

Classroom Strategies to Increase Student Attendance and Engagement

Detailed Agenda

8-9am **Registration - Azrieli Theatre Foyer (1st Floor Azrieli Theatre)**

9-10:30am **Opening Panel Discussion – Azrieli Theatre 101**

Wrestling with Wireless in the Classroom: An Invitation to Digital Distraction?

Carol Miles: Director, Learning Technologies & Teaching Support

This panel discussion will debate the pros and cons of introducing wireless connections in the classroom. The panel consists of an informed and educated group of undergraduate students and faculty members and will be moderated by Carol Miles. Audience members are invited to contribute to the open dialogue surrounding the issues.

10:30-11am **Refreshment Break -Azrieli Theatre Foyer**

11-12pm **Concurrent Session A**

422 Dunton - *Moving on Up: Beyond Just Placing Notes into WebCT 6*

Patrick Lyons, Educational Development Centre

** This session can count towards the TA Certificate in Teaching Skills.*

So you've mastered placing content online using WebCT and you've become one with GradeBook. What's next? WebCT can be used to create a really rich and interactive learning environment. In this hands-on session we will examine and use more advanced tools inside of WebCT, as well as discuss ways to make your WebCT course more interactive and meaningful to students

Please note: This is an interactive, hands-on session with limited seating. Attendance is restricted to the first **20** participants.

238 Tory - *Using 'Writing to Learn' Techniques to Engage Students in Disciplinary Thinking*

Roxanne Ross: Writing Tutorial Service / GSRO

This hands-on session explores how 'writing to learn' techniques can be adapted to support students' learning and understanding of critical concepts in a variety of disciplinary settings. Specific 'writing to learn' activities such as the use of dialectical writing, entry and exit slips and one-minute papers will be introduced.

236 Tory - *Let Students Prepare Their Own Podcasts of your Lectures!*

Bruce Tsuji: Human Oriented Tech Lab

Lecture podcasts have been shown to be an engaging, alternative way to allow students to review your classroom materials at a time (any time) and place (any place) that suits their busy lives. Unfortunately, the preparation of those podcasts makes some demands on the equally busy lives of their instructors.

In this session I would like to demonstrate a free web service that shifts the burden from the instructor to the student. www.spokentext.net allows students to convert MS Powerpoint lecture slides, MS Word documents, Adobe PDF documents, web

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pages, and all manner of plain text files into digitized speech that is then automatically deposited in Apple iTunes for downloading to an iPod or any other kind of MP3 music player.

Your students will get the benefit of your materials in a format that is convenient and familiar. Instructors benefit from ensuring that their materials can be easily reviewed time and again with no overhead effort on your part.

240 Tory - *Online Examination: Create, Deploy and Collect! - Computer Testing Over Local Networks or on The Internet*

Nestor Querido: Carleton University Television

Would you like to create your exam online? Do you want to get the test results right away? Would you want to create better tests by analyzing test outcomes and create reports? These are some of the things you can do with the *Scantron PARsystem*.

This session will be a demonstration of Scantron's integrated suite of powerful software modules that allow you to create, administer and score tests on paper, via networks or over the Internet. CUTV is currently reviewing this program in order to eliminate the delays involved in the delivery and return of hard-copy exams, however this powerful software package can also be used to administer on-campus exams.

12:15-1pm **Lunch - Azrieli Theatre Foyer**

1-2pm **Concurrent Session B**

240 Tory - *The How-To Guide for Soliciting Useful Feedback from Students*

Joe Lipsett: Educational Development Centre

**This session can count towards the TA Certificate in Teaching Skills.*

Feedback is one of the best tools to ensure that students comprehend you, the course materials and what is expected of them. It is also one of the most underused tools in teaching – put aside until the end of the term, with no groundwork laid as to its importance or consequences. This interactive session – organized as a simple how-to guide for feedback - will demonstrate how to build a classroom atmosphere that enables useful, constructive feedback, as well as the most effective forms of feedback. How many questions should you ask and how often? Which questions are valid? How should you interpret the results? The answers are in the guide.

238 Tory - *Research in The Real World: Student Contributions to Community Agencies Through Participation in a Research Course*

Karen Schwartz & Adje van de Sade: School of Social Work

Since 1997-98 we have structured the MSW research course so that small groups of students engage in research with community agencies. A letter is sent out in the summer inviting community organizations to submit requests for research. In August, the two instructors review the requests and select a short list of projects based on appropriateness in terms of learning opportunities, as well as meeting the needs of organizations with limited resources. In September, the class is divided into small groups of three to five students. The groups are invited to select from the

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approved projects, the ones they would like to pursue. The research projects must be completed by the end of the Winter term.

Since other departments may be interested in engaging in this form of community based research, we will discuss the structure of the course. This includes the process used by students to negotiate with community agencies on the research question, methodology, and ethical concerns. A key objective is to meet agency needs while working within university timelines. We will also discuss points of friction between the needs of the students and the needs of the organization.

236 Tory - *Implementing MyCanadianCompLab in your Course*

Steve Lemieux: Instructional Technology & Media Specialist (Pearson)

Instructors who are using the Brief Penguin Guide (Carleton Edition) are invited to attend this session with Steve Lemieux of Pearson Canada. The purpose of this session is to discuss how to use the online resources (My Canadian Comp Lab) that accompany the writing handbook.

422 Dunton - *Wikis as Online Learning Environments*

Robert Biddle: Department of Psychology

A wiki is a website that anyone can change. This simple definition overlooks some sophisticated considerations, and obscures some significant opportunities.

For example, wikis automatically maintain previous versions, facilitate online discussion about their contents, and allow controlled access where desirable.

More importantly, wikis encourage groups of users to build and structure their content at the same time as they build and structure their communities. For these reasons, wikis are becoming commonplace in learning communities, and offer advantages over other approaches to online communication and collaboration. The large-scale value of the wiki approach can be seen in Wikipedia; the smaller-scale value can be tailored to you and your group.

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2:15-3:15pm Concurrent Session C

238 Tory - *If You Build It, Will They Come? The Development of a Faculty Learning Community*

Matt Sorley & Chris Motz: Department Psychology

**This session can count towards the TA Certificate in Teaching Skills.*

To support the teaching and growth of first year students, we have established a faculty learning community for those teaching introductory psychology. This community consists of a diversity of educators, including senior faculty, new hires, and contract instructors, each teaching sections of a multi-section course. The community has helped us to more effectively engage our students and has significantly contributed to our development as teachers. The goals of this interactive session are to share our experiences in the creation of this faculty community, to

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discuss how our diversity has helped to create a stronger team of educators, and to elaborate on the benefits to the educational experience of our students. Session participants are encouraged to join the conversation and will have an opportunity to apply the material to their own teaching and learning context. We all hope to take away a better understanding of how community can be used to promote excellence and innovation in undergraduate education.

240 Tory - *Problem-Based Learning: The Answer to How to Make Groups Work?*

Christine Adam: Assistant Dean (FYSM), Faculty of Arts and Social Sciences

Many of us see value in having students work in groups on projects but then discover that the learning goals are not being met because the groups are not functioning in a productive way. I will present a series of problem-based learning tasks that have worked successfully for the past four semesters. Students do most of the group work during class time and are asked to reflect on and improve their groups' interactions as the unit progresses.

236 Tory - *Pushing the Boundaries: Enhancing Learning Through Creative WebCT Use*

Deirdre Butler: College of Humanities & Valerie Doucette: Educational Development Centre

Using WebCT effectively for its own merits and as a bridge to other web tools, Deidre Butler has worked with the EDC to integrate web-based enhancements for teaching and learning. From creatively designing her WebCT courses with atmospheric photos and colour schemes, to integrating into WebCT other web tools such as Wikis, Google Calendar, and Picasa photo sharing, Deidre has demonstrated how the traditional classroom setting can be expanded to help visualize course content, extend the classroom conversation, and transform traditional written assignments into media-rich experiences. Come to this session for a discussion of experiences or ideas about how to innovatively and creatively enhance WebCT for classroom use.

422 Dunton - *Making the Grade: Using WebCT 6 to Calculate Final Letter Grades for E-grades*

Patrick Lyons: Educational Development Centre

**This session can count towards the TA Certificate in Teaching Skills.*

It's almost the end of term, which means that it's getting close to the time to submit final grades. Final grades at Carleton are submitted via an online system called E-Grades, which only accept letter grades. It can be very tedious converting numeric grades to letter grades by hand... If you already use WebCT to track grades, it's very easy to calculate your final grades and convert them to letter grades.

In this session you'll learn how to get ready to submit your final letter grades using the tools inside of WebCT.

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3:30-5:30pm ***EDC Holiday Reception - 410 Dunton Tower***