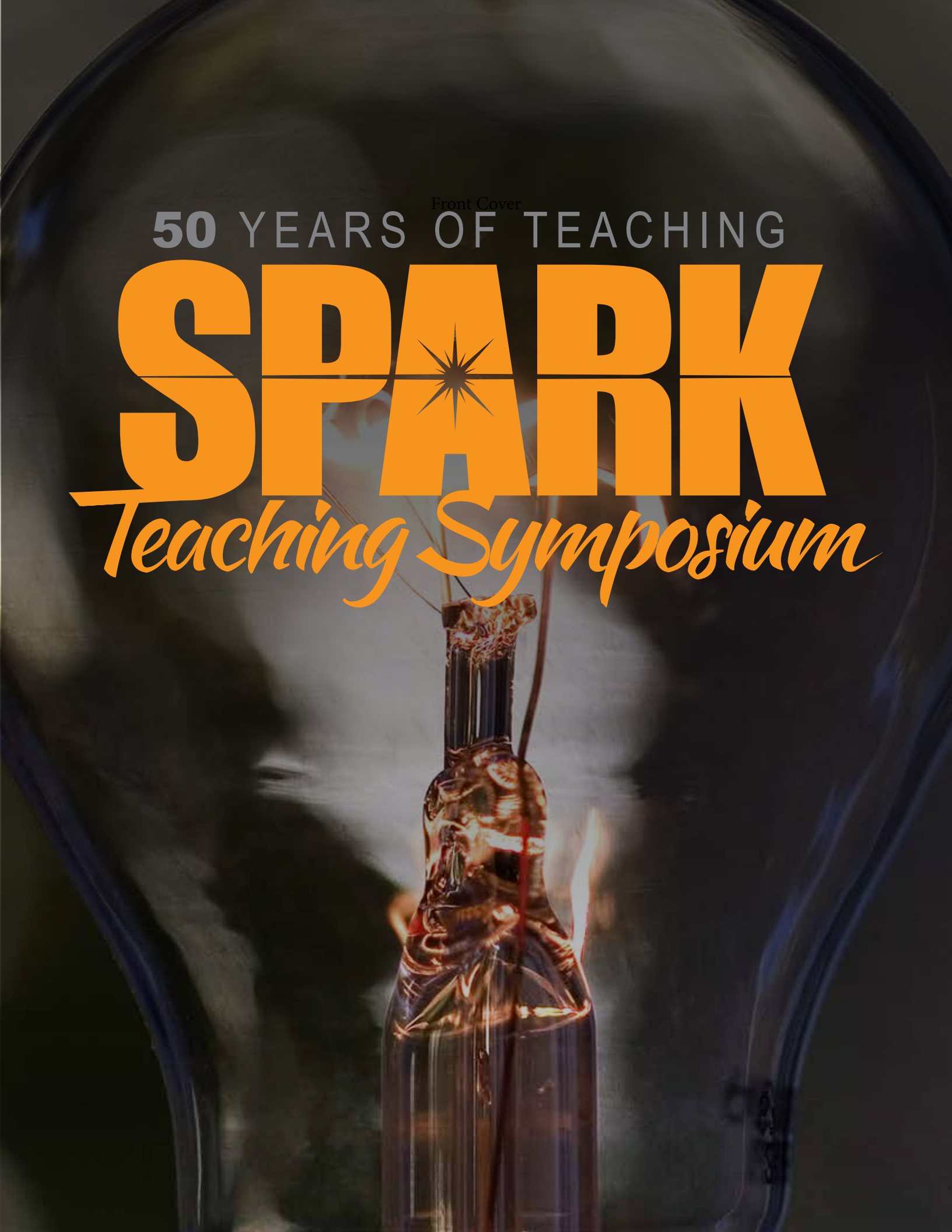


50 YEARS OF TEACHING

Front Cover

# SPARK

*Teaching Symposium*



**Day One - Thursday, April 27<sup>th</sup>**

# Keynote Address - 9:00 AM - 10:00 AM

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## **Dr. Shelly Wismath**



Dr. Wismath began her career with the University of Lethbridge in 1983. She began teaching algebra in the Department of Mathematics and Computer Science, where she learned techniques to help develop critical thinking skills in her students. Since then, Shelly has been honoured with the Distinguished Teaching Award in 1989, was also named the first Board of Governors Teaching Chair at the University of Lethbridge in 2006, and just recently in 2017 won a 3M National Teaching Fellowship.

Shelly is not only an excellent instructor, but is one of the biggest advocates at the University of Lethbridge campus for the recognition of teaching excellence, and the scholarship of teaching and learning. Her leadership in this area has led to many advances here on campus including, the development of a campus-wide teaching symposium, and the development of an ongoing professional development series based on current teaching topics. Her involvement with these projects to this day just solidifies her dedication to teaching at the UofL.

### **Threads**

This year's keynote address will focus on the evolution of Dr. Wismath's teaching, from the early years of learning how to teach to a move to the scholarship of teaching and learning. Join us as Shelly weaves together the different threads of her career to provide a tapestry that tells one instructor's story of teaching development, teaching insight and love for teaching.

# Concurrent Session One - 10:30 AM - 11:15 AM

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**Title:** How Educational Technology Opens Opportunities for Learner Autonomy, Project Collaboration, Self-Evaluation and Student Voice

**Abstract:** In this panel presentation and BYOD session, the four presenters would like to highlight how the implementation of educational technology in their face-to-face, blended, and online learning environments has transformed student learning in ways that foster learner autonomy, practice collaborative problem-solving, build evaluation skills and provide room for an individual voice.

Dr. Abigail McMeekin is going to introduce a study on the reported and observed advantages and caveats of moving toward a blended learning model in a Japanese 1000 level language classroom by creating and incorporating online lecture videos using a whiteboard app.

Dr. Lorraine Beaudin will share her experience integrating structural gamification into her teaching, a process where students earned Experience Points (XP), badges and levels rather than a percentage for completing self-selected and self-directed quests.

(PhD Candidate) Luz Janeth Ospina has an interest in rethinking traditional approaches to language assessment. She will introduce the use of VoiceThread as a successful evaluation tool, especially in her beginner Spanish courses, where the main goal was to provide the collaborative environment needed for authentic communication.

Joerdis Weilandt plans to demonstrate three user-friendly web 2.0 tools that enriched the online learning experience for teachers of German in Northern America. The teachers were required to collaborate in conducting and evaluating teaching-reflection projects as part of the blended teacher training course they were taking.

**Presenters:** Dr. Abigail McMeekin - Faculty, Modern Languages, Dr. Lorrain Beaudin - Faculty, Faculty of Education, Luz Janeth Ospina - Instructor, Modern Languages, Joerdis Weilandt - Educational Consultant, Teaching Centre

**Room:** M1040

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**Title:** Do classroom spaces matter? You bet they do!

**Abstract:** This session presents information from a research project investigating student engagement and classroom space. The focus of the presentation will be on the importance of matching teaching style with teaching spaces and the impact that teaching and learning spaces have on student engagement (Beichner et al., 2000; Holec & Marynowski, forthcoming). This topic is particularly relevant as we are moving forward as an institution with developing new teaching spaces and renovating current teaching spaces. Furthermore, it highlights how teaching space has (or has not) changed at the University of Lethbridge in the past 50 years. Following advancements in exploring how people learn (Bransford, Brown, & Cocking, 2000), it stands to reason that a one-size-fits-all learning environment is still a viable option in the 21st century.

Our study compared student engagement in two classes taught by the same instructor (RM), the same teaching style, and the same students, but across two different learning environments: an active learning classroom (ALC) and a traditional classroom. We developed a novel instrument to measure student engagement while taking into account the learning environment in addition to popular measures of behavioural, psychosocial, and cognitive factors of engagement. Results indicates that student engagement reached optimal levels when classroom and teaching style were matched.

**Presenters:** Dr. Richelle Marynowski - Assistant Professor, Faculty of Education and Victoria Holec - Graduate Student, Institute for Child and Youth Studies

**Room:** M1090

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**Title:** Wicked Gameplay: An experiment in Design Thinking, Lego Building and Meaning Making for “Solving” a Wicked Problem

**Abstract:** What happens when you combine a wicked problem with an “obvious” solution, imperfect information, and a large pile of Lego bricks? In this workshop, participants will be introduced to a teaching innovation designed to give students firsthand experience with wicked problems. Wicked problems are multidimensional, impacting their stakeholders differently, therefore skillsets and tools that facilitate shared understanding and meaning making are foundational to addressing wicked problems. In response to the World Economic Forum’s prediction that complex problem solving will be the number one skill in demand by 2020, Dr. MacDonald and Dr. Dann combined Lego Serious Play and design thinking to develop a learning opportunity for students to engage with wicked problem dilemmas. The presenters will explain how they combined these concepts to develop their teaching innovation and discuss key learnings from the exercise. Workshop participants will learn about and experience visual metaphor and prototyping as teaching tools for establishing shared understanding and promoting synergistic problem solving . As the future becomes increasingly complex, novel teaching approaches that encourage cognitive and emotive exploration of difficult processes will become increasing important in U of L pedagogies. This workshop overviews the explanatory power of building physical models from reusable parts and gives attendees the chance to participate in a small model making exercise using Lego to experience the process of meaning making, storytelling and metaphor.

**Presenters:** Dr. Adriane MacDonald - Assistant Professor, Faculty of Management and Dr. Stephen Dann - Visiting Fellow - Faculty of Management

**Room:** M1035

# Concurrent Session Two - 11:30 AM - 12:15 PM

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**Title:** It's not called Funiversity

**Abstract:** An open conversation and exploration regarding the role of fun in teaching and learning in the classroom at the University of Lethbridge. As we reflect upon the changes in social structures and the role of the professor and the student within the past 50 years of this institution to look forward towards the next 50, we recognize great change not only within the way technology is shaping our teaching both within and without these walls but also great change in the expectations and goals of higher learning. I pose the following questions to discuss:

Professor or entertainer? Does the professor need to become entertainer in order to engage today's student?

Student or insouciant observer? Is the student become an audience member as opposed to an engaged learner?

Is "fun" appropriate and/or necessary in today's classroom?

In order to teach students today as well as plan for the future, instructors need to not only recognize the changes in how students today are learning but also adapt our teaching styles accordingly. Or do we?

**Presenters:** Lee Burckes - Instructor, Faculty of Fine Arts (Drama)

**Room:** M1040

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**Title:** Evaluating Evaluation: Quantitative Explorations of Student Performance

**Abstract:** For some time now, my colleagues and I have been getting increasingly interested in explicitly studying and quantifying student outcomes in undergraduate courses. In taking a scientific approach to exploring questions all instructors surely consider in the course of teaching and evaluating students, the hope is to more rigorously and empirically investigate students' learning and progress, to examine specific trends and features within and across evaluative components such as exams, and to better identify and understand links between other metrics (e.g., student attendance) and subsequent student performance and success.

In addition to some earlier questions originally spurred by our curiosity over certain aspects of student evaluation/examination in larger, lower-level psychology courses, we would like to share with the broader undergraduate teaching community not only some basic observations -- some fairly intuitive, some decidedly counter -- but also more generally a taste and enthusiasm for this type of thinking and quantitative query-based approach to examining student outcomes and evaluation across a broad range of courses.

In this session, we hope to offer our colleagues across campus the opportunity to hear about some of these approaches and observations along with the chance to discuss and concretely explore potential applications of this kind of inquiry and analysis to their own courses and evaluative approaches. Resident Stats Wizards Scott Allen and John Vokey will be on hand for both the discussion and the more applied/workshop aspects of this session, to help share relevant techniques, insights, and expertise with interested participants.

**Presenters:** Dr. Javid Sadr - Assistant Professor, Psychology

**Room:** M1060

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**Title:** Internationalizing our curriculum: Strategies and outcomes

Abstract: How important is it for Alberta university students to acquire the skills, knowledge and outlook to live and work in a globalizing environment? Is it surprising that only 7% of Alberta's post-secondary students reported having had an international educational opportunity while completing their program? How can students develop international competencies without travelling abroad?

This session will combine a short lecture by the presenter followed by ample discussion on ways to "internationalize" our courses. The lecture will highlight the design, structure and components contributing to the success of a Fall 2016 international Health Sciences course with faculty and students from China. This "internationalization at home" (i@home) initiative was funded by Alberta Innovation and Advanced Education to evolve a prototype for "non-mobile" Alberta students to enhance their global awareness, improve intercultural skills and share expertise and approaches with their international peers. Faculty attendees are encouraged to exchange their multiple ways of internationalizing the curriculum, along with the barriers and merits of such efforts.

**Presenters:** Dr. Bonnie Lee - Associate Professor, Health Sciences

**Room:** M1035

## Lunch - 12:15 PM - 1:15 PM

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For those of you who RSVP'd for lunch, it will be served in SU Ballroom A. The ballrooms are located on the top floor of the Student Union building.

Lunch will be served by Aramark. They will be serving:

- Chicken skewers with rice
- Chili and tortilla chips (regular and vegetarian)

# Concurrent Session Three - 1:30 PM - 2:15 PM

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**Title:** Inclusion: Integrating lessons learned from a community context into the post-secondary classroom

**Abstract:** As stated in the University of Lethbridge's Destination 2020: Vision & Strategy, our institution has committed to building "internal community that is diverse, inclusive, and welcoming", and also furthering connections and enhancing relationships with "external communities, locally, nationally, and internationally". This commitment marks a wonderful direction for our ongoing growth, but how best can we create spaces in our classrooms where people are truly included and welcomed? And what role can community collaboration play in the pursuit of this vision?

As access and diversity grows, educators may be increasingly challenged to find innovative ways of transferring knowledge and material inclusively. This session will outline some helpful strategies that can enhance learning in various fields of study, and improve access to knowledge for students of all abilities. Participants will have the opportunity to engage in an arts-based exercise to explore and embody these strategies, and engage in facilitated dialogue regarding the successes and challenges of inclusive teaching in the future.

Join us for a creative, participatory experience as we explore and discuss the future possibilities of implementing inclusive strategies in the post-secondary classroom. This 45 minute session will draw on the knowledge and lived experiences of the facilitators' ongoing work with mixed ability dance classes in the community, arts based community development teaching at the post-secondary level, as well as theory and research on arts-based pedagogy as a strategy for inclusion. Connections between these sources of knowledge will converge for rich discussion and experience.

**Presenters:** Lisa Doolittle - Professor Emeritus, Faculty of Fine Arts (Drama), Corey Makoloski - Graduate Student and Instructor, Faculty of Education, Callista Chasse -ASC! Researcher

**Room:** M1035

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**Title:** A Decade of Online Assignments

**Abstract:** Today's student lives in a world where cell phones and internet are the default. They use technology in elementary school and high school. They consider use of technology to enhance education to be the norm. For today's student, electronic resources fill the role that textbooks filled 50 years ago as the primary supplement to in-class learning.

In 2006, I introduced weekly online assignments into our introductory chemistry courses as a means to promote regular engagement with the material and give students immediate feedback on their learning, ideally identifying any misunderstandings early. Since then, their use has expanded to include our organic chemistry courses (and several other courses in which I am not involved), and they are now a key component of the chemistry program.

Over the years, I have used three different systems for online assignments and explored several more of the available alternatives. The different systems derive in part from different philosophies of education, each with



its own strengths and weaknesses. I plan to discuss those philosophies, how the students have responded to them, and how that influences what I am looking for in a perfect online assignment system to meet the needs of today's students and faculty. I plan to show what is currently possible and share what I'd like to see happen as technology develops.

**Presenters:** Dr. Susan Findlay - Instructor - Course Co-ordinator for CHEM 1000, 2000, 2500 and 2600, Department of Chemistry and Biochemistry

**Room:** M1060

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**Title:** Reflections on Dual-Credit – Teaching University Courses in High School

**Abstract:** Two U of L courses were offered at Lethbridge Collegiate Institute over the past two academic years in a pilot Dual-Credit partnership between the University and the High School. Students who successfully completed course requirements received both U of L and high school course credits. In an education climate that wants to ensure smooth and successful transition into post-secondary learning, Dual-Credit is one approach for achieving this goal.

Panel members (who were the course instructors / teachers) will describe the Dual-Credit courses offered in the pilot (Liberal Education 1000, Knowledge and Liberal Education, and Management 1850, Management Systems and Connections) and reflect on the triumphs and challenges of teaching University courses to High School students in this format.

**Presenters:** Heather Mirau - Director, Integrated Planning, Provost's Office, Dr. Bruce MacKay - Coordinator, Liberal Education, Dr. Deborah Jarvie - Instructor, Faculty of Management, Aaron Stout - Secondment, Faculty of Education, Jen Scott - Science Teacher, Dual Credit Facilitator, Lethbridge Collegiate Institute

**Room:** M1090

# Concurrent Session Four - 2:30 PM - 3:15 PM

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**Title:** Lessons from the Field: Supervising Students in Practicum Placement

**Abstract:** Practical field experiences are an integral component in many professional programs such as education, nursing, counseling, social work, etc. For professors working in these programs, supervision of students constitutes an important part of their teaching practice because it ensures the integration of theory and practice to prepare students for success in a variety of professional contexts. In this presentation, we will share preliminary findings from a research project that investigated the supervision dynamics during a professional practicum in the Faculty of Education. Data for the study includes weekly reflections and an end of practicum interview completed by both faculty supervisors and students working in the field. Interactive strategies will be utilized throughout the presentation to explore and unpack preliminary findings. The value of relationships and the interwoven nature of how supervisors construct their role, understand their purpose, and design an approach to supervision will be highlighted. Reflective opportunities will be facilitated for attendees to find relevance by situating their own teaching and research practice within the framework of supervision. This interactive presentation would be of interest to academics and practitioners who work closely with students during practical field experiences.

**Presenters:** Greg Ogilvie - Assistant Professor, Faculty of Education & Dawn Burleigh - Assistant Professor, Faculty of Education

**Room:** M1040

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**Title:** Embedded Ethnography: When Students are Our Partners in SoTL Research

**Abstract:** Inspired by the work of Cook-Sather, Bovill & Felten (2014) in their book titled Engaging Students as Partners in Learning and Teaching: A Guide for Faculty, Dr. Newberry designed a classroom-based research project to try and answer some fundamental questions about the impact of Team-Based Learning within her large, introductory Anthropology course. To gather observational data a group of undergraduate and graduate student researchers were embedded into the classroom to help conduct ethnographic fieldwork. Classroom-based research can be a great way to gather information about the efficacy and impact of your teaching. Involving student researchers in this process not only creates unique research opportunities for undergraduate students but also gives them a very different view of the classroom and the teaching dynamic. Several of the student researchers were Anthropology majors, and so they also had the chance to experience disciplinary research methods firsthand. This talk will be an opportunity to discuss the course design, research methodology and preliminary results of this project from both the perspective of the lead researcher as well as some of the student researchers who were involved in the project. Each participant will have an opportunity to speak to an aspect of the project, but then we would like to open a discussion on what we learned and the next steps based on that information.

**Presenters:** Dr. Jan Newberry - Professor, Department of Anthropology, Jeff Meadows - Teaching Development Coordinator - Teaching Centre, Brittany Mitchell - Undergraduate Student Researcher, Jamie Lewis - Undergraduate Student Researcher, Jake Vinje - Undergraduate Student Researcher

**Room:** M1060

# Concurrent Session Five - 3:30 PM - 4:15 PM

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**Title:** Open Access Resources, Video and Automated Marking in Math and Computing Science

**Abstract:** Nicole Wilson and Sean Fitzpatrick have been making changes to the way that students experience Math and Computing Science courses. There are several areas that they would like to highlight that they think might be of interest:

- using (and creating) Open Access textual resources to not only ensure that the resource material that the students are using directly correlates to the course material, but also save them money.
- using vodcasting tutorial content to allow students to review material until they “get it”.
- spearheading and implementing the newly set-up WeBWork practice question server into Moodle so that students can easily complete practice problems in preparation for quizzes and tests.

This talk will be an opportunity to see what they have been doing, but also ask them about the time that it takes to implement these tools into their classroom and the benefits that they have seen in their use. They are looking forward to some great discussion about how some of these tools (or others like them) might be able to help you and your students.

**Presenters:** Dr. Sean Fitzpatrick - Instructor, Mathematics and Computer Science, Nicole Wilson - Instructor, Mathematics and Computer Science

**Room:** M1035

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**Title:** Research as the Wick in Teaching's Candle

**Abstract:** Teaching is research. It is not simply the passing along of what is known (which is soon forgotten), but also the sharing the excitement of curiosity and building capacities to ‘figure things out.’ We are three active researchers at different career stages, with differing degrees of experience with both teaching and research, who love to make research come alive in our teaching. We do not have 50 years of experience with the changing university teaching environment, but collectively we can compare three time periods and discover how both students and professors have changed, and more importantly, how the substance and vitality of teaching has changed.

We question with evidence and examples from our different experiences, the conventional wisdom (shibboleth) that teaching and research are separate, or even as some argue, competing activities in universities. We see them not only as complementary halves of the same activity, but so much intertwined as to be inseparable. Research, despite some fancy images of it, is no more than formalized curiosity, asking why and how. That is the heart of education. Curiosity indeed is the wick in the candle of learning – and that wick of curiosity is at the centre and essence of both teaching and research. In these times of ‘alternative facts’ and false news, the candle of curiosity and truth must burn ever brighter in teaching and research together.

**Presenters:** Dr. Susan McDaniel - Professor, Sociology - Canada Research Chair (Tier 1), Prentice Institute for Global Population & Economy, Dr. Heidi MacDonald - Associate Professor, History and Centre for Oral History and Tradition, and Julia Brassolotto - Assistant Professor, Health Sciences - AIHS Chair in Rural Health and Well-being

**Room:** M1090

Wine & Cheese/ Poster Session 4:00 PM - 6:00 PM

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Thank you so much to



for sponsoring this event.

**Posters will include:**

Visualising the Subject(ive): Using physical metaphors to map coursework experiences via Lego Serious Play

Open Educational Resources: What OER can help you accomplish.

Do Your Students Pay for Clickers? Exploring iClicker Alternatives

Learning Environment Evaluation Research

50 Years of Teaching: a Video Series

University of Lethbridge Bookstore: How your bookstore can help.

Share your experiences  
with us on social media.



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**Twitter**

**#sparkul2017**



Tickets will be on sale Thursday April 27<sup>th</sup> in Markin Hall Atrium. All proceeds will go to the University of Lethbridge SOS Campaign.

**\$2 per ticket**  
**\$5 for three.**

Winners will be announced at the wine and cheese.

**Day 2 - Friday, April 28<sup>th</sup>**

# Concurrent Session Six - 9:00 AM - 9:45 AM

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**Title:** Increasing Student Success, Reinvigorating Pedagogy, and Improving the Affordability of Education through the Adoption of Open Educational Resources

**Abstract:** Throughout the last 50 years, textbooks have been a vital resource of instruction in Higher Education institutions around the globe. While research indicates positive correlations between student learning and completion of assigned readings, textbooks are not as widely used by students as professors might wish. One of the major reasons associated with students opting out of purchasing required course materials are increasing textbook prices. As it turns out, the costs for textbooks have risen by more than 1000 in the last 40 years (Popken, 2015).

With an overall trend towards rising purchase prices coupled with general rising costs of higher education, notable efforts have been made by dedicated individuals and institutions to promote the use and acceptance of OER as a viable alternative to traditional textbooks. High quality projects led by reputed educational organizations and universities have had a great impact on the OER adoption and creation by faculty, whose earlier concerns regarding quality and availability could be dispelled with technological advances allowing for interactive and modular learning, rigid peer-reviewing processes in place vouching for learning efficiency and efficacy, and conclusive OER research being done indicating financial benefits for students as well as improved student performance and satisfaction.

The two members of our team representing the faculty and students at the UofL would like to introduce their viewpoints on access and cost of alternative course materials, while the two other members of the team are going to outline the OER-related services the library and the Teaching Centre offer to assist in increasing student success, reinvigorating pedagogy, and improving the affordability of education through the adoption of open educational resources.

**Presenters:** Hailey Babb -5th year Psychology student - VP Academic at ULethSU, Emma Black - UofL Librarian, Library, Dr. Sean Fitzpatrick - Instructor, Mathematics and Computer Science, Joerdis Weilandt - Educational Consultant, Teaching Centre

**Room:** M1035

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**Title:** Perspectives and Motivations on Team-Based Learning

**Abstract:** Team-Based Learning can be defined as a structured, small-group approach to teaching that is designed to provide students with an opportunity to work together to better understand key concepts within course material or how to apply key concepts further understanding. There can be many different motivations for utilizing this approach to teaching (as well as many side-effects). This session will be an opportunity to hear how (and why) Olu and Davina are utilizing this approach in two very different contexts (a Health Sciences Statistics and Sociology course).

Along with anecdotal information from both presenters, Olu has collected some survey data from his students that will be shared to help support his impressions of the efficacy of the approach and the impact it has on his students learning. While there will be some structured conversation, there will also be an opportunity for questions

(or comments) and open discussion about the implications of this type of teaching method and the impact that it has on not only the student learning but also design of the course material. We would also discuss the supports/structure required and the limitations/disadvantages for students and Faculty.

Come and find out why this approach may work for you (and your students) and what it would take to implement this in your classroom.

**Presenters:** Jeff Meadows - Teaching Development Coordinator, Teaching Centre, Dr. Olu Awosoga - Assistant Professor, Health Sciences, Dr. Davina DesRoches - Instructor, Sociology

**Room:** M1060

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**Title:** Let's Talk Science – connecting children, youth, undergraduate and graduate students as well as faculty in a new experience-rich community

**Presenters:** Dr. Ute Kothe - Associate Professor, Chemistry and Biochemistry, Helena Danyk - Instructor, Biological Sciences, Wayne Lippa, Instructor, Chemistry and Biochemistry, Chad Povey - Instructor, Physics and Astronomy

**Abstract:** Individual science outreach activities by numerous faculty, instructors and students. In 2010, we established the Let's Talk Science Program at the UofL to continue and expand this tradition at a new, larger, integrated and sustainable level. In this panel presentation, we will share our experience in engaging children and youth in meaningful, hands-on science activities that enhance their skills in critical thinking and their appreciation of the role of science in addressing societal issues. We will further explain how Let's Talk Science provides our own undergraduate and graduate students with opportunities for professional skills development in a supportive team environment, in particular with respect to communication skills, organizational and time-management skills as well as teamwork ability. By highlighting the careers of some of our graduate student coordinators, we will provide evidence showing how this program directly assists students in gaining high-impact positions in the workforce. We will also discuss how the Let's Talk Science program breaks down barriers and connects faculty, instructors and staff across multiple units on campus. With the new academic science building under construction, we will highlight future opportunities in high-quality outreach at the University of Lethbridge based upon and extending on the Let's Talk Science model which may shape the next 50 years of our institution.

**Room:** M1040



# Concurrent Session Seven - 10:00 AM - 10:45 AM

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**Title:** The benefit of undergraduate tutors as classroom facilitators in a first-year course

**Abstract:** I am currently teaching Liberal Education 1500, "The First-Year Experience: Mapping Our Communities". This is the first time that I have taught this course, which was designed by Jan Newberry (Anthropology) and Shelly Wismath (Liberal Education). The course offers an introduction to life at the U of L through the overarching theme of mapping. Over the term, we have heard from guest professors in disciplines such as Native American Studies, Anthropology, Fine Arts, Psychology, Geography, and New Media, with the aim of introducing students to a breadth and range of mapping perspectives.

The class of fifty is divided into ten groups, which remain the same over the term. An upper-level undergraduate student who has previously taken the course leads each group. These tutors are responsible for guiding their group through a range of activities, including tours of the university, a scavenger hunt around campus, and weekly in-class group assignments. Throughout the term, the tutors support the students' culminating assignment-- a multimodal map of the U of L. Importantly, the tutors become mentors to the first-year students, reinforcing the course's aim of introducing students to a range of people, places, and disciplines on campus. During one lecture, the tutors lead a panel on their own experiences as university students, reflecting on positive and negative experiences that they have had. Their presence in the classroom provides the first-years with immediate, relatable perspectives.

As an instructor, these instructional exchanges inform my pedagogical and curricular practices. The course, in many ways, is co-taught by the instructor (me) and my five tutors. This roundtable will focus on the role of these upper-level students in flipping or sharing power dynamics within the classroom. The tutors will share their experiences of working with students not much younger than them. I will reflect on my role within the course, and share how we effectively constructed a positive classroom space for new U of L students, strengthening retention and engagement, and fostering dialogue across disciplines and years of study.

**Presenters:** Dr. Erin Spring - Instructor, Liberal Education, and LibEd 1500 Undergraduate Tutors

**Room:** M1040

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**Title:** The Advantages and Disadvantages of Instructor-Centered and Student-Centered Pedagogies

**Abstract:** In the summer semester of 2016 I instructed a course on Classical Chinese Philosophy. In this course I experimented with student-centered pedagogy rather than the traditional instructor-centered pedagogy typically used in philosophy courses offered at the post-secondary level. In this presentation I explain the structure of the course as well as offer an assessment of its advantages and disadvantages for both instructors and students. I first review my motivation, goals, and concerns in developing this course. I then explain the structure of the course, including the various components of student assessment, and how this course differs from a traditional, instructor-centered philosophy course. I then review how the course operated in-practice and offer an assessment of the merits and limitations of student-centered pedagogy based on my experience. Ultimately I conclude that both student-centered and instructor-centered pedagogy have a useful role to play in post-secondary education, though they excel at achieving different goals. Looking to the future, I suggest that post-secondary curricula seek to accommodate both pedagogical approaches in their course offerings.

**Presenters:** Dr. Karl Laderoute - Visiting Assistant Professor, Philosophy

**Room:** M1060

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**Title:** What Can a Digital Platform Teach Us?: Perusall and Reading Engagement

**Abstract:** At the 2016 STHLE conference, I learned about a relatively new digital platform called Perusall , which promises to encourage students to read and to communicate meaningfully with each other about assigned texts before class. More specifically, this platform works by facilitating students to make digital annotations in assigned readings and transforms the margins of texts into sites of active discussion between students supporting each other in making sense of what they read. It also identifies areas of reader-confusion. In this presentation, I propose to share my observations derived from its use in two courses this academic year. I will give a brief demonstration of the platform, addressing what this tool has taught me about how students read and interpret the texts I assign. I will discuss how students describe their use of it, as well as how it assesses their reading practices. With respect to the latter, this platform's capacities raise crucial questions, such as: What might be the implications of an algorithmic tool that can mark students' work? While I have observed that Perusall brings students to class with well-formulated questions and comments before the lecture begins, I suggest that its greater strength resides in what it can teach us as instructors. Nevertheless, I am aware of potential pedagogical contradictions presented by the use of a digital platform that has advanced capacities. These considerations respond to this year's Spark theme of "50 Years of Teaching," particularly the sub-theme regarding improvements in educational technology and their impacts on teaching.

**Presenters:** Dr. Kimberly Mair - Associate Professor, Sociology

**Room:** M1090

# Concurrent Session Eight - 11:00 AM - 11:45 AM

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**Title:** SAILS, Take 2: A New Look at Students' Information Literacy Attainment Levels Over One Semester

**Abstract:** This presentation follows up on the Spark 2016 presentation, "How Information Literate Are They? A SAILS Study of First-Year(ish) U of L Students." Our research team (R. Graham, N. Eva, S. Cowan) gratefully received another Teaching Development Fund grant in 2016 to extend our 2015 study by using a different presentation of the SAILS test to gauge whether students' test scores improved over the fall 2016 term.

In fall 2015, we used the SAILS international cohort test to evaluate the information literacy skills of LBED 1000 and WRIT 1000 students at the beginning and end of the term. In fall 2016, we used a new form of the test that became available in January 2016—the Build Your Own Test (BYOT)—which, unlike the cohort test, supports comparison of individual students' pre- and post-test scores. Fall 2016 testing involved students enrolled in LBED 1000 again, as well as LBSC 0520 and LBSC 2000.

This year's presentation will compare the cohort test to the BYOT as well as our findings from both rounds of the study. Lessons learned will include benefits and drawbacks of the two types of tests, areas of strengths and weaknesses revealed by the SAILS test results, and whether the BYOT pre- and post-test results suggest our students' information literacy levels changed for the better over the fall 2016 term.

**Presenters:** Rumi Graham - Librarian, Library, Sandra Cowan - Librarian, Library, Nicole Eva - Librarian, Library

**Room:** M1090

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**Title:** 50 years of motivating students to learn

**Abstract:** The three presenters represent three time frames in the life of the University. Dr. George Zieber was one of the founders of the geography department at the University of Lethbridge and taught between the time frames of 1967–1989, Dr. Mark Zieber's first teaching contract at the University of Lethbridge was in 1996. He accepted a full-time faculty position beginning in 2003 till the present. Ryan Phillips began teaching for the University program in 2016. He currently is a full time educator in the senior's health portfolio with Alberta health services, and a part-time clinical educator with the faculty of health sciences. We will discuss how motivating students has evolved and changed over the years.

**Presenters:** Dr. Mark Zieber - Assistant Professor, Health Sciences, Dr. George Zieber - Professor Emeritus, Geography, Ryan Phillips - Instructor, Health Sciences

**Room:** M1035

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**Title:** The benefits of being a "Slacker"

**Abstract:** In our own classroom settings we have been perusing a variety of free apps that are either designed for or can be easily adapted to teaching and evaluation at the university level and for larger class sizes. For

example, the business communication app entitled "Slack" ([www.slack.com](http://www.slack.com)) can be used in a classroom to open up dialogue between teachers and students and engage them in new ways. Another free app we have been using recently entitled "Socrative" ([www.socrative.com](http://www.socrative.com)) has some interesting and fun learning opportunities which we believe have greatly enhanced the experiences of our first year students. Our initial assessments of these techniques and tools have been that they (on the whole) appear to cultivate a safe environment for students to become active participants in their learning experience. In this presentation we will delve deeper into our approach for utilizing these apps, along with a discussing a few other techniques or tools we have developed over the years to enhance student engagement and open up dialogue between teachers and students. Please download in advance the socrative student app to your phones or laptops to participate and experience the pHun .

**Presenters:** John Eng - Instructor, Chemistry and Biochemistry, Dr. Tracey Roemmele, Instructor, Chemistry and Biochemistry

**Room:** M1060

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