On behalf of the Organizing Committee, I am delighted to welcome you to the Mount for this year’s AAU Teaching Showcase. Our theme of “Connections” invites you to consider teaching and learning in the context of connections around the globe, connections in our communities, connections in our classrooms, and the tools and resources that enable and enhance our connections. We have received excellent submissions around this theme and we hope that the sessions, together with the AAU Award Winners’ panel, will help you to make new “connections” that enhance your teaching. We also welcome you to the modern port city of Halifax, a place where making connections comes naturally.

Allow me to express my gratitude to our dedicated team of volunteers who made this year’s showcase possible. I am also extremely grateful to our MSVU sponsors: the Senate Committee on Teaching and Learning, the Teaching and Learning Centre, the Department of Distance Learning and Continuing Education (DLCE), and the Office of the Vice-President (Academic).

Katherine Darvesh
Chair, Showcase 2011 Organizing Committee


Please contact one of our volunteers in the colourful T-shirts if you need assistance with anything.
1:01  Session Cancelled  

1:02 Francophone de Formation: an Indo-Canadian Perspective  
*Rohini Bannerjee (rohini.bannerjee@smu.ca), Saint Mary's University*  
This session will discuss how being an Anglophone and first generation Canadian of Indian decent has positively affected my teaching of French language and Francophone literature at Saint Mary's University. Upon registration in my classes, students are curious to see if my surname is of Francophone descent. Once they meet me on the first day of their Beginners French language or their 4000 level 19th century French literature class, they are bewildered to discover that in fact, Bannerjee is a name originating from India. Students learn quickly that I am proud to be born and raised in Nova Scotia and that my love of Bollywood movies is in sync with my flamboyant choice of nose piercing. First impressions aside, students are engaged in mastering basic grammar lessons while fine-tuning their critical analysis of a classic Zola text vis-à-vis the guidance of a Francophone de formation. Do a Professor's linguistic and cultural origins affect how her students learn? Alors, je me présente.

1:03 Connecting Interprofessional Education and Care of the Elderly: the Maplestone Collaborative Learning Centre  
*Anne Godden-Webster (anne.godden-webster@dal.ca), Dalhousie University, Catherine MacPherson, Maplestone Enhanced Care, and Tom Mersereau, Superstore Pharmacy, Bedford*  
In an effort to better prepare learners in the health professions to engage in interprofessional, collaborative client-directed care, Dalhousie University and Shannex, a family-owned provider of seniors' care services, have partnered to create the first academic nursing home of its kind in Atlantic Canada. Located at Maplestone Enhanced Care, a licensed long term care facility in Halifax, the Collaborative Learning Centre (CLC) is an interprofessional learning environment that aims to facilitate a positive change in attitude towards long term care and care of the elderly and equip learners with the competencies necessary for interprofessional collaboration. To date over, 140 learners from eleven professions have completed rotations through the CLC. This session will describe the development and implementation of the interprofessional student team component of the CLC, which has been carried out with minimal costs or changes to profession-based curricula. This presentation will highlight successes, challenges, stakeholder feedback and lessons learned from the perspectives of a learner, the service provider and the university.

1:04 Living Deeply by Connecting Art and Pedagogy  
*Mindy R. Carter (mindy_carter@cbu.ca) and up to five students, Cape Breton University*  
This session will present the experiences of teacher candidates and their arts methods professor as they use artistic inquiry to co-create a piece of art for the Cape Breton Arts Showcase "Lumiere". The connections between art and teaching, professor and students will be explored, built and disrupted as a means to deepen ones understanding of what it means to become pedagogical.
Concurrent Sessions 2

2:01 Case Studies to Connect Students with Scientific Discovery 9:30-9:55
Rosaria 105

David Dansereau (david.dansereau@smu.ca), Saint Mary’s University

A case study is a story with an educational goal. Case studies are established teaching tools in medicine and law, and offer science educators a powerful method to move away from the standard lecture format toward a more engaging undergraduate experience. One of my central goals in Developmental Biology has been to provide students with the tools they need to read and analyze modern scientific publications. I use the interrupted case method to guide small groups of students through the process of scientific planning and discovery, complete with experimental controls and unexpected results. The students practice making predictions, designing experiments, and analyzing results. In this session, I will bring you on a short tour of the interrupted case study method, some of its advantages and disadvantages, and how it can be applied to the teaching and learning of scientific content. I will provide attendees a sample case with teaching notes, and an introduction to the collection of case studies at the National Center for Case Study Teaching in Science at the University of Buffalo.

2:02 Global Online Learning: It’s a Design Issue R401 (Don MacNeil)

Nanci Lee (nancilee@eastlink.ca), Joan Francuz and Catherine Irving, St. Francis Xavier University

Bringing the global community to an online learning environment is not a technical issue - it’s a design issue. Based on our experiences of offering an online distance course in microfinance for community development practitioners around the globe, the presenters highlight the lessons learned from three perspectives: the educator responsible for content, the technical coordinator responsible for the online (Moodle) platform and the librarian responsible for resources and research assistance. In this presentation, we explore the adaptation of adult education methods that draw on the strengths of the online format. Elements described include the significant change in pedagogical design and content from a classroom-based to online environment; as well as the use of multiple methods of engagement, reflection and feedback. Particular emphasis will be placed on the community-based assignment that allowed practitioners from Asia, Africa, and North America the opportunity to engage in their communities of practice while participating in the course. This melding of community and classroom allowed direct and deep application where practice was enhanced by peer feedback, analysis, and reflection. To ensure relevance, it is not simply translation of materials to an online format. It requires specific pedagogical design for a unique community of learners that will move through the learning differently.

2:03 Connecting with the Community through Volunteer Health Mentors R309 (Boardroom)

Susan Nasser (snasser@dal.ca), Larry Baxter, Kristin Crocker and Anne Godden-Webster, Dalhousie University, and Shelley Doucet, University of New Brunswick, Saint John

What better way to learn about the impact of living with a chronic condition or disability than to engage with someone with a first-hand experience? The Dalhousie Health Mentors program puts people at the centre by recognizing their expertise about themselves and their health and acknowledging the unique contribution they can make to the education of health professionals. The program provides an innovative, collaborative approach for students to learn about patient/client-centred practice, chronic conditions and disabilities, and interprofessional teamwork. Health Mentors are adult volunteers with a chronic condition and/or disability who are recruited from the community; they are then connected with a small interprofessional team of four students with whom they share their unique perspective on living with their condition and navigating the healthcare system. This presentation will describe the key
components of this program, as well as lessons learned, and will feature the perspectives of a mentor and a student. Launching into its second year, the program has already created and continues to build upon productive working relationships with mentors, support groups, and health and social service providers and networks, forging a valuable university/community partnership.

2:04 "So Happy Together": Team Teaching Undergraduates

David Creelman (creelman@unbsj.ca) and Sandra Bell, University of New Brunswick, Saint John

In the winter term of 2011 we team-taught two undergraduate English courses; a first year introductory course and an upper level course in James Joyce and Samuel Beckett. Every part of the course was a cooperative effort. Together we planned the syllabi, selected texts, designed assignments, marked papers, developed active-learning techniques, ran formal debates, marked final exams, and attended each other’s classes for the entire term. Working closely with a fellow teacher was an illuminating experience. Not only did we learn exactly how a colleague teaches in the classroom, but we were able to reflect more deeply on our own teaching practices. We discovered that when we were teaching with a colleague we were in some ways more liberated and in curious ways we were more restrained. The summative course surveys of the students indicated that the experiment was popular and useful for students, but not necessarily in the ways we had expected. The process has helped us establish some basic principles about how to make a “team-teaching” experience work well, and we will share not only practical tips to make team-teaching work, but we will also review our core principles in helping the team stay healthy and happy.

Concurrent Sessions 3

10:00-10:25

3:01 A New Teaching Method for the Periodic Table of the Elements

Matthias Bierenstiel (matthias_bierenstiel@cbu.ca), Cape Breton University

The Periodic Table of the Elements is one of the central topics in introductory level chemistry courses. Traditionally, students are taught the fundamental theories of atomic models, elemental properties and quantum chemistry within a historic and/or conceptual perspective. It is surprising that little information is available in the literature about the effectiveness of teaching of the Periodic Table of the Elements. Common issues are misconceptions and a lack of fully comprehensive understanding of the concept of the Periodic Table of the Elements, despite obtaining high marks, as students can memorize the information only to repeat it at exams. This presentation discusses an in-class assignment/group work for 1st year students which is a hands-on and fun process that explains, step-by-step, the intrinsic concepts of the Periodic Table of the Elements of "our" universe by comparison with tables from imaginary, different universes. The "discovery" of these new universes (i.e. highly periodic to complex periodic) helps students understand the fundamental concepts combined in the standard Periodic Table of the Elements of "our" universe and that its contents are evidence-based not arbitrary. Such a conceptual approach can be used for testing the students’ understanding by providing a new, different Periodic Table at an exam (in which element properties cannot be memorized in advance) and hence conceptual aspects can be evaluated.

3:02 Global Issues and the Cultivation of Critical Insight

Ron Srigley (rsrigley@upei.ca), Christian Lacroix, Doreley Coll, Reuben Domike and Gil Germain, University of Prince Edward Island

The University of Prince Edward Island (UPEI) is in its second year of a completely revamped, university-wide required course for all 750 first year students. The course is tasked with improving critical thinking,
reading, and writing abilities in the presence of reported challenges of significant variability in student performance in these areas, increasing intellectual disengagement, and declining literacy. To complete this task, UPEI has created a Global Issues course that connects student to their local and broader world using themed interdisciplinary perspectives. These interdisciplinary perspectives are enabled by having five senior faculty members from across the university deliver large lectures and then five term lecturers work with smaller student groups (approximately 40 students each) to discuss content. In preparation for the course and to build continuity, all ten faculty members come together in August for a "dry run" of the course. The delivery of the course employs three simultaneous pedagogical approaches - lectures (delivered by the senior faculty), seminars (led by the term lecturers), and "town hall" meetings (led by the senior faculty) to provide multiple learning avenues to students. Our presentation will focus on the ambitions, successes and challenges of this highly interdisciplinary approach in the Canadian university context.

3:03 Making Connections with Vulnerable Community Partners R309 (Boardroom)
Tracey Rickards (srickar1@unb.ca), University of New Brunswick
The Community Health Clinic (CHC), in downtown Fredericton, has provided primary health care to vulnerable populations, those living with addiction and multicultural newcomers since 2002. Nursing students studying with the Faculty of Nursing at the University of New Brunswick represent only one of the many disciplines who make use of the clinic as a venue for service-learning. During this time, students engage in providing primary health care to a variety of clients, building partnerships with community agencies, and conducting outreach to the local Men's Emergency Shelter and Soup Kitchen. Nursing students and the instructor debrief about the experiences discussing assumptions, consequences, equity, social justice, and the importance of making connections with multiple community partners. Students from a variety of disciplines are able to practice the skills learned in the classroom while providing valuable services to an often underserved population. Students learn to work within an interdisciplinary modality gaining a better understanding of each other's roles. An important aspect of service-learning is reciprocity to the community. The CHC focus on the importance of making the connections, both intra and inter agency, and the delicate balance to maintain and grow these mutually beneficial relationships.

3:04 Connected with Team-Based Learning: Contrast from a Core and a Technical Elective R300B (Vincent's)
Ming Zhong (ming@unb.ca), University of New Brunswick
Some team-based learning experiences are reported in this presentation. In particular, the experiences from a core course and those from a technical elective at the Department of Civil Engineering, UNB, are contrasted and highlighted. CE4923 is a 4th year CE core course and there are usually more than 65 registered students with a variety of backgrounds, whereas CE5313 is a technical elective targeted to senior students. The latter usually has less than 25 students. The following differences are found between the two courses: students’ perception/reaction to team-based learning, students’ adaptive curve, group dynamics and management, classroom management, applicability of different techniques and learning outcomes. These differences are presented together with comparisons of the learning outcomes using team-based learning and those without using team-based learning. In general, it is found that team-based learning is more effective than traditional lecture approach in engaging students and improving their learning. Finally, some tips for using team-based learning in similar courses are offered.
Session Cancelled

International Internship -- Learning to Listen

Nadya Ladouceur (nladouce@unb.ca), University of New Brunswick

Learning is relational and knowledge is produced through interaction with others (Freire, 1972). Dialogue, advocated by Freire, cannot exist without humility and mutual respect and without faith in people's agency. Only then can dialogue, based on trust, bring people together in an equal relationship to learn from each other and to transform reality together. The international internship program at Renaissance College, UNB aims to develop students' ability to enter into such dialogical relations with the communities they join in different developing countries. In this session, I will explore five critical elements we believe ought to be in place for such dialogue to happen. First, students must comprehend the dynamics of power and privilege that influence their relations with their hosts. For our college, this means addressing the same imbalance at play between us and the partner organizations. We also need to develop projects in which both the partners and the students can contribute. Fourthly, we need to create opportunities for students to share the life of the communities they join. Finally, because crossing a cultural divide is as much an emotional endeavour as it is an intellectual one, we need to prepare students to deal with the intensity of the experience.

5 + 1 Interdisciplinary Strategies that Connect Students to Communities

Rosemary Polegato (rpolegato@mta.ca), Mount Allison University

I never teach my pupils; I only attempt to provide the conditions in which they can learn. Albert Einstein

Building learning bridges between the university and various communities is often a desirable goal, but time constraints make it elusive. This interactive session will provide space for participants to think about and act on designing a community-based assignment for a specific course. The hands-on approach will provide tips on how to identify community connections, how to connect community experiences to student learning outcomes, how to proceed with set-up, how to manage common challenges, and how to approach assessment. These strategies can be adapted to any discipline. Examples will include small assignments and large projects. [Note: Attendees are encouraged to have a specific course in mind for this session.]

Get Creative: Engaging Students to Achieve Learning Outcomes

Toni Roberts (troberts@mta.ca), Mount Allison University

Creativity takes time and preparation but is a great way to engage students in active learning. Since we know active learning increases student performance, creative and engaging activities will improve student learning and align with our teaching goals and learning outcomes. Come to this session to discover strategies to inspire you in your teaching practice such as novel uses of music videos, using audio recording devices in interesting ways, developing group workshops and building provocative discussion questions.
Concurrent Sessions 5

5:01 Blended Learning at Mount Saint Vincent University
Rosaria 105
Melissa Russwurm (melissa.russwurm@msvu.ca), Deanna Gamble, Jarrett MacLeod, Natalia Peart, and Robyn O'Neill, Mount Saint Vincent University

Blended learning is a method of integrating popular web-based technologies into learning environments that have traditionally been based exclusively on face-to-face interaction. This case study describes the effectiveness of blended learning as it is used at Mount Saint Vincent University. Participants were MSVU students who have previously taken blended learning courses. A survey and two focus groups were conducted to gather information used for this report. Analysis of data reveal that a majority of students do enjoy blended learning courses, however, there are key elements that should be employed. Common themes were: training for professors in virtual programs, advance knowledge of blended learning course aspects prior to registration, strategies to measure participation in blended learning, using online communication devices to their full potential and combining face-to-face and online communication in course offerings.

5:02 Navigating Portfolios: Avoiding the Shoals and the Shallows
R401 (Don MacNeil)
Shannon Murray (smurray@upei.ca), University of Prince Edward Island

Inspired by the Green Guide on Learning Portfolios, I have begun to require these wonderful collections for my midlevel literature courses. Students collect, select, and reflect on the work they've done in a way that gives a more accurate snapshot of their experience and efforts. But we have not always sailed smoothly. In this session I'll share some of the lessons I've learned and invite participants to discuss how to make portfolios effective and memorable reflections of our students' work.

5:03 The Thread That Binds: Reweaving the Tapestry
R309 (Boardroom)

Jane Baskwill (jane.baskwill@msvu.ca) and Susan Church, Mount Saint Vincent University

In January 0f 2009, the Graduate Literacy Program Area at Mount Saint Vincent University was approached by a group of teachers to start a Literacy Cohort that focussed on struggling literacy learners. Drawing upon the "community of practice" literature (Johnson, 2007, Lavre and Wenger, 1991) to shape the design, the Cohort was launched in Fall 2009. A key part of the Cohort course schedule was the Project Course [1.0 units]. Our experience with Project courses previously had been that these were delivered as discrete courses, "taught" or supervised by one faculty member. In some cases it would be scheduled in the Fall of the second year or as a capstone course at the end. This session focuses on the Project Course and the way it was reframed to become an integral part of the total learning experience of the cohort. The presenters will share how collaboration among Cohort faculty created a learning experience, woven throughout the two years of the Cohort. We will discuss the strength of this approach, the ways in which all faculty supported students' project work in their courses and the benefits to students and faculty.

5:04 Contemplative Practice in Teaching and Learning
R300B (Vincent's)
Susan Walsh (susan.walsh@msvu.ca), Mount Saint Vincent University

In this presentation, I explore contemplative practice as it relates to teaching and learning in the post-secondary context. Specifically, I discuss ways in which I encourage graduate students in the Faculty of Education to engage mindfully with the course topics/materials, themselves, each other, and the larger socio-cultural milieu, particularly within a broader neoliberal context that encourages market, technical, and outcomes based orientations towards education and living. Following Buddhist teachings, I frame
contemplative practice as a commitment to periods of embodied attentiveness with a focus on something in particular, in this case aspects of readings and/or phrases/words/ideas derived from our work together. Contemplation involves movement out of the conceptual and into other, more embodied ways of knowing. In my presentation, I will describe how contemplative practice has manifested in my teaching, share observations and feedback about how it impacts/affects student learning, and connect these experiences to the broader literature about contemplative practices in post-secondary education.

AAU Award Winners' Plenary Panel

"I Wish I Had Known Then"

The AAU annually makes awards to acknowledge those who exemplify excellence in teaching and instructional leadership in the universities of the Atlantic region. This year, David Creelman is the recipient of the Anne Marie MacKinnon Educational Leadership Award, and Rosemary Pelegato and Maureen Volk are the recipients of the Distinguished Teaching Award (their biographies can be found inside the back cover). They will share with us some of the energy and excitement about teaching and learning that captivated the AAU Award Selection Committee.
There is only one small elevator in Rosaria so, if you can, please use the staircase.

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Concurrent Sessions 6: Workshops 1:35-2:15

6:01 Connecting Readings to Classroom Activities to Assignments  Rosaria 105
Geoffrey Lee-Dadswell (Geoffrey_Lee-Dadswell@cbu.ca), Math, Physics and Geology, Cape Breton University

Getting students to read ahead so that they are prepared for class can be a major challenge. Giving students the support they need while working on difficult assignments and projects is also challenging. I will demonstrate methods that I use to motivate the students to do the readings, and to help them connect the ideas together during class. I will also summarize some ways to form connections among the students to forge a peer network in the class that supports the students through difficult assignments. Some of this is done by keeping the students involved in the course outside the class using a course management system such as Moodle. Other parts are achieved through more old-fashioned methods. Knitting the whole thing together takes a lot of planning but the rewards in terms of student outcomes are worth it.

6:02 Asking the Right Questions: Creating Connections through Pan-university Consultation on a Framework for Teaching and Learning Institutional Connections  R401 (Don MacNeil)
Doreen Neville (dneville@mun.ca), Albert Johnson, Joyce Fewer, Elaine Crocker and Maureen Dunne, Memorial University

In May 2011, the Senate of Memorial University unanimously ratified an institutional framework for teaching and learning. The precursor of this significant moment in the university's history was an intense three months of pan-university consultation. The processes applied in the consultation were congruent with the principles of adult learning and appreciative inquiry - grounded in personal experience and focused on positive learning outcomes. Asking the right questions in the consultative process connected the community in a powerful, shared conversation about positive learning experiences and created momentum towards the development of a robust framework that will guide future initiatives in teaching and learning at Memorial. The high level of engagement and enthusiasm indicated that the university community was ready for a conversation about teaching and learning. In this session, the presenters will invite participants to experience a mini - version of the structure of the consultation sessions, share their analysis and insight on why the process was successful, and consider how Memorial's experience could be replicated elsewhere.

6:03 Responding to Students' Evaluations of Teaching  R309 (Boardroom)
Eileen Herteis (eherteis@mta.ca), Purdy Crawford Teaching Centre, Mount Allison University

During this highly interactive session, we'll parse the word 'respond' acknowledging that, faced with anonymous student feedback, our reaction is often human and personal before it is instructional. Using an original case study and applying some of the lessons from the literature, we'll discuss constructive strategies for connecting student feedback with continuous teaching enhancement.

6:04 Becoming Spectators  R300B (Vincent's)
Alex Fancy (afancy@mta.ca), Drama & French, Mount Allison University and Middlebury College

Teachers are actors whose goal is to become spectators, while students are spectators whose goal should be to become actors. This session will examine the process whereby teachers "let go" and students "take charge," by exploring specific co-management strategies such as the time capsule, peer evaluation, rhythm-sharing and a dozen others.
It is believed that when students are actively engaged in the classroom that their learning of the material is enhanced. One method for physically and mentally engaging students in the classroom is the conversational carousel. In this presentation, a professor and former student (who is now in her second year Bachelor of Education) will interactively share how the conversational carousel can be organized and managed for small and larger classes. Further, a variety of examples of how the conversational carousel can be used will be discussed. Attendees will actively participate in a conversational carousel and have the opportunity to share possibilities for carousel use from their own areas of expertise.

Concurrent Sessions 7

7:01 Blackboard: Returning Grades and Advising in Large Classes
Rosaria 105
Trevor Adams (trevor.adams@smu.ca), Saint Mary’s University
Teaching large first year introductory courses presents many challenges especially with privacy concerns regarding assignments and grades. Gone are the days of posting grades by ID numbers on the office door. Blackboard, a course management software program frequently used to deliver online programming, can also be used to supplement learning in face-to-face classes and help facilitate the return of assignments and grades. This is very helpful in large first year classes where returning assignments can be cumbersome. Students can follow their progress in your course from anywhere and it’s a great advising tool for students seeking support. Score keeping is easy to do and you only need to enter the information once - no transcribing required! When students come to see you about their progress in your course, in seconds you can have a course transcript of their grades at your fingertips. Come and learn how you can implement this in your classes and get everyone connected!

7:02 Creating Space for Teaching Conversations
R401 (Don MacNeil)
Howard Donohoe, Geology, Shelagh Crooks, Philosophy, Paul Muir, Mathematics and Computing Science, Roxanne Richardson, Biology, and Carol Roderick, Centre for Academic and Instructional Development, Saint Mary’s University
Faculty members are often in dialogue with students through seminars, discussions, papers and meetings. They create connections with their students that further conversations about course topics, which may result in deeper and stronger learning. Often we forget about the dialogue between ourselves, the ways that we can connect and converse about teaching and learning. The purpose of this session is to discuss how you may organize and use a community of practice to develop greater connections between faculty members that encourage teaching conversations and reflective practice. In the past three years, the Quality of Teaching Committee and Centre for Academic and Instructional Development (CAID) at Saint Mary’s University have facilitated a dialogue between faculty members through communities of practice. Each year ten to twenty-five faculty members from across the university take part. We will explain how the communities of practice were organized, how the topics were chosen and how we managed the sessions. Through your participation and reflection, and our experience, you will have a better idea of how to use communities of practice to create space for teaching conversations.
7:03 Engaging Student Teachers in Service Learning

Mary Jane Harkins (maryjane.harkins@msvu.ca) and Zhanna Barchuk, Mount Saint Vincent University

This presentation will provide an overview of a research project that involved student teachers in service learning. The project, completed in partnership with the Centre for Entrepreneurship Education and Development (CEED), was designed to address the out-migration of youth in rural areas. The purpose of the project was to integrate a service learning component into the high school curriculum in a rural school by introducing student teachers to entrepreneurship education. Using a collaborative approach, student teachers, school staff, and members of community organizations were engaged in developing localized curriculum units. To identify local, entrepreneurial opportunities, high school students visited local sites and interviewed community members. At the end of the project, the student teachers and their students had developed four localized learning modules involving a service learning component. For the high school students, the project enhanced learning, increased community pride, and promoted an interest in future entrepreneurial opportunities. Student teachers learned the importance of connecting learning with the everyday lives of their students, and community members gained a new appreciation of their youth as a valuable community resource. This service learning opportunity demonstrates an innovative pedagogical approach to teaching and learning at the post-secondary level.

7:04 Looking Backward While Moving Forward

Jula Hughes (jhughes@unb.ca), University of New Brunswick; Tamra Alexander, Algonquin College

How many times have you asked yourself, "Did no one teach these students how to write?" or "Are they teaching them anything in high school/undergrad anymore?" One of the most frustrating experiences in education for both the learner and the teacher occurs when learners struggle with skills that were supposed to have been previously acquired when asked to use those skills in a new context. Research in the "transfer of learning" discipline, an area of both educational theory and cognitive psychology that focuses on helping learners connect prior learning to new contexts, suggests a number of strategies to facilitate the "backward-reaching" transfer of knowledge and skills. We will explore some of these strategies through a hands-on exercise that will draw on the participants' existing skills and knowledge to create an analytical framework that connects "known" reasoning skills with the beginnings of more formal critical legal analysis. Through this practical exercise, we will explore how to leverage past knowledge in order to facilitate the acquisition of new knowledge.

Concurrent Sessions 8

2:50-3:15

8:01 Enhancing Learning with Streaming Video

Ken Reimer (ken.reimer@unb.ca), University of New Brunswick

Online courses often rely on text-based learning materials, discussion groups, and email interaction, but there is something powerful about video as a learning tool. User-produced video can bring a visceral emotional element to a learning experience more readily than textual communications, and that helps to build more powerful connections between instructor and learner. The popularity of short videos on YouTube has demonstrated that people want to connect using video, and as educators we want to tap into that. UNB has just made a major investment and staff allocation toward a streaming video solution, and we have begun experimenting with using video to enhance our student learning, both for classroom-based and for online courses. In this presentation, you will hear about the structures and processes that have been put in place at UNB, and we will present some of the attempts at using video as an instructional support tool, and what we are learning.
8:02 Developing Learning Outcomes in a Professional Program  

Susan D. Dawson (sdawson@upei.ca), Lisa Miller, Sally Goddard, University of Prince Edward Island

While learning is assessed by a number of measures in the veterinary curriculum, AVC has only recently developed a procedure for direct assessment of defined clinical competencies of senior students. Establishing outcomes-based assessment for fourth year rotations is becoming more widely recognized in the profession, and by our accreditation body. Over the past year, an educational consultant worked with individual course coordinators to identify learning outcomes. The role of the consultant was key to developing the outcomes assessment procedure. Faculty members were initially reluctant to commit time to this exercise. The consultant couched the process in simple terms (What skills do you want the student to come away with from your rotation?), and helped faculty use appropriate language for describing measurable learning outcomes. The consultant allowed faculty to focus on the skills of their own specialty rather than on the pedagogy of assessment. This made the process 'easy' for faculty, and enhanced buy-in; most faculty have found this to be a positive experience. It has provided a sense of renewal in teaching, and has increased collaborative efforts among faculty. Student learning has been enhanced as gaps in the curriculum have been identified and corrected, and as learning outcomes are more clearly identified and communicated between faculty and students.

8:03 Linking Courses to Foster Academic and Social Connections  

Carol Roderick (carol.roderick@smu.ca) and Margaret-Anne Bennett, Saint Mary’s University

In September 2010, Saint Mary’s launched an innovative learning communities program for first year students: LEAP (Learning, Engagement, Achievement, Peer Mentors). The program is designed to help students form strong social and academic connections. These connections are a key determinant of students’ enjoyment of their studies, their academic success, and their persistence to graduation. Within LEAP, each community of students completes 2-3 courses together in the fall term. These courses are intentionally linked. Before the term began, faculty members met to discuss their curricula and learning outcomes, and to exchange course syllabi. Some faculty members engaged in workload levelling to ensure that due dates for assignments and quizzes did not overlap. This initial meeting was followed up with one or more get-togethers during the term. The program evaluation indicates that the learning communities approach was successful in helping students to form strong social and academic connections. Students reported that they made friends easily, that they were more likely to participate in class, and that they appreciated the close student-faculty relationships. Faculty members enjoyed the learning community approach as well, commenting on the value of seeing how courses in other disciplines are taught and the opportunities to informally ‘talk teaching’ with their colleagues.

8:04 Knowing Self and Others: A Leadership Learning Outcome  

John Valk (valk@unb.ca) and Ted Needham, University of New Brunswick

The compelling words of the Oracle of Delphi (Know Thyself) challenges us still today. Knowing self cannot be accomplished, however, without investigation of the other. Knowing self and others is an inward journey and an outward experience. Knowing self and others is both articulation of ‘knowing’ who we fundamentally are as human beings and a process of ‘learning’ to know these things. It is a characterization of our beliefs, values, abilities, and states of being, and those of others. It draws on various disciplines, traditions and approaches to achieve insight into the complexity of the human. It is fundamental to learning, living and changing. Knowing self and others is an important learning outcome for students, especially those in a leadership program. Leaders base decisions on their own beliefs and values, those with whom they lead, and those of organizations or communities they guide and direct. In this session we:
1. Describe Knowing Self and Others as a learning outcome at Renaissance College (UNB).
2. Explain its importance and how it is incorporated into our interdisciplinary program.
3. Give examples of learning activities and assessments used to assist students in Knowing Self and Others.

Concurrent Sessions 9

3:45-4:10

9:01 Smart Phones and the University Experience
Rosaria 105
Peter Webster (peter.webster@smu.ca), Saint Mary's University
The session will review current trends for mobile telephone use on university campuses. We will discuss experiences, key issues, and opportunities for classroom use of mobile phones.

9:02 Different Connections: Using Teaching Assistants and Team
R401 (Don MacNeil)
Teaching as a Way to Build a Diversified Learning Environment
Cornelia Schneider (cornelia.schneider@msvu.ca), John Drish, Geoffrey McCarney, Colin MacDonald and Joanne Cummings, Mount Saint Vincent University
In our presentation, we want to introduce a form of teaching that we have been constructing together as a team over the last two years. The course 'Social and Cultural Contexts II', a mandatory course in the Bachelor of Education programme at MSVU, is a class with 35 to 40 participants. In order to better connect with the students, especially those who tend to be more introverted, we have built a model using teaching assistants as a support in- and outside class. Over two years, three graduate students were involved in the project. Our presentation aims at presenting the model, its construction and development over time. We want to discuss its benefits for postsecondary learning as well as its challenges and limits, from the perspective of faculty, the graduate students and former students who participated in the course. We will attempt to demonstrate that our model turns out to be beneficial not only for the students enrolled in the class, but also for the faculty in terms of improving their own teaching as well as for the graduate students as this was a great opportunity to explore teaching at the postsecondary level as a career option.

9:03 Bringing Hidden Connections to Light
R309 (Boardroom)
Peter MacIntyre (peter_macintyre@cbu.ca), Eileen Smith-Piovesan and Tom Urbaniak, Cape Breton University
The university and the community depend on each other in many ways; they are thoroughly connected. The connections are so many and so varied that it is difficult to list them all. However, those connections often go unnoticed and may be taken for granted. Over the past two years, by hosting a special series of workshops, Cape Breton University has found a way to make the Teaching and Community connections more visible. The workshops use a modified "talk show" format that begins with a member of the faculty, a member of the community with whom they share a connection (even if they have never met), and a host. Both guests bring images that inspire ideas about past, present, and future relationships. The host involves the entire audience in the discussion. We will describe the process of creating the series and the surprising connections it has revealed thus far. We conclude with an interactive discussion about launching similar series at other campuses and ideas for sharing the results.
9:04 "I Just Had to Hear Your Voice": The Power of Performance
Reina Green (reina.green@msvu.ca), Mount Saint Vincent University
This session demonstrates a simple, innovative teaching method that encourages students to recognize the impact of their verbal delivery, to develop strategies for emphasizing chosen interpretations of a spoken text, and to be confident when speaking in public. The method is suited to all verbal genres. While university study is grounded in the Greek trivium of which oratory was an essential part, printed or electronic text and images are most emphasized in today's classrooms, and students often lack confidence in their oral reading skills. They are therefore troubled when they learn that a required assignment in my Shakespeare class is a fully staged performance of scenes from one of his plays. Session participants will engage in the exercises I use with students to demonstrate the influence of intonation, rhyme and rhythm, pacing and pausing on the meaning of a text. These, along with video clips, will demonstrate how my students learn the tools of verbal delivery to communicate their interpretation of a text, and how they develop greater critical awareness of when others use the same tools for rhetorical effect. My students begin by saying hello to each other and end by performing Shakespeare for a large audience.

Concurrent Sessions 10

10:01 Creativity and Adaptation in English Literature Projects
Anna Smol (anna.smol@msvu.ca), Mount Saint Vincent University
For several years now in my courses involving the study of translations and adaptations into medieval and later literatures, I give my students the option of writing scholarly research papers or the option of composing their own adaptations and then writing a researched analysis of what they have done. To my initial surprise, the latter option has been consistently embraced with gusto by senior-level students who have produced sculptures, paintings, translations, dramatizations, songs, videos, machinima, and works of fiction. In my presentation I will explore how adaptation assignments can foster creative thinking, particularly analogical thinking (what the poet and philosopher Jan Zwicky might call "seeing-as" and what researchers in the social sciences term "little-c" and "Pro-c" creativity). In these adaptation assignments, my students reveal a strong desire to connect their creative talents, including those learned outside my classroom, with the course material. I will also discuss the problems raised by the concept of "creative" assignments - shouldn't a traditional research paper be considered creative writing, after all? I will suggest possible rubrics that can be used to assess both adaptation and traditional essay projects.

10:02 Returning to Teaching is Not an Easy Journey
Beverlie Dietze (beverlie.dietze@msvu.ca), Mount Saint Vincent University
Returning to teaching after a ten year absence requires new road maps, a flexible attitude, openness to taking new twists and turns along the journey, a recognition that one's philosophy may require adjustments, and a willingness to reflect on learning. In preparing for my new journey, I examined the research on contemporary learning-centred principles and the benefits of learners becoming co-producers of their learning. I soon discovered that my teaching and learning strategies executed in the previous century were not going to cut it with our young learners today. I quickly realized if I was going to keep learners engaged that I needed to create a flexible, multi-faceted approach to learning content. I became cognizant of the importance of acknowledging diverse learning styles and the need to utilize a variety of teaching and learning strategies. I had to face reality - I needed to bring technology into the learning environment. This session will highlight how and why I chose to use pedagogical
documentation, Tumblr and YouTube in the learning environment. I will discuss the benefits, the challenges, and the learning from both a faculty and learner perspective.

10:03 Educrisis: A School Leadership Decision-Making Simulation  
R309 (Boardroom)  
*Paul W. Bennett (director@schoolhouseconsulting.ca) and students, Mount Saint Vincent University*

Today's school leaders often find themselves thrust into the unfamiliar world of education politics. "Educrisis" is an original decision-making simulation developed for the Politics of Education graduate course at Mount Saint Vincent University. It was designed as the capstone learning activity for the Summer Institute course and literally thrust the students into real-life crises in education politics. Students were assigned actual front-line roles in Nova Scotia education - from Education Minister and Superintendent to leaders of education lobby groups and members of the Parliamentary Press Gallery. All participants are presented with three different "surprise" crises utilizing newspaper coverage, TV news clips, and actual documents. Each scenario first exposes the student role-players to the complex political webshaping and influencing educational policy-making. In each "Educrisis," students are then confronted with a thorny political issue and compelled to make informed policy decisions after considering a range of possible choices and options.

10:04 Picture This! Students' Conceptualization of Course Theme(s)  
R300B (Vincent's)  
*Suzanne Le-May Sheffield (suzannes@dal.ca), Dalhousie University*

A picture can generate many words and ideas around a central theme. In this presentation we will look at an approach that involves students in the conceptualization of the main concept(s) at the beginning of a course. By inviting students to contribute images to a course picture gallery that represents main concept(s) of the course, then to browse and frame those pictures with words, students collectively conceptualize a theme that they can continue to reference, build upon, and discuss throughout the course. I then purposefully incorporate the ideas generated by this visual collage and meaning-making exercise throughout the entire course, tying-in students’ words and images to weekly lectures and discussions. When students take ownership of meaning, and this process is recognized and reflected upon by the instructor, students’ learning is deeper, their commitment to the course and each other stronger, and their retention and application of ideas beyond the course more likely. This is an enjoyable and thought-provoking exercise that enables students to create meaning for themselves, and to make connections with the course material and with others across disciplines.

Furious Fives and Closing  
Multipurpose Room 4:45-5:15

This year we have three five-minute teaching ideas to end the day.

**Meeting the Class**  
John Grant McLoughlin (johngm@unb.ca), University of New Brunswick

**Connecting Content through Creative Analogies**  
Fred Mason (fmason@unb.ca), University of New Brunswick

**It's In the Cards**  
Russ Hunt (hunt@stu.ca), St. Thomas University
Biographies of the AAU Award Winners

David Creelman is the recipient of the Anne Marie MacKinnon Educational Leadership Award. He grew up in the Maritimes, received his Ph.D. from York University, and has been teaching at UNB in Saint John for twenty years. He teaches in the fields of Canadian Literature and Modern British Literature, and is also interested in literary theory and children’s literature. He has published articles on the on a variety of Canadian writers, published a study of Maritime fiction entitled Setting in the East: Maritime Realist Fiction, and has written about a variety of active learning strategies. For the last eleven years, he has been a member of the Vice-President’s Committee for Excellence in Teaching, a support group for the Teaching and Learning Centre at UNB Saint John.

Rosemary Polegato is the recipient of a Distinguished Teaching award. She is Professor of Commerce in The Ron Joyce Centre for Business Studies at Mount Allison University. She has taught numerous courses in Business Administration and Consumer Studies. Before joining Mount Allison in 1994, Dr. Polegato taught at St. Francis Xavier University, the University of Toronto, the University of Guelph, and The University of Western Ontario. Presently, she teaches, Consumer Behaviour, Arts and Culture Management, Arts and Culture Marketing, International Marketing, and Eco-marketing. Dr. Polegato earned a B. Sc. (H.E.) from St. Francis Xavier University, a M. Sc. from the University of Guelph, and an MBA and Ph.D. (marketing and strategic management) from the Ivey Business School. Her current research interests include pedagogical effectiveness and various aspects of audience development. Her publications appear in Psychology & Marketing, Journal of Advertising Research, Journal of Consumer Affairs, Business Quarterly, Journal of Promotion Management, and Journal of Food Products Marketing, as well as in textbooks and published proceedings of ASAC, EMAC, and AIMAC. She is co-author (with Michael R. Solomon and Judith L. Zaichkowsky) of the leading textbook, Consumer Behaviour: Buying, Having, and Being, now in its fifth Canadian edition. Professor Polegato served as the first Coordinator of Leadership Mount Allison. In 1999, she received a Paul Pare Award for excellence in teaching, research, and service, and was the inaugural recipient (2007) of the J. E. A. Crake Teaching Award in the Faculty of Social Sciences at Mount Allison University.

Maureen Volk is a recipient of the Distinguished Teaching Award. She received her Bachelor of Music degree in piano from the University of Regina, a Master of Music from The Juilliard School, and her doctorate in piano performance and pedagogy from Indiana University. Dr. Volk has been on faculty at Memorial University since 1979, teaching mainly in the areas of piano, piano literature and pedagogy, and aural skills. She served as director of the School of Music from 1990-2000 and is currently Associate Dean. She has performed as a recitalist, orchestral soloist and chamber musician in Canada and the United States. Her solo CD entitled Schubert and Debussy was released by Centaur Records in 2008, and her second CD, a collaboration with MUN alumnus Thomas Yee consisting of Canadian works for two pianos, was released in 2010.
## AAU TEACHING SHOWCASE 2011: DAY AT A GLANCE
(for more detail, please see the centrefold)

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:30</td>
<td>Registration and Coffee</td>
<td>Multipurpose Room</td>
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<tr>
<td>8:45-8:55</td>
<td>Introduction</td>
<td>Multipurpose Room</td>
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<td>9:00-9:25</td>
<td>Concurrent Sessions 1</td>
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<td>9:30-9:55</td>
<td>Concurrent Sessions 2</td>
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<td>10:00-10:25</td>
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<td>10:30-10:55</td>
<td>Break / Refreshments</td>
<td>Multipurpose Room</td>
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<td>11:00-11:25</td>
<td>Concurrent Sessions 4</td>
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<td>11:30-11:55</td>
<td>Concurrent Sessions 5</td>
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<td>12:00-12:45</td>
<td>Lunch</td>
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<td>12:45-1:30</td>
<td>AAU Award Winners’ Plenary</td>
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<td>1:35 -2:15</td>
<td>Concurrent Sessions 6 : Workshops</td>
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<td>2:20-2:45</td>
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<td>2:50-3:15</td>
<td>Concurrent Sessions 8</td>
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<td>3:20-3:40</td>
<td>Break / Refreshments</td>
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<td>3:45-4:10</td>
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<td>4:45-5:15</td>
<td>Furious Fives and Closing</td>
<td>Multipurpose Room</td>
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Please contact one of our volunteers in the colourful T-shirts if you need assistance with anything.

There is only one small elevator in Rosaria so, if you can, please use the staircase.