

CTE Focus on Teaching Week 2014

October 6-10

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Note: Registration is required for each workshop.

CTE Focus on Teaching Week 2014 Websites

- [Introduction to //CTE Focus on Teaching Week 2014//](#)
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- [Workshop list \(most-up-to-date\)](#)

Special Guests

Special guests include Clare Bermingham and Judi Jewinski who will present on Working with TAs: Training in Writing Assessment; Jill Tomasson Goodwin, Scott O'Neill, and Rhiannon Ball on High Quality High Impact Practices; and SFU's Nancy Johnston on Describing, Supporting,

and Assessing International Experiential Learning.

Course Design Fundamentals (CTE642)

Monday, October 6, 2014 - 9:30 am to 3:30 pm, Location: EV1 241

Description: This six-hour workshop introduces the principles of sound course design to faculty and teaching staff with little or no prior teaching experience running courses of their own. By the end of the session, participants will have considered learning outcomes, assessments, activities and their alignment in disciplinary and logistical contexts.

Facilitator(s): Trevor Holmes, CTE, and Samar Mohamed, CTE

Teaching Bottlenecks and Threshold Concepts (CTE718)

Tuesday, October 7, 2014 - 9:30 am to 11:30 am, Location: EV1 242

Notes: This workshop is part of the Focus on Teaching Week offerings through CTE. Participants must have completed a Course Design Fundamentals (CTE642) workshop or the Teaching Excellence Academy (TEA). Open to faculty (registration is required).

Description: Where do students typically get stuck in your course/program? What "bottlenecks" or "threshold concepts," if overcome, would allow students to thrive in your course? This session is an invitation to continue thinking about and working on uncovering "stuck places" in learning, while creating strategies that support students' learning of these ideas. The intent is that participants will come away from the session with concrete strategies for teaching and assessing the identified bottleneck or threshold concept.

Please bring the course outline for the course on which you intend to work and, if you have one, a concept map created for the course.

Intended Learning Outcomes:

- Identify a bottleneck or threshold concept in your course
- Reconstruct the "intellectual moves" you make when faced with this bottleneck or

threshold concept using the Decoding the Disciplines interview method

- Articulate at least one learning outcome, instructional strategy, and assessment

Facilitator: Julie Timmermans, CTE

Course Design Fundamentals (CTE642)

Tuesday, October 7, 2014 - 9:30 am to 3:30 pm, Location: EV1 241

Notes: This workshop is part of the Focus on Teaching Week offerings through CTE. Open to faculty (registration is required).

Description: This six-hour workshop introduces the principles of sound course design to faculty and teaching staff with little or no prior teaching experience running courses of their own. By the end of the session, participants will have considered learning outcomes, assessments, activities and their alignment in disciplinary and logistical contexts.

Facilitator(s): Scott Anderson, CTE and Veronica Brown, CTE

Describing, Supporting and Assessing International Experiential Learning (CTE719)

Wednesday, October 8, 2014 - 10:00 am to 11:30 am, Location: EV1 241

Notes: This workshop is part of the Focus on Teaching Week offerings through CTE. Open to faculty (registration is required).

Description: International experiential education provides students with an important complement to classroom education, and can result in learning that cannot be realized in any other way. Sometimes this learning can be transformative in nature, particularly if it is intentionally identified and supported. However, without appropriate attention to the differences between the traditional classroom environment and the situated learning environments of international programs, much of the promise of international experiential education can become lost.

This session explores how to define and better support the learning that is unique to various forms of international educational experiences offered by many North American universities and encourages participants to explore implications for curriculum design, delivery, and assessment.

Facilitator: Dr. Nancy Johnston, Simon Fraser University

Designing High Quality High Impact Learning (CTE720)

Wednesday, October 8, 2014 - 12:00 pm to 3:00 pm, Location: EV1 241

Notes: This workshop is part of the Focus on Teaching Week offerings through CTE and is part of the Integrative and Experiential Education Series. Open to faculty (registration is required).

Description:

High Impact Practices (HIPs) (<http://www.aacu.org/leap/hip.cfm>) are those practices which, when done well, provide students with significant educational benefits. HIPs are positively associated with students taking deeper approaches to learning, higher rates of student-faculty interaction, increases in students' critical thinking and writing skills, students' development of a greater appreciation for diversity, and overall higher student engagement, retention and GPA (Kuh, 2008; National Survey of Student Engagement, 2007). The positive impacts are stronger when students have the opportunity to engage in HIPs at least twice during their undergraduate experience- once in their first year and again in at least one of their following years (Kuh, 2008).

So what are the characteristics that make a High Impact Practice (HIP) a High Quality High Impact Practice (HQ HIP) and how might we incorporate more of these characteristics into our courses and programs?

We'll begin by examining how several characteristics of HQ HIP were integrated into a single course (DAC 300) to provide students with a rich learning experience. In DAC 300, a collaborative project provided students with an authentic experiential learning opportunity where the students worked in teams to address an on-campus community partner's real

world need. Using this course as an example, the instructor, community partner and a student from the course will outline their experiences and reflect on how the project's process impacted the teaching and learning experience. Throughout, we'll highlight how a course might embody the characteristics of HQ HIPs, and what can be done in terms of course design and course delivery to make a course a high-quality high impact practice. Participants will have an opportunity to consider how they might incorporate characteristics of HQ HIPs in their own course/program. Resources will be made available at the session and electronically.

Intended Learning Outcomes:

- briefly review High Impact Practices
- review the characteristics of high-quality HIPs,
- explore an example illustrating how these characteristics have been incorporated into a course,
- identify an activity relevant to your course/program which incorporates at least some of the characteristics of HQ HIPs
- begin designing a learning experience around this activity which you might include in your course

Facilitator(s): Katherine Lithgow, CTE, Monica Vesely, CTE, Jill Tomasson Goodwin, Arts-Digital Arts Communication Specialization program, Scott O'Neill, Marketing and Undergrad Recruitment, and Rhiannon Ball, DAC 300 student from Winter 2014 term.

Working with your TAs: Training in Writing Assessment (CTE721)

Thursday, October 9, 2014 - 9:30 am to 11:00 am, Location: EV1 241

Notes: This workshop is part of the Focus on Teaching Week offerings through CTE. Open to faculty (registration is required).

Description: Training TAs in writing assessment can have significant impacts on grading consistency and student performance. This interactive workshop introduces faculty to the hands-on training that the Writing Centre offers to undergraduate and graduate TAs. We will cover fundamentals in the pedagogy of assessment and then translate this theory into

practice. The topics covered in this session include: assessing higher and lower order concerns, formative and summative feedback, using rubrics, ensuring inter- and intra-marker consistency, managing marking time, and reviewing common student errors.

Intended Learning Outcomes:

- Be familiar with the key research on composition and writing assessment
- Be comfortable identifying and prioritizing components of writing for evaluation
- Know how to help TAs calibrate their own marking for consistency, and how to work with multiple TAs to ensure consistency across a marking group
- Understand strategies for increasing one's efficiency as a marker without sacrificing quality feedback to students
- Have concrete methods for working with TAs to strengthen their skills as markers and to help them better support students' learning

Facilitator(s): Judi Jewinski, Special Advisor to Provost on English Language Competency, and Clare Bermingham, Manager, Writing Centre

Big Questions Session-Active Learning in Really Large Classes (CTE722)

Thursday, October 9, 2014 - 12:00 pm to 1:30 pm, Location: EV1 241

Notes: This workshop is part of the Focus on Teaching Week offerings through CTE. Open to faculty (registration is required).

Description: Active learning through discussion, in-class writing exercises, and other activities can contribute to student engagement and provide opportunities for formative assessment. But how can this be accomplished in our really large lecture halls? Bring some of your big questions about active learning in really large classes to this informal roundtable session, where we'll ask questions and share successes.

Intended Learning Outcomes:

- articulate one or more challenges associated with active learning in large lecture halls
- identify one active learning technique and where to find additional information about

that technique.

Facilitator(s): Veronica Brown, CTE and Donna Ellis, CTE

Assessing Case-Based Learning (CTE723)

Thursday, October 9, 2014 - 2:30 pm to 4:00 pm, Location: EV1 241

Notes: This workshop is part of the Focus on Teaching Week offerings through CTE. Open to faculty (registration is required).

Description: Teaching with cases is an exciting way to provide real-world experiences for your students in the classroom. This experiential learning method has been shown to improve student motivation, learning and confidence. After briefly introducing participants to the fundamental aspects of case teaching, including student/instructor preparation and leading case discussions, we will focus more deeply on assessment strategies.

Intended Learning Outcomes: Introduce participants to the fundamental aspects of case teaching including student and instructor preparation, leading case discussions and assessment strategies.

Facilitator(s): Scott Anderson, CTE and Paul Kates, CTE

Assessing the Flipped Classroom (CTE724)

Friday, October 10, 2014 - 10:00 am to 11:30 am, Location: EV1 241

Notes: This workshop is part of the Focus on Teaching Week offerings through CTE. Open to faculty (registration is required).

Description: In a flipped classroom students engage with lectures or other materials outside of class to prepare for an active learning experience in the classroom. This workshop is intended for instructors interested in the flipped classroom model of instruction who are seeking to learn more about this instruction technique and in particular how to assess it. Often when instructors are planning to flip a class they focus all of their attention on planning

the activities that the students will do in class and on what the students will do online to prepare for that active learning in class. These two aspects require ample consideration, and there exist many possibilities as to how these will be assessed. The focus of the workshop will be on these two aspects of assessment and how to effectively design an activity for the flipped classroom, and you should be able to formulate your own flipped classroom assessment strategies for a course you are currently teaching, or would like to teach.

Participants will be introduced to a four-step model for constructing their own assessment activities in the flipped classroom, focusing primarily on the stages which consider the assessment of online and in class activities. To establish the necessary tools to follow this model, a variety of assessment techniques will be introduced, and participants will have the opportunity to discuss the advantages and disadvantages of these techniques in relation to their course, resulting in the design of a new flipped classroom activity and its accompanying assessment technique.

NOTE: Please come prepared with a course in mind that you have already flipped, or would like to flip in the future.

Intended Learning Outcomes:

- Demonstrate a basic understanding of the flipped classroom model and how to implement it
- Distinguish between various in-class and out-of-class assessment techniques applicable to the flipped classroom
- Formulate optimal flipped classroom assessment strategies for a course you are currently teaching, or would like to teach

Facilitator(s): Samar Mohamed, CTE and Kyle Scholz, CTE

Paul Kates

Mathematics Faculty CTE Liaison

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Last modification date: Fri Sep 26 15:25:03 2014.

url: <http://www.math.uwaterloo.ca/~pkates/CTE/events/focus-on-teaching-week-2014.html>

pdf: [PDF version of page](#)