel discussion, we will hear from several students about their perspectives on university and how they reacted to the opening keynote address.

CONCURRENT SESSION A - CHOOSE ONE SESSION

1:30 - 2:30 p.m.

Session A-1**Room 146****A Patient's Voice: An Innovative Approach towards Teaching Ethics and Professionalism***Barry Schwartz (Dentistry)**Richard Bohay (Dentistry)**Judy McCormick (Clinical Skills)*

Teaching ethics and professionalism in a professional program can be a challenging proposition. Students can face competing demands and limitations related to the requirements of their academic program, clinic and laboratory schedules, scope of clinical experience and patient availability. It is not surprising that some students may identify patient care as a potential obstacle to graduation. Integrating a patient's voice in the curriculum of undergraduate healthcare education may elevate student awareness and relevance of patient-centred care within a professional program. The 2009 recipients of the UWO Teaching Innovation Fellowship will present their early findings of their research project entitled; "Evaluating the Introduction of a Patient's Voice in Dental Education through Reflective Experiential Learning and Self-Reported Changes in Empathy."

Session A-2**Room 147A****Writing to Learn: Using *Exploratory* Writing in the Undergraduate Classroom***Lee-Anna Sangster (Philosophy)*

Though educators tend to use student writing only as a means of evaluation, this workshop will introduce participants to ways of using writing as a learning tool. We will discuss the principles behind *exploratory* writing, look at examples of exploratory writing activities, and learn strategies for implementing these activities in your classroom.

Refreshment Break 2:30 - 2:45 p.m.**CONCURRENT SESSION B - CHOOSE ONE SESSION**

2:45 - 4:00 p.m.

Session B-1**Room 146****Reflection in Teaching: A Tool for Learning***Jennifer Boman (King's University College)*

Critical reflection is frequently cited as an important means for growth and improvement in teaching (e.g., Brookfield, 1995; Schön, 1983). Reflection helps teachers come to a deeper understanding of their own teaching and helps them to make conscious choices regarding changes in their personal theory and practice of teaching. Participants will leave this session with a clear understanding of the nature of reflective practice, the various methods of reflection, and the benefits reflective practice has for teaching improvement. A research project on graduate teaching assistant learning will also be presented to illustrate how reflective writing can be used in SoTL research.

Session B-2**Room 147A****Embedded Information Literacy: An Arts & Humanities Model***Marni Harrington and Christy Sich (Western Libraries)*

With the installation of a new Arts & Humanities Dean and recognizing the need to address the information literacy skills of undergraduates, the faculty and library teamed-up to integrate course design. We piloted an embedded information literacy program for a 3rd year course in the Department of Classical Studies. The implementation was successful due to the collaboration of librarians, the faculty, department and course instructor as well as the continual assessment, adaptation and evaluation of the course content. Due to the organic nature of this model, it may be adapted to other programs in Arts & Humanities.

Registration is free. Please register online at www.uwo.ca/tsc*Refreshments will be available at the registration desk outside UCC Room 146 at 8:45 a.m. and during the breaks.*