

# Dalhousie Conference on University Teaching and Learning Learning Outside the Classroom Wednesday, April 28, 2010

Marion McCain Arts and Social Sciences Building, 6135 University Avenue

8:30		Continental Breakfast & Registration						McCain Atrium
9:00	Welcome Tracy Taylor-Helmick, Honourary Conference Chair						Scotiabank Auditorium	
9:15 to 10:30	Opening Plenary <b>When Students "Move In": Turning learning spaces into learning homes</b> Gary Poole, University of British Columbia						Scotiabank Auditorium	
10:30		Refreshment Break and Room Change						McCain Atrium
Room #	Scotiabank	1116	1130	1170	1198	2016	2017	
11:00 to 11:50  Concurrent Session One	"Eight Days a Week": Using a course intern for learning outside the classroom Wells-Mt.A.	Dalhousie Co-curricular Record Program Addicott-Dal	Medical Students in a Community Service Learning Curricular Option: A developmental perspective Whitfield-UBC	Using Student Diversity to Promote Learning Outside the Classroom Santarossa & Bastien-Windsor	Learning Outside the Laboratory MacDonald-Dal	Experiential Learning in Professional, Accredited Graduate Programs Black & Comber-Dal	Hidden Jewels: Exploring experiential learning opportunities in the university environment Clow & Petite-Dal	
12:00		Lunch						University Club Great Hall
Room #	1116	1130	1170	1198	2016	2017		
1:30 to 2:20  Concurrent Session Two	Beyond the Classroom: Does the co-curricular experience offer greater opportunity for student self-authorship than the classroom? Thomason-Acadia	Promoting and Recognizing Learning Outside the Classroom Tierney & Kaipainen-UCalgary	Speak UP! Responding to everyday bigotry in and outside the classroom Anderson-Dal	Students' Use of Social Networking Sites for Academic Purposes Lawson-Dal	Gallery Hop: Where? Art? Thou? Polegato-Mt.A.	Job Shadow Assignment, or "There and Back Again" Pluzhenskaya & Toze-Dal		
2:20		Room Change						
Room #	1116	1130	1170	1198	2016	2017		
2:30 to 3:20  Concurrent Session Three	Connections: Acadia's first-year option for engaging students in learning and community Major-Acadia	Getting Started with Service Learning: Building authentic community partnerships Sampson-St. F.X.	International Service-Learning and Ethical Conduct: An appreciative inquiry Dharamsi-UBC	Introducing the Atlantic Research Data Centre Hobson-Dal	Integrated Learning Opportunities at the Faculty of Management, Dalhousie University: An analysis of two approaches to client-based learning Spiteri, Howard, & Baechler-Dal	Embracing Peer to Peer Learning to Enhance Critical Reflection in Engineering, Sciences, Trades, and Technology Duncan & Tango-Acadia		
3:20		Refreshment Break						McCain Atrium
Room #	1116	1130	1170	1198	2016	2017		
3:30 to 4:20  Concurrent Session Four	Learning about Learning: The Curriculum Design Project Crooks & Soucy-SMU	Promoting Learning Outside the Classroom in the College of Sustainability Lynch & Wright-Dal	Global Health Education Model: A continuum of learning Papan & O'Hearn-Dal	Wild and Woolly Wikis Roberts, Shumka, & Robertson-Mt.A.	Academic Athletes: Coaching students to achieve Lingras, Mannell, & Roderick-SMU	Mentoring Students in the Community Environment Savoy-Dal		
4:30		Reception: Celebrating Excellence in Teaching and Student Advising Sponsored by the Dalhousie Alumni Association						McCain Atrium

## BIOGRAPHIES

Session	Presenter(s)
1-1	<p><b>Elizabeth A. Wells</b> completed her doctorate in musicology at the Eastman School of Music and is now Associate Professor and Head of Music at Mount Allison University in Sackville, New Brunswick. She has won local and regional teaching awards and has presented over 20 papers on pedagogy. Her book on <i>West Side Story</i> will be published this year by Scarecrow Press. Her research interests include 20<sup>th</sup>-Century music, opera, musical theatre, and the scholarship of teaching and learning.</p>
1-2	<p><b>Laura Addicott</b> is the Director, Career Services Centre, Dalhousie University. Laura has 25 years' experience working in the post-secondary sector in fund raising, alumni relations and career development roles. In her current role, Laura has led the re-alignment of career and employment services to meet the needs of today's students. Laura works collaboratively inside and outside the institution to deliver programming and provide connections to advance students' academic and career plans. Laura has pursued special training in career services including the Professional Recruiting &amp; Hiring Practices Program, Saint Mary's University, and the Management Leadership Institute, National Association of Colleges and Employers. Laura serves on the Community Relations Committee, St. Vincent's Guest Home in Halifax.</p>
1-3	<p><b>Dr. Michael F. Whitfield</b> is a paediatrician and specialist in the acute care of tiny babies, and their aftercare in the community. He is the co-instigator, developer, and supervisor of a new Community Service Learning Programme as a curricular option in the second year of the UBC Undergraduate Medical Programme, now in its 5<sup>th</sup> year.</p>
1-4	<p><b>Melanie Santarossa</b> is a graduate student in the Department of English Language, Literature and Creative Writing at the University of Windsor. At the 3<sup>rd</sup> Annual Conference on Teaching and Learning at the University of Windsor, Melanie presented a paper on how composition instructors can position themselves to respect the linguistic and cultural identities of their second-language learners. Melanie currently teaches composition at the University of Windsor.</p> <p><b>Maria Bastien</b> is a graduate student in the Department of English Language, Literature and Creative Writing, at the University of Windsor. Maria taught ESL for three years in Taiwan and Korea before returning to Canada for further education. She currently teaches composition and continues her ESL experience privately tutoring elementary students new to Canada.</p>
1-5	<p><b>Jennifer MacDonald</b> is a PhD candidate in the Department of Chemistry and the Graduate Teaching Associate with the Centre for Learning and Teaching at Dalhousie University.</p>
1-6	<p><b>Fiona Black</b>, Associate Dean of Management (External Programs), has directed Dalhousie's internationally accredited MLIS program since 2003. Fiona is active with the accrediting body as chair of external review panels for other programs. She and her colleagues engage in systematic administrative research to measure the effectiveness of teaching and learning in Dalhousie's MLIS program, including the effectiveness of experiential professional learning.</p> <p><b>Scott Comber</b>, Director – Full Time MBA programs, directs Canada's only Corporate Residency MBA and is accountable for the academic integrity of the program. A primary responsibility of this position is to provide a systemic assurance of learning plan within the MBA program that guarantees graduates have achieved specific learning goals through meaningful interaction between students, faculty and employers. Scott has taught at various universities across Canada and internationally for the past decade. Further, he combines 30 years of private and public industry experience with experiential and applied learning approaches in university settings.</p>

Session	Presenter(s)
1-7	<p><b>Barbara Clow</b> is Executive Director of the Atlantic Centre of Excellence for Women's Health and Associate Professor Research in the Faculty of Health Professions at Dalhousie University, Halifax. She has a PhD in the history of medicine from the University of Toronto. In the past ten years, Dr. Clow has pursued a program of research and publication on diverse aspects of Canadian women's health, including the gendered dimensions and social determinants of health and well-being.</p> <p><b>Kathy Petite</b> joined the Atlantic Centre of Excellence for Women's Health (ACEWH) in 2009 as the Research Coordinator. She has over 5 years direct research experience coordinating interdisciplinary, multi-method projects in health-focused disciplines. In 2008, Kathy graduated with an M.A in Family Studies and Gerontology from MSVU, Halifax that she credits in part to work opportunities and a Healthy Balance scholarship both through ACEWH. She also has a B.Sc. (Psychology) from Dalhousie University.</p>
2-1	<p><b>Kelton Thomason</b> is currently enrolled fulltime in the Master of Education program at Acadia University. Five years ago Kelton returned to university to complete his undergraduate degree, after spending 15 years in the workforce. Before starting his Masters program, he spent two years working for Acadia as the First Year Advisor. During his time as the First Year Advisor, he worked closely with members of the Residence Life team, during an unexpected period of leadership transition.</p>
2-2	<p><b>Ann Tierney</b> is the Vice-Provost (Students) and adjunct professor of law at the University of Calgary. She is responsible for a comprehensive range of services including recruitment, admissions and financial aid as well as services and programs to promote student development and learning, enhance the student experience at the University of Calgary, and contribute to the creation of an environment for student success.</p> <p>She holds her Master of Public Administration from Queen's University's School of Policy Studies as well as a Bachelor of Laws from Queen's University and Bachelor of Arts (Honours) from Carleton University.</p> <p>Ann teaches alternative dispute resolution at the Faculty of Law at the University of Calgary.</p> <p><b>Erin Kaipainen</b> manages curricular and co-curricular service-learning programs at the University of Calgary, including "alternative spring break" programs, an international service-learning program, a granting program for faculty members involved in Community Service Learning (CSL). Erin is also a mentor for first year students and for a group of students who develop service projects and awareness activities related to food security in Calgary.</p>
2-3	<p><b>Lyndsay Anderson</b> is a Residence Life Manager at Dalhousie University. Working in residence life for the past several years has allowed her to be actively involved in creating safe and inclusive spaces on various university campuses. She has facilitated Positive Space, Diversity and Speak Up training sessions to a combined total of over 500 participants. She thoroughly enjoys working with students and staff to address issues of equity and diversity within residence and in the larger community.</p>
2-4	<p><b>Keith Lawson</b> is an Assistant Professor in the School of Information Management at Dalhousie University. He teaches technology and communications in the undergraduate BMgmt program as well as teaching in the MLIS program. His research deals with the interconnections and tensions that exist between people and Information and Communications Technology in communities and in spaces. The current research developed out of his teaching of technology skills to first-year undergraduate students in the Bachelor of Management Program.</p>
2-5	<p><b>Rosemary Polegato</b>, MBA, PhD, is Professor of Commerce at Mount Allison University. She teaches a wide range of business courses, including Consumer Behaviour, Arts and Culture Management, and Arts and Culture Marketing. Her research interests include pedagogical effectiveness. She is a co-author (with Michael Solomon and Judith Zaichkowsky) of <i>Consumer Behaviour: Buying, Having, and Being</i>. She is the inaugural recipient (2007) of the J. E. A. Crake Teaching Award in the Faculty of Social Sciences.</p>

Session	Presenter(s)
2-6	<p><b>Dr. Marina Pluzhenskaya</b> is currently a Graduate Coordinator of the Interdisciplinary PhD program at Dalhousie University. She also teaches at the School of Information Management. Dr. Pluzhenskaya has a multidisciplinary educational and teaching background. She holds a BS in Biology, a MS in Psychology, and a PhD in Library and Information Science. She taught courses in sciences and social sciences. Her professional background includes work in public and academic libraries in Russia and the United States.</p> <p><b>Professor Sandra Toze</b> is currently a Lecturer with the School of Information Management, as well as an Interdisciplinary PhD Student, at Dalhousie University. Her teaching experience includes teaching graduate, undergraduate and distance courses. Last year she won one of the Faculty of Management Faculty Teaching awards. Previous to Dalhousie, Professor Toze had over 12 years in the corporate sector as an information professional, including as the Director of Information Services for National Bank Financial.</p>
3-1	<p><b>Sonya Major</b> is a professor of Psychology and Director of the Learning Commons at Acadia University. She conducts research on multimedia learning and information technology and teaches introductory psychology and cognition courses.</p>
3-2	<p><b>Gina Sampson</b> is the Community Support Coordinator in the StFX Service Learning Program. She has an MA in English and a BEd both from Dalhousie, and she has a professional background in community-based adult education and in university first-year transition programs. Sampson has presented on service learning at numerous national and international conferences.</p>
3-3	<p><b>Dr. Shafik Dharamsi</b> is Assistant Professor in the Faculty of Medicine, and Associate Director of the Centre for International Health at the University of British Columbia. He serves as Lead Faculty for the Community Liaison for Integrating Study and Service. He helped to introduce service-learning into the medical and dental curriculum at UBC to enable students to learn experientially about the social determinants of health and related challenges that vulnerable segments of the population face.</p>
3-4	<p><b>Heather Hobson</b> is a ten-year employee of Statistics Canada. She possesses considerable knowledge about data content, analytical techniques and survey methodology. Heather is also a graduate (MA – Sociology and Social Anthropology) of Dalhousie University.</p>
3-5	<p><b>Louise Spiteri</b> is Associate Professor and Academic Director, Master of Library and Information Studies program at the School of Information Management, Dalhousie University. Dr. Spiteri teaches in the areas of the organization of information, metadata, taxonomies and records management. Dr. Spiteri's research interests include the use of social tagging to involve end-users in the creation of enhanced content in library catalogues, as well the evaluation of blended online learning at the Faculty of Management.</p> <p><b>Vivian Howard</b> is an Assistant Professor in the School of Information Management and Academic Director, Bachelor of Management Program in the Faculty of Management, Dalhousie University. Dr. Howard teaches in the areas of the organizational management and strategy, reading practices, and services and resources for youth. Her research interests include the pleasure reading habits of specific groups, the evolution of pleasure reading and readers' advisory services in a digital environment, and the development of regional literature for youth.</p> <p><b>Jenny Baechler</b> is an interdisciplinary PhD student at Dalhousie University. Her research interests include horizontal management in complex organizations, the relationship between security, development and violent conflict and interdisciplinary learning and teaching. In addition to her studies, Jenny works for Dalhousie's Faculty of Management, where she is involved with multiple interdisciplinary curriculum initiatives, including Management Without Borders - a class in which graduate students from various professions and backgrounds explore broad issues in management while honing skills in critical thinking, systems thinking, team building and cross-sectoral collaboration.</p>
3-6	<p><b>Patricia Duncan</b> is a third year Mechanical Engineering undergraduate student at Dalhousie. She currently works at Acadia University as a coop student and is participating in multiple research projects. During high school, Patricia participated in programs such as 'Science Buddies' and 'Respect For Diversity' and has gained knowledge in teaching skills while working with younger students.</p> <p><b>Martin Tango</b> embraces engaged learning and teaching methodologies for applied science and engineering in a University environment. He also regularly publishes in refereed journals and presents technical papers and posters at various conferences.</p>

Session	Presenter(s)
4-1	<p><b>Shelagh Crooks</b> teaches Philosophy at Saint Mary's University. In the area of Scholarship of Teaching and Learning, she has conducted research focused on the development of students' analytical reading and writing skills.</p> <p><b>Alec Soucy</b> teaches in the department of Religious Studies at Saint Mary's University. His primary research interest is Vietnamese Buddhism, and his teaching focuses on the anthropology of religion.</p>
4-2	<p><b>Mary-Frances Lynch</b> is a recent graduate of the Master of Environmental Studies program at Dalhousie University where she studied Mi'kmaw cultural tourism in Nova Scotia as part of her thesis research. Employed at the College of Sustainability as the Community Partnerships Research Associate, Mary-Frances is working to establish meaningful relationships with community partners and interesting service-learning projects for the College.</p> <p><b>Tarah Wright</b> is the Associate Director (Undergraduate) at the College of Sustainability and Associate Professor in Environmental Programs at Dalhousie. Tarah teaches <i>SUST/ENVS 3502 Environmental Problem Solving: The Campus as a Living Laboratory</i>, a course that allows students to be engaged with issues on campus, assessing campus sustainability and solving real-life problems at Dalhousie. Her research interests include environmental decision-making and problem analysis, environmental sustainability, and education for sustainable development.</p>
4-3	<p><b>Andrea Papan</b> is the Global Health Education Program Manager at the IHO. She completed a MA in Gender and Development at the Institute of Development Studies at the University of Sussex, UK, where she also began her doctoral research. For almost seven years, she worked for the United Nations in several countries. Her interest in the determinants of health, human rights, and international health systems align directly to her work in global health education.</p> <p><b>Shawna O'Hearn</b> is the Director of the International Health Office. She returned to Nova Scotia after working with the Government of Nunavut, Save the Children, Nova Scotia Gambia Association and grassroots women and health organizations in Dominica and Uganda. She is an occupational therapist and a board member of the Canadian Coalition for Global Health Research (CCGHR). She brings her policy, community development, international development and rehabilitation training to the International Health Office.</p>
4-4	<p><b>Anthony Roberts</b> teaches part time in both Sociology and Psychology, and also works full time at the Purdy Crawford Teaching Centre. His interests include the construction of gender, anti-ontology, epistemology and technology in education.</p> <p><b>Leslie Shumka</b> teaches full time in the Department of Classics at Mount Allison University. Her interests include gender and sexuality in Roman antiquity, children and the family, the poor, and the material culture of death and burial. She is also interested in technology in the classroom.</p> <p><b>Bruce Robertson</b> is Head of the Dept. of Classics at Mount Allison University. He researches the use of computer technology to understand the ancient past. His current project is the Dynamic Variorum Editions, a collaboration with Tufts University and Imperial College, London.</p>
4-5	<p><b>Pawan Lingras</b> is a professor of Mathematics and Computing Science at Saint Mary's University. He has served as a coach for one of the University's most successful varsity teams, the Computing Science Huskies. For the past eleven years, the team has finished first or second in Atlantic Canadian competitions including seven championships. In 2002, they defeated all except M.I.T. in the North Eastern North America regional finals and became the first Atlantic Canadian team to reach the World Finals.</p> <p><b>Lucas Mannell</b> is a student in his final year of Mathematics and Computing Science at Saint Mary's University. He began competing in computer programming competitions from high school and moved on to the university league with an Atlantic Canadian championship to his credit. He has also been a mentor to budding computing science students. In addition, he works as a teaching technology assistant helping faculty to integrate technologies effectively into their courses.</p> <p><b>Carol Roderick</b> works as the instructional development associate for Saint Mary's University. Her most recent research has focused on the senior undergraduate students as they approach graduation (help seeking, transitions, and how students cope with the pressure to become marketable). She is passionate about enhancing how students learn, both in and out of the classroom.</p>

Session	Presenter(s)
4-6	<p><b>Carolyn Savoy</b> is a retired coach of women's basketball (2009) after 32 years as head coach. During her years as coach she won 858 university basketball games and sports a 74% winning record. As a coach she has had 100% graduation record for any players whom she coaches for 3-5 years. Dr. Savoy has mentored at least 25 coaches now coaching in the university level and several more who are coaching at the school and community level. She is an associate professor in the School of Health and Human Performance who teaches Sport Psychology and Advanced Coaching Theory and Practice.</p>

**Notes**

Wednesday, April 28, 2010

8:30 – 9:00 Registration & Coffee & Continental Breakfast

9:00 – 9:15 Welcome from the Honourary Conference Chairs

**Tracy Taylor-Helmick**, *Psychology*, Recipient of the 2009 Dalhousie Alumni Association Award of Excellence for Teaching

Opening Plenary  
Scotiabank Auditorium  
9:15 – 10:30

### **When Students "Move In": Turning learning spaces into learning homes**

Gary Poole, *Center for Teaching and Academic Growth*  
University of British Columbia

Well-designed learning spaces, both real and virtual, take on the properties of a "learning home." A key defining characteristic of "home" is its capacity to affect identity. Home is a place where others know who we are. In a similar vein, home is where we go to confirm who we are. In the education context, to create a learning home, we must know who our students are as learners and we must provide opportunities for them to shape learning spaces so that they may find identity within those spaces—the way they will do with their dorm rooms or personal online environments. In this session, we will look at long-standing theory and research in social psychology to help understand the kinds of learning activities our students practice within the spaces we provide. We will then apply the notion of learning home to learning space design.



Gary Poole is the Director of the Centre for Teaching and Academic Growth and the Institute for the Scholarship of Teaching and Learning at UBC. He is President-Elect for the International Society for the Scholarship of Teaching and Learning. He is the co-author of "Effective Teaching with Technology in Higher Education," and "The Psychology of Health and Health Care: A Canadian Perspective." Dr. Poole is also a member of the School of Population and Public Health in UBC's Faculty of Medicine.

10:30 – 11:00

Refreshment Break

**CONCURRENT SESSION ONE**  
**11:00 – 11:50**

11:00 – 11:50 (50 minutes)

Scotiabank

**1-1 "Eight Days a Week": Using a course intern for learning outside the classroom**  
Elizabeth Wells, *Music*  
Mount Allison University

Teaching assistants and interns are often used by instructors to review course material, mark student work and provide academic support through tutoring and meeting with students. The underlying assumption of this model is that the course assistant possesses an identical skill set to the instructor, just not on as advanced a level. What if, instead, the assistant had completely different skills than the instructor, and used them exclusively outside of the classroom? This session describes a teaching intern - a professional, recording musician, who worked with students in a Beatles course to coach and prepare song presentations. The instructor, a music historian, had no skills in this area, but wanted the students to get this important support, coaching, and instruction. By working together, the intern and instructor were able to offer the students two simultaneous "courses" that complemented and reinforced each other. The session challenges participants to seek out course experiences for their students that they alone could not provide so that learning can be greatly enhanced and expanded. Some excerpts from a final concert of the best in-class performances will demonstrate to session participants the outstanding results that accrue from establishing unique learning experiences outside the classroom.

11:00 – 11:50 (50 minutes)

Room 1116

**1-2 Dalhousie Co-curricular Record Program**  
Laura Addicott, *Career Services Centre*  
Dalhousie University

Dalhousie University will implement a Co-curricular Record (CCR) program for students in 2010.

Students are busy—they study, they work, they volunteer and they play. These pursuits are life experiences that build knowledge and skills. By the time a student receives an undergraduate degree, they have been involved in a long list of diverse experiences that collectively form the body of knowledge and skills they will take to their next pursuit. But there's a gap—students have difficulty recording, valuing and articulating what they've done and what they've learned.

Available to all students, a CCR program enables students to capture and record experiences, identify skills developed, reflect on learning and articulate skills. Students will apply the information and understanding gained from participating in the program for many purposes: application for employment, graduate school, awards, scholarships or grants; and receive recognition for their efforts. Evidence from similar programs at other institutions demonstrates increased community involvement and positive impacts on student wellness. Key outcomes for students are understanding of learning through experiences and an official transcript recognizing their achievements. The University will benefit by presenting the program as a special feature of enrollment at Dalhousie. Faculty and staff will contribute by identifying activities to be included and verifying individual student's participation in specific activities.

**1-3 Medical Students in a Community Service Learning Curricular Option: A developmental perspective**

Michael Whitfield, *Undergraduate Medical Programme*  
University of British Columbia

We offered a Community Service Learning Option in our Doctor, Patient and Society course in 2005-06, which provided second year medical students the opportunity to exchange tutorial time and term projects in the regular curriculum, for volunteering in a community agency, reflection, and a final deliverable at the end of the academic year. Student-identified-learning aligned with competency areas in the Royal College of Physicians and Surgeons framework where learning is less easy to achieve in a conventional medical educational setting (collaborator, communicator, manager, health advocate), and personal and professional development. Student satisfaction led to the programme developing from 20 students in 2005-6 to 90 students across the three campuses of the UBC Medical Programme by 2010. Placement of successive students over several years strengthened development of working relationships between community partners and faculty benefitting all constituents. Students now take ownership of recruiting the next student for the following year for “their” agency. Broader benefits resulting from this process are development of new skills and attitudes in faculty members involved, including tolerance of a more individualised educational format, and understanding community priorities.

Service learning can provide a catalyst for development of community partnership while providing innovative learning opportunities for students.

**1-4 Using Student Diversity to Promote Learning Outside the Classroom**

Melanie Santarossa and Maria Bastien, *English Language, Literature, and Creative Writing*  
University of Windsor

Can instructors use student diversity to promote out-of-classroom learning inside physical academic spaces? Welcoming participants from all disciplines, this interactive presentation demonstrates how cross-cultural communication reproduces out-of-classroom learning experiences normally unavailable inside academic spaces. This session will provide a brief overview of Cultural Diversity and Inclusive Teaching, in which Guo and Jamal (2007) examine the importance of integrating diversity into academia, stating that since “minority and international students bring their values, language, culture, and educational background to our campuses,” they provide the framework for instructors to diversify how and what they teach (p.11). With Guo and Jamal’s (2007) claim in mind, participants will discover how the complex identities of students provide resources that encourage a multicultural dialogue in the classroom. To reproduce this conversational environment educators will be guided through Guo and Jamal’s (2007) model for culturally inclusive teaching, which encompasses student-teacher roles, classroom environment, curriculum design, as well as instruction and assessment strategies. To facilitate Guo and Jamal’s (2007) model of culturally inclusive teaching, participants will engage in innovative icebreakers, short-writing exercises and small-group discussions. Through these activities, participants will learn that traditional academic spaces can become multi-culturally diverse environments that bring valuable out-of-classroom learning experiences inside the classroom.

**1-5 Learning Outside the Laboratory: Development, implementation, iterations, and student reviews of an online organic chemistry laboratory learning module**

Jennifer MacDonald, *Chemistry*  
Dalhousie University

It is important in laboratory sciences for students to arrive at the lab session prepared for the day's experiment. For instance, in CHEM 2401 (Introductory Organic Chemistry), students are required to complete pre-laboratory exercises in their lab notebook prior to each lab experiment. These exercises aim to familiarize the students with the experimental procedures, equipment, instrumentation, and theory of each experiment.

As a starting point for discussion, this workshop will describe the development, implementation, and iterations of the new CHEM 2401 online learning module (vignette, online quiz, and problem set) that was created to enable students to practice laboratory material outside the classroom prior to the experiment. The impact on student learning will be discussed in relation to collected student feedback.

What practices do you use to encourage student learning outside the classroom, whether it be pre-laboratory or post-laboratory? There will be plenty of opportunity to discuss and exchange ideas with your peers throughout the workshop.

**1-6 Experiential learning in professional, accredited graduate programs: assessing Dalhousie's MLIS and CRMBA programs as potential models for others**

Fiona Black, *School of Information Management*  
Scott Comber, *School of Business Administration*  
Dalhousie University

Do we know how best to frame effective experiential learning activities within graduate professional programs? The goals of this presentation are three-fold: to present the results of research related to achievement of learning and fitness for stated professional outcomes; to explore the role of experiential learning in the various data sets analysed; and, to suggest a model that might be used in other graduate professional programs for program planning and review, with a focus on the role of experiential learning.

Both the MLIS and the Corporate Residency MBA programs at Dalhousie are recognized through international accreditation (from the ALA and the AACSB). The Standards for Accreditation of professional programs typically address six key factors: Planning, Curriculum, Students, Faculty, Administration & Finance, and Physical Facilities & Resources. Experiential learning is supported through all of these factors. This presentation includes analysis of continuous research (by term, by year; from students, faculty and employers) regarding the effectiveness of the two programs to meet professional needs, and the special role of experiential learning in achieving this. The speakers address issues related to beneficial practices in tracking trends in achievement of learning outcomes, and suggest, through the research findings, models for successful experiential learning.

**1-7 Hidden Jewels: Exploring experiential learning opportunities in the university environment**

Barbara Clow and Kathy Petite, *Atlantic Centre of Excellence for Women's Health*  
Dalhousie University

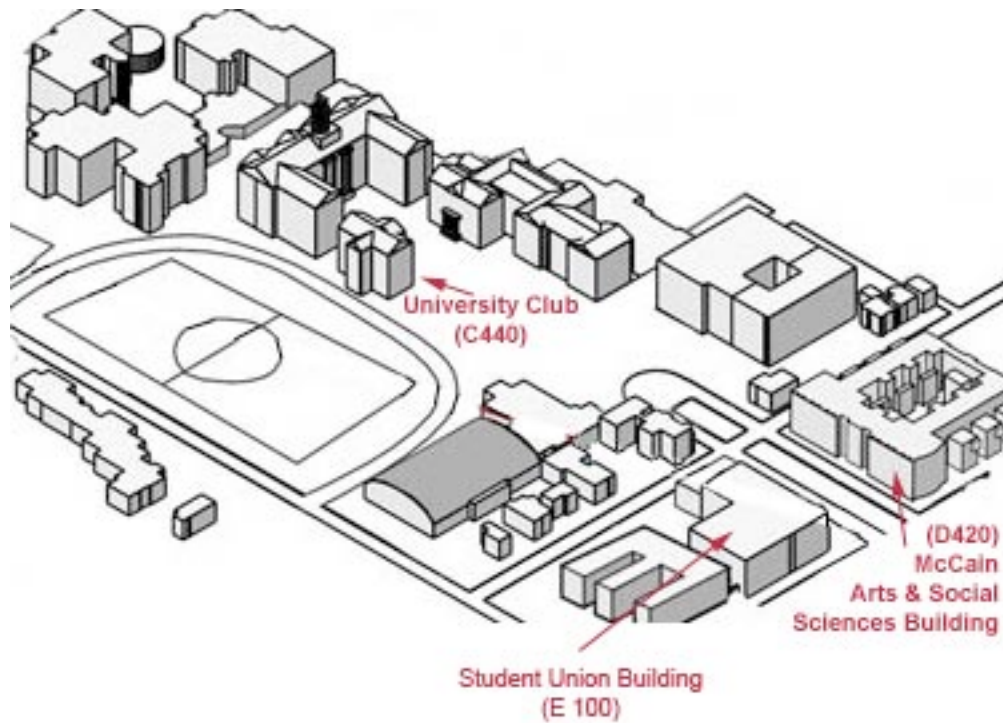
Experiential learning brings learning out of the classroom into the “real” world providing the opportunity for students to attain, develop, and practice skill sets that can be capitalized on when they leave university. What kinds of experiential learning opportunities exist in our own university environment? The Atlantic Centre of Excellence for Women's Health (ACEWH) is an example of such an opportunity. Since 1999, undergraduates and graduates have had significant opportunities to develop research skills in addition to transferable professional workplace skills. This roundtable session will present the perspectives of both current and past students and staff. Opportunities such as those offered by ACEWH provide value added to both students and the university at the same time that ACEWH benefits from the resources provided by the students. The goal of this session is to explore ways to ensure that these opportunities do not get lost. How can they be marketed both within the university as well as to potential students? Are we, the university, taking advantage of these opportunities or are we a hidden asset? Do we know what other opportunities exist in the university community? Opening up dialogue on this topic will provide the chance to begin addressing these questions.

### Great Hall, University Club

Garden Salad  
Pasta Salad  
Vegetable Stir Fry  
Dinner Rolls  
Roasted Chicken  
Roasted Potatoes

Assorted Sweets

Coffee/Tea  
Assorted Juices



CONCURRENT SESSION TWO  
1:30 – 2:20

1:30 – 2:20 (50 minutes)

Room 1116

**2-1 Beyond the Classroom: Does the co-curricular experience offer greater opportunity for student self-authorship than the classroom?**

Kelton Thomason, *School of Education*  
Acadia University

As the result of an investigation into the area of student self-authorship\*, questions begin to arise as to whether academic institutions are best positioned to promote self-authorship through traditional curriculum and teaching practices. Should the opportunity to engage students in self-authorship be seen as a priority, both within the curricular and co-curricular experience, or are the ingrained patterns of a traditional university education too much of a barrier?

This will be examined through *active* discussion of self-authorship and its role on campus and by “charting” the role of student self-authorship as a function of student and faculty engagement and the relationship of the curricular and co-curricular experience. Discussions will include examples of research on the first year experience, the role of learning communities, a plotted faculty mentor program, and the role of problem-based learning inside and outside of the classroom. Attendees will be encouraged to actively share their thoughts and experiences with promoting self-authorship- whether they called it that or not.

\*Self- Authorship can be defined as an internal authority, or the capacity to define one’s beliefs, identity, and social relations – Baxter Magolda 2001; Kegan 1994.

1:30 – 2:20 (50 minutes)

Room 1130

**2-2 Promoting and Recognizing Learning Outside the Classroom**

Ann Tierney, *Vice-Provost (Students)*  
Erin Kaipainen, *Service-Learning and Civic Engagement*  
University of Calgary

At the University of Calgary several new programs have converged into an organized and institution wide initiative to promote and recognize the learning that students engage in outside of the classroom. In 2008 the University created a central office dedicated to community service learning and civic engagement to support both curricular and co-curricular service learning on campus. In 2009 the university launched a co-curricular record program, a new student leadership program and a grant program to support curricular service learning. In this presentation we will discuss how these and other programs have come together to enhance outside the classroom learning, leadership and service opportunities for students, to promote such opportunities across a large university with many faculties and disciplines, to support the learning component of co-curricular service and to provide official university recognition for all forms of outside the classroom learning. Student learning in the above programs is enhanced through the use of “learning plans” (in co-curricular CSL), mentorship for first year students (in the Emerging Leaders Program), and engaging classroom environments (through service-learning). This presentation will discuss the steps we have taken and are taking to build this culture of support and recognition for learning outside the classroom.

**2-3 Speak UP! Responding to everyday bigotry in and outside the classroom**

Lyndsay Anderson, *Student Community Services*  
Dalhousie University

*Your co-worker routinely makes anti-Semitic comments. A student uses the N-word in casual conversation. Your supervisor ribs you about your Italian surname, asking if you're in the mafia. Your classmate insults something by saying, "That's so gay."*

*And you stand there, in silence, thinking, "What can I say in response to that?" Or you laugh along, uncomfortably. Or, frustrated or angry, you walk away without saying anything, thinking later, "I should have said something."*

Learn how to Speak UP! and respond to everyday bigotry. This interactive presentation is designed to have participants understand the impact of everyday bigotry and develop ways to respond to such incidents whether they happen inside or outside the classroom. One of the first steps to celebrating diversity is to end the everyday incidents of bigotry, ignorance and hatred that can happen so often on our campus. Let's create learning opportunities for students, staff and faculty in order to make Dalhousie a more accepting and inclusive place to be!

**2-4 Students' Use of Social Networking Sites for Academic Purposes**

Keith Lawson, *School of Information Management*  
Dalhousie University

I will report on a survey now under way among undergraduate students at Dalhousie. The study's focus is students' use of social networking sites (SNSs) outside of formal course communications channels to achieve academic goals. We also know that students are making use of SNSs to communicate about academic work (ECAR study, 2008), but how and to what degree? This study surveys students' communication and collaboration with SNSs, and the factors that determine the scope of these uses.

**Questions:**

1. Do students make use of SNSs as collaborative tools for
  - a. formally assigned group projects?
  - b. informal collaboration?
2. What degree of collaboration do students achieve in their use of SNSs for academic purposes?  
Do students use
  - a. SNSs primarily as a coordination tool?
  - b. SNSs to collaborate at the higher level?
  - c. any tools like Facebook Applications designed to enable collaboration?
3. Are students cautious in their use of SNSs due to privacy concerns?
4. Do students have the technical skills to make the best use of collaborative tools?
5. Do SNSs allow students to make academically useful connections with students they are not close to?
6. Is there a change in students' willingness to collaborate online in upper years?

**2-5 Gallery Hop: Where? Art? Thou?**

Rosemary Polegato, *Department of Commerce/RJCBS*  
Mount Allison University

The objective of this interactive session, about the *Gallery Hop* assignment, is to demonstrate how a 60-90 minute community-based, comparative exercise can provide an introduction to course concepts, get students in touch with the realities of the arts and culture sector, and build bridges to the local community. More specifically, the assignment requires students to use their powers of observation to compare three galleries of visual and media art on more than a dozen dimensions that distinguish them from each other and influence how they manage their art offerings for their publics. One is a university-based gallery, another is artist-led, and the third is a private gallery. The dimensions of comparison include location, programming, source(s) of funding, kind of art, and organizational structure. Virtually every student (so far) had visited at most one of the galleries prior to the assignment; therefore, pre- as well as post-assignment reflection is encouraged. Students may opt to submit their analyses as a written assignment after a discussion in class. They often reflect on it in their course learning portfolio. Improvements over the past five years have made this assignment an enjoyable and comprehensive “eye-opener” for students. The “hop” format may be applied to a variety of disciplines.

**2-6 Job Shadow Assignment, or "There and Back Again"**

Marina Pluzhenskaya and Sandra Toze, *School of Information Management*  
Dalhousie University

The presentation focuses on a Job shadow assignment, which students at the School of Information Management at Dalhousie University call year after year a highlight of the semester. The assignment is designed to make students move out of a familiar, “safe” world of the classroom with carefully modeled searches and mock reference interviews into the realm of real libraries with real users. When the students shadow reference librarians in one of Dalhousie libraries serving students from different schools and departments, the whole university becomes their “classroom.” This step into a real work environment means entering a cognitive space in which all our learning occurs, a space that Vygotsky called a zone of proximal development. The assignment takes place during the students’ first semester at the School. This timing is critical, because the students have enough knowledge and skills to apply, verify, and challenge. On the other hand, they have enough time to fine-tune their career goals and study plans. We argue that this model, including a brief “diving” into students’ future professional settings (either through observation and/or limited participation) and a reflection on the experience, may be beneficial not only in Library and Information Science schools but within different curricula.

CONCURRENT SESSION THREE  
2:30 – 3:20

2:30 – 3:20 (50 minutes)

Room 1116

**3-1 Connections: Acadia's First Year Option for Engaging Students in Learning and Community**

**Sonya Major, Learning Commons  
Acadia University**

This year (2009/2010) Acadia University piloted *Connections: Acadia's First Year Option* with 20 students registered in Arts, Science and Business programs. Connections students completed three trans-disciplinary courses each term in addition to two courses required for their majors. The three Connections courses each had two instructors from different disciplines co-teaching, emphasizing the different approaches that are taken by disciplines studying similar issues. For instance, a course on Diversity was co-taught by a biologist and a sociologist. Each course was taught in a 4-week block and connections were emphasized between blocks. Students completed a community engagement project each term. Grades were assigned based on a Write! (a paper) Act! (complete a community-based project) Speak! (present) model and students received one grade for all 3 Connections courses each term. During this session, data from student surveys, including items from the National Survey of Student Engagement, focus groups, faculty interviews, and students' academic records will be presented. Data indicate that Connections has proven to be an engaging model of first year studies for students and faculty alike. Given the focus of the conference, discussion will focus on how to engage first-year students in community-based projects.

2:30 – 3:20 (50 minutes)

Room 1130

**3-2 Getting Started with Service Learning: Building authentic community partnerships**

**Gina Sampson, Service Learning  
St. Francis Xavier University**

Service learning (SL) is an innovative approach to higher education teaching where students work with community members to address local issues and where academically rigorous assignments are designed to link those experiences back to specific classroom learning outcomes. The literature on SL points to a range of benefits for students: an enhanced understanding of course concepts, the development of leadership skills, an increased understanding of community issues, and a reinforced sense of social responsibility.

This teaching approach has gained tremendous momentum in Canada in the past few years as faculty appreciate its potential to engage students in an enriched learning opportunity. While the merits of SL may be easy to appreciate, it remains a complicated pedagogy to implement, and many faculty members are unsure where to start. One of the particular complexities of SL arises from the fact that community partners must be seen as equal participants: they must benefit from the experience to the same extent as the students and faculty members, and they must be seen as co-educators in the experience.

Participants will discuss the following questions: What does an authentic SL partnership look like? What do community agencies see as the challenges and benefits of participating in SL? How can faculty members work to build authentic partnerships? Where should faculty start?

**3-3 International Service-Learning and Ethical Conduct: An appreciative inquiry**

Shafik Dharamsi, *Family Practice*  
University of British Columbia

Students are participating in increasing numbers in both formally established and self-arranged international service-learning (ISL) opportunities. Such opportunities are often set in vulnerable communities in resource poor settings. There is growing concern around the ethical implications of ISL. Student motivations may range from a positive desire to respond to inequities and to promote social justice, as well as, and sometimes primarily to practice technical or clinical skills, enhance a résumé, opportunities for travel, and to experience different cultures in *far-away* and *exotic places*. Some initiatives take an exclusively charity based approach rather than enabling an equal and collaborative partnership with communities for developing capacity to address the root causes of systemic social inequity and disparity. A short stint followed by sightseeing and cultural excursions can be seen as nothing more than *voluntourism* (used pejoratively). Vulnerable communities then become a means to the students' ends instead of serving first the community identified needs and empowerment interests. The undesirable impact (the potential for harm and exploitation) of ISL, or local service-learning initiatives for that matter, has not been adequately considered. I will begin with a formal presentation on how we are addressing these issues at the University of British Columbia, followed by an interactive discussion.

**3-4 Behind the Formidable-looking Door in the Learning Commons: The Atlantic Research Data Centre**

Heather Hobson, *Atlantic Research Data Centre*  
Dalhousie University

In the Killam Library's main floor Learning Commons, there is a large security door that stands as entry to the Atlantic Research Data Centre (ARDC). To many, this door appears both mysterious and intimidating.

The ARDC is a 10-workstation computer lab that houses many of Statistics Canada's social datasets and provides data access to university faculty and graduate students. Users of the ARDC obtain experiential learning from applying their knowledge of research methods to the challenges of working with Statistics Canada's data. These data are unique because of their complex survey design methods, survey weights, and variance estimation techniques. As research methods classes and textbooks rarely cover these topics, our users learn to analyze these complex data through trial-and-error, secondary research and consultation with on-site Statistics Canada staff. Graduate students who use the ARDC say that they appreciate working with these micro-data, as it provides them with employable skills in conducting quantitative analysis after graduation.

We would like to have the opportunity to describe our centre in more detail in a presentation to the participants of your conference—in hopes of removing both the mystery of what we do, and the intimidation that our required security measures often create.

**3-5 Integrated Learning Opportunities at the Faculty of Management, Dalhousie University: An analysis of two approaches to client-based learning.*****Louise Spiteri and Vivian Howard, School of Information Management****Jenny Baechler Faculty of Management*  
Dalhousie University

The Faculty of Management at Dalhousie University provides integrated learning opportunities that enable students to become knowledgeable in different fields, willing to cross boundaries, and skilled in making appropriate decisions. This panel presentation will focus on two case studies that highlight the Faculty's commitment to integrating real-world learning with students' classroom experience. The School of Information Management course "Records Management" requires students to work with real clients in local communities to create effective records-management portfolios. Students are responsible for forming their own teams, choosing their clients, and negotiating the nature and scope of these portfolios.

Management Without Borders is a required class for all masters students from the five schools/programs in the Faculty and is designed to promote interdisciplinary and multi-perspective thinking in the management context. Through client-based projects, interdisciplinary groups of students undertake real-world projects for public, private, and non-governmental organizations, which is a key feature of the class. Students present poster presentations to their clients and interested attendees in an end-of-term conference. This presentation will focus on the structure, benefits, and challenges of client-based projects, as well as lessons learned.

**3-6 Embracing Peer-to-Peer Learning to Enhance Critical Reflection in Engineering, Sciences, Trades, and Technology***Patricia Duncan and Martin Tango, School of Engineering**Acadia University*

Educating students in post secondary career paths through a relaxed and non-conventional way of learning – this concept is utilized by a program called Techsploration.

The Techsploration program is a three-fold career/education exploration model, which introduces high school students to women in fields where traditionally women have been under represented. Techsploration extends its 'role models' to 25 participating schools and approximately 15 guest schools by outreaching to grade 9-12 students and talking to them in small groups. Through a transformative method, students can participate in open forum dialogue, job shadowing, and hands on learning through the use of equipment and devices. The main objective is to allow students to gain an understanding of how they can pursue the same career path.

To inspire students, particularly females, to engage in career paths of which they were not familiar with, the ultimate objective of Techsploration is to achieve a gender balance in the workforce; specifically in science, trade, and technology. This outreach method has the potential to grow in size and should be adopted by all post secondary institutions in Nova Scotia.

CONCURRENT SESSION FOUR  
3:30 – 4:20

3:30 – 4:20 (50 minutes)

Room 1116

**4-1 Learning about Learning: The Curriculum Design Project**

Shelagh Crooks, *Department of Philosophy*

Alexander Soucy, *Department of Religious Studies*

Saint Mary's University

What happens when students design curriculum for other students? What kinds of cognitive skills do they need to deploy, and what do they learn beyond the specific content of the course? In the winter term of 2010, students in a 4<sup>th</sup> year seminar that explores ghosts from a cultural perspective, worked collaboratively to design curriculum to be used in a second year 'ghost' course. The course consisted of substantial discussion in class, as well as work outside of class through the use of wikis (on-line collaborative documents). This presentation will examine data obtained through questionnaires, structured notes that the students took throughout the course, and interviews, to determine the impact of this approach on the nature and quality of their educational experience. In particular, the presenters will assess whether the students' work on curriculum design facilitated the development of an understanding of their own learning experience, as well as their understanding of the nature of educational processes, and of collaboration and communication. The session will be interactive: the audience will be challenged to reflect with the presenters on the question of how the research findings are best interpreted, and they will be asked to consider the direction of further research.

3:30 – 4:20 (50 minutes)

Room 1130

**4-2 Promoting Learning Outside the Classroom in the College of Sustainability**

Mary-Frances Lynch and Tarah Wright, *College of Sustainability*

Dalhousie University

The College of Sustainability at Dalhousie is a new interfaculty unit responding to global concern regarding environmental, economic, and social issues and the achievement of sustainable prosperity. The first college of its kind in Canada it uses a unique curriculum approach and pedagogical model to offer students the opportunity to meaningfully engage with professors, peers, and groups on campus and in the community. Recognizing the importance of student community engagement, the College is promoting **learning outside the classroom** in its courses and new certificate program initiative. Students enrolled in courses such as *SUST/ENVS 3502 Environmental Problem Solving: The Campus as a Living Laboratory* engage with their campus community in solving sustainability issues while in *SUST 4000: Environment, Sustainability, and Society – Capstone*, students collaborate with community partners on a service-learning project. Collaborating with the Faculty of Management, the College is working towards establishing a *Certificate in Responsible Leadership* where students would participate in "Leadership Weekends", engage in community service-learning, complete 'leadership' courses, and reflect upon skills gained through service- and academic-learning. These courses and certificate program seek to contribute to the student learning experience by allowing students to gain leadership skills and encourage them to take sustainable action in their communities.

**4-3 Global Health Education Model: A continuum of learning**

Andrea Papan and Shawna O'Hearn, *International Health Office*  
Dalhousie University

This presentation will highlight best practices and lessons learned from six years of global health education programming. Grounded in notions of social responsibility and keen to explore new cultures, students in the Faculties of Medicine, Health Professions and Dentistry are increasingly engaging in global health education placements in under-resourced communities, predominantly in the Global South. The International Health Office is responsible for supporting the development of students' professional and personal learning objectives in global health throughout their studies. The Global Health Education Program has developed a learning model of preparation, information-sharing, interprofessional opportunities, course work, clinical observation/engagement, self-reflection and follow-up that offers a continuum of learning for students. The primary aim of the Global Health Education Program is to offer a foundation of practical skills, relevant insights, and reflective tools that can support an individual's growing interest in global health throughout his or her career.

**4-4 Wild and Woolly Wikis**

Anthony Roberts, *Purdy Crawford Teaching Centre*  
Leslie Shumka and Bruce Robertson, *Classics*  
Mount Allison University

Learning outside the classroom is an excellent strategy for leveraging time and allowing flexibility in terms of overall student success. For this session, participants will be introduced to wikis. Why and how to use wikis, including the pedagogical benefits, will be explored. As wikis are usually asynchronous tools, this work is completed outside of class time. However, wikis can enrich the classroom environment and overall learning dramatically. This session will include the experiences of two faculty members who have used wikis in their classrooms. If time permits, participants will work in small groups to develop an outline of a wiki project for a class.

**4-5 Academic Athletes: Coaching students to achieve**  
**Pawan Lingras, Mathematics and Computing Science**

Lucas Mannell, *Centre for Academic Technologies*

Carol Roderick, *Centre for Academic and Instructional Development*

Saint Mary's University

Considerable learning can occur through involvement in extra-curricular activities. Research indicates that involvement in extra-curricular activities is not only an important factor in students' persistence, but also has positive implications for students' academic learning and career development. Academic competitions are one type of extra-curricular activity used in a wider variety of disciplines. Examples include computer programming competitions, MBA games, Math league, and linguistic competitions. The involvement of faculty members as coaches for these competitions incorporates another advantage: increased student-faculty interaction.

This session will begin with an overview of related pedagogical studies followed by a case study from the computing science program at Saint Mary's University, which is the combination of a high school programming competition and a varsity computer programming team. We will explore how this extra-curricular activity got started, how it has evolved over a span of twelve years, as well as its challenges and triumphs including participation in the 'Super Bowl' of computer programming. We will consider, from both the faculty and student perspectives, the opportunities it presented for learning and meaningful student-faculty interaction, as well as the resultant enhanced academic experience and personal satisfaction for those involved. Participants will be challenged to think about how to foster and support similar extra-curricular activities in their own contexts.

**4-6 Mentoring Students in the Community Environment**

Carolyn Savoy, *School of Health and Human Performance*

Dalhousie University

Mentorship is a nurturing process, which provides the opportunity for more experienced coach to directly share their professional knowledge and expertise with others who are less experienced. A mentor is someone who helps individuals reach their potential by guiding and encouraging them to excel and grow. Although this session will focus on student coaches the skills required are transferable to other situations. Mentorship is considered an increasingly important element of coach education. Coaches must continually strive to become more effective and an essential element of improving coaching practice is the process of self-reflection. Within the practical coaching situation, it can be used as a tool for the coach, enabling them to learn by relating theory to actual coaching environments (Crisfield, 1998) and the mentor coach can be instrumental in helping to develop the skills of self-reflection. The group will be broken down into small groups of 4-5 and given one example of a mentorship program to discuss and evaluate. The group will then present their ideas of required skills for a successful mentoring program. The goal is for the group to come to consensus as to what skills are required in a successful mentorship program.

**Reception: Celebrating Excellence in Teaching**  
**Sponsored by the Dalhousie Alumni Association**

The Dalhousie Conference in University Teaching and Learning is a venue where scholarly teaching is valued, shared, and recognized. The Dalhousie Alumni Association is pleased, in the company of so many accomplished teachers, to host a reception to celebrate the announcement of the winner of the 2010 Dalhousie Alumni Association Award of Excellence for Teaching.



# Dalhousie Conference on University Teaching and Learning Learning Outside the Classroom Thursday, April 29, 2010

Marion McCain Arts and Social Sciences Building, 6135 University Avenue

8:30	Registration & Refreshment						McCain Atrium
9:00	Welcome Alan Shaver, Dalhousie University Vice-President Academic and Provost						Ondaatje Hall
9:15 to 10:30	Plenary <b>Seeing Yourself Through Your Contributions to Others: Building talent and teamwork through experiential learning</b> Ashley Harris and Adam Muir, Dalhousie students Matthew Hirtle, Grade 10 Math Teacher, Citadel High School Linda Bedwell, Reference & Instruction Librarian, Killam Library Margaret Dechman, Sociology and Social Anthropology						Ondaatje Hall
10:30	Refreshment Break						McCain Atrium
Room #	1116	1130	1170	1198	2016	2017	
11:00 to 11:50 Concurrent Session Five	Exploring the 3 "Es" of Education: Enjoyment, enrichment, and engagement Ryan-Dal	The Inception of a Large, First-Year Service learning Course in a Changing University Context Raddon & Harrison-Brock	e-Learning Outside the Classroom: Designing virtual resources and spaces for (German) foreign language teaching Thomas-Acadia	Learning Outside of the Classroom through Virtual Worlds Spasova-Dal	Learning Outside the Classroom: The student perspective Brimicombe & Coombs-Dal	Give Them What They Want and Need! Competency based training programs Cross-Dal	
12:00	Lunch						McInnis Room, Student Union Building
Room #	1116	1130	1170	1198	2016	2017	
1:30 to 2:20 Concurrent Session Six	Experiential Learning Portfolios: Reflection and connection Herteis-Mt.A.	Making the LINK: Creating enriched learning experiences for BEd students through a community based literacy program Healy & Boutilier-Acadia	The Built Pedagogy: Creating space for learning outside the classroom Bailey, Embleton-Lake, & O'Neil, Dal	Global Culture and Digital Libraries MacNairn-Dal	Supporting Peer Evaluation Outside the Classroom Fish, Fawcett, & Langdon-St. FX	Essay-Zone: Engaging and supporting students' writing online Brimble & Groombridge-Brock	
2:20	Room Change						McCain Atrium
Room #	1116	1130	1170	1198	2016	2017	
2:30 to 3:20 Concurrent Session Seven	Creating Successful Learning Activities: Infusing innovative decision-making options into student assignments Squires-MSVU	Students in the Community: Assessing resources, sustainability, and impact Mihalynuk-Acadia	Using Technology to Learn Science in a Second Language in Postsecondary Studies D'Entremont, UAlberta	Active Resources Outside the Classroom for French Students (online) Ressources actives en dehors de la salle de classe "en ligne" Baurin-Dal	Positioning the Writing Centre at the Core of the Academic Curriculum Edwards & Neville-MacLean-St. FX	POSTER Extra-Curricular Student Initiatives in the Department of Spanish and Latin American Studies Pifano & Chidiac-Dal	
3:20	Room Change						McCain Atrium
3:30 to 4:45	Closing Plenary <b>Recognizing and Embracing Teaching and Learning Experiences Outside the Classroom</b> Angie Thompson, St. Francis Xavier University						Ondaatje Hall

## BIOGRAPHIES

Session	Presenter(s)
5-1	<p><b>Anne Marie Ryan</b> has been teaching in the Earth Sciences Department at Dalhousie University for the past 10 years. As a Senior Instructor her primary role is teaching undergraduate students, and she thoroughly enjoys the creative art of teaching. In addition to her teaching and some research in Environmental and Medical Geology, she is particularly interested in a variety of aspects within the Scholarship of Teaching and Learning, including questions, creativity, and undergraduate research.</p>
5-2	<p><b>Mary-Beth Raddon</b> is an Assistant Professor of Sociology and a faculty member of the Social Justice and Equity Studies MA Programme at Brock University. Her research examines the political economy of gift giving institutions such as philanthropy, inheritance, and community currencies. In her teaching she attempts to incorporate experiential and community-based learning. She will teach a new introductory Service Learning course in September 2010.</p> <p><b>Barbara Harrison</b> is a Ph.D. Student in Education at Brock University, specializing in policy and leadership studies. Her research interests lie in the areas of service-learning, community/university partnerships and institutional change. In addition Barbara is currently a research assistant to the AVP Student Services at Brock, working on projects related to community engagement.</p>
5-3	<p><b>Christian Thomas'</b> areas of specialization: design of CALL software; media in 19<sup>th</sup> century literature.</p>
5-4	<p><b>Shannon Spasova</b> started using technology in her Russian-language classes at the University of Wisconsin-Madison when she taught using interactive television. Then she worked for 3 years doing curriculum development for the RAILS (Russian Advanced Interactive Listening Series) project, funded by the US Department of Education. She also worked for UW's Learning Support Services, helping teachers of foreign language use technology. At Dalhousie she continues to integrate technology into her teaching.</p>
5-5	<p><b>Jennie Brimicombe</b> is a Career Advisor in the Career Services Centre. She coaches students in their career development needs and co-facilitates an experiential learning program called the Peer Coach program at the Career Services Centre. She has a background in adult learning as a Mentoring Coordinator/ Coach and Employment Advisor to new Canadians. She is currently pursuing her Masters of Education in Life Long Learning.</p> <p><b>Jennifer Coombs</b> is a Career Advisor in the Career Services Centre, coaching students in their career development needs since 2004. She has experience with multiple experiential learning programs across campus including working with international students and their transition to Canada as a Program Coordinator in the International Student and Exchange Services Office and in her current role as co-facilitator of the Peer Coach Program, an experiential learning program at the Career Services Centre. Jennifer values lifelong learning and strives to empower each student with their own unique learning experience.</p>
5-6	<p><b>Nicole Cross</b> has been a Residence Life Manager at Dalhousie University for the past 3 years. She has worked in the field of Residence Life / Student Services as a professional for 7 years and 3 years as student staff. She has a BA in Criminology and Criminal Justice with a concentration in Law and a BA Honors in Law from Carleton University. Nicole has also worked in the field of child protection as a Family Service Worker. Whether it is working with families or students she enjoys creating opportunities for individuals to learn and growth.</p>
6-1	<p>Director of the Purdy Crawford Teaching Centre at Mount Allison University and current Chair of the AAU Coordinating Committee on Faculty Development, <b>Eileen Herteis</b> regularly writes and presents on issues at the heart of university teaching and learning. She is co-author of an STLHE Green Guide on Learning Portfolios to be launched at the June, 2010 STLHE Conference at Ryerson University.</p>

Session	Presenter(s)
6-2	<p><b>Lynne Healy</b> holds an M.HSc. in Speech-Language Pathology from the University of Toronto. Her research and teaching interests include language and literacy, language arts, phonological awareness, spelling, inclusive education, and teacher development. Her career in education has involved research, curriculum development, teacher education and work as a school-based speech language pathologist. She is currently teaching in the pre-service and graduate education programs at Acadia University.</p> <p><b>Jann Boutilier</b> has been a Speech Language Pathologist with the Chignecto Central Regional School Board for over 20 years. She has an M. Ed. in Educational Psychology from Mount Saint Vincent University and is currently on sabbatical, taking an M.Ed. in Inclusive Education at Acadia University. Jann is also the Coordinator of the LINKS Children’s Literacy Program at the Wolfville LINKS satellite site of LDANS (Learning Disabilities Association of Nova Scotia).</p>
6-3	<p><b>Neil Bailey</b> is a first year Master of Planning student in the Faculty of Architecture and Planning. He is passionate about public engagement and fostering a sense of shared identity through interdisciplinary collaboration, and believes in the ability of conscientious design to encourage collaborative learning. As the Sexton Campus Director for the Dalhousie Student Union and a moderator for the Public Policy Forum’s Community Engagement project, Neil is committed to facilitating meaningful conversations, both on and off campus.</p> <p><b>Nicola Embleton-Lake</b> has a Bachelor of Environment Design and her Master in Architecture. Nicola joined Dalhousie University initially as the Project Coordinator for the new Faculty of Computer Science Building in January 1999, followed by a similar position for the new Faculty of Arts and Social Sciences Building in 2000. Since being hired as a full-time Project Leader in 2002, she has advanced to the position of Requirements Manager in 2005 and currently holds the position of Architectural Planning Manager within Facilities Management Planning group.</p> <p><b>Carol O’Neil</b> is Associate Director (Technology) with the Centre for Learning and Teaching.</p>
6-4	<p><b>Gwendolyn MacNairn</b> has been involved in education and the delivery of technology training for more than 20 years. She is currently the Computer Science Librarian at Dalhousie University. Recent presentations at previous conferences include the Atlantic Provinces Library Association (APLA), the Canadian Library Association (CLA), the Dalhousie Conference on University Teaching and Learning (DCULT) and the Society for Teaching and Learning in Higher Education (STLHE).</p>
6-5	<p><b>Karen Fish</b> works at the St FX Writing Centre where she teaches a skill development course for students on academic probation and a variety of writing workshops. She also teaches two core Service Learning courses. Karen has worked as a researcher and writer, specializing in health, medicine, and the social impacts of science and technology, and as a training program designer, for both technical and managerial employees, in a variety of organizations. She has a BA Journalism (Carleton University) and an MA in Educational Technology (Concordia University).</p> <p><b>Clare Fawcett</b> has a PhD from McGill University and is an Associate Professor in the Anthropology Department at StFX. She teaches courses in medical anthropology, the anthropology of tourism, anthropological methods and Introduction to Anthropology. Clare has worked closely with the StFX Women’s Studies Program, the Development Studies Program and the Service Learning Program. She has used service learning in several of her courses and is developing process-based methods of student evaluation.</p> <p><b>Jonathan Langdon</b> is an Assistant Professor in the Development Studies program at St. FX. He recently completed his PhD in Integrative Studies in Education at McGill University. While at McGill, Jon taught courses through the Writing Center, using a process approach to help students scaffold their learning more effectively. He has incorporated many of these techniques across his teaching. A key component of this approach is creating classrooms that generate a community of learners.</p>

Session	Presenter(s)
6-6	<p>Manager of Learning Skills Services, <b>Jill Brindle</b> joined Brock University in 2004 after teaching 23 years in the District School Board of Niagara as an Assistant Head of English. Passionate about student success and with a background in English as well as remedial strategies, special education, and English as a second language, Jill develops a variety of programs and services to support students in transition build the confidence and skills necessary for the demands of university.</p> <p>A Learning Skills Instructor for Brock's Learning Skills Services, <b>Margaret Groombridge</b> is passionate about supporting student success. Currently completing her Masters of Education in Teaching, Learning, and Development, her interests include teaching, writing, communication, adult learners, and invitational approaches to education.</p>
7-1	<p><b>Shannon Squires</b>, BA, BEd, MEd, MA (Research), is a part-time education faculty member at Mount Saint Vincent University. Shannon taught in the public school system for a number of years before turning her focus to research and instruction in education at the university level. Specializing in mathematics education, Shannon has a particular interest in creating dynamic learning opportunities in and out of the classroom to alleviate anxiety of the curriculum area.</p>
7-2	<p><b>Tanis Mihalyuk's</b> eclectic career path in teaching and learning has spanned several countries and nearly two decades. To this end, she has been involved in several initiatives including: facilitating community-campus partnerships; fostering interdisciplinary service learning; defining and elevating community service in medical education; and employing qualitative and quantitative methods in curriculum development and evaluation. She continues to be grateful for the ongoing opportunity to observe the reciprocal benefits to students and the communities they serve.</p>
7-3	<p><b>Yvette d'Entremont</b> is Head of the Education Sector at Campus Saint-Jean (the French campus of the University of Alberta). She completed a BA (math) and an MA at Mount Saint-Vincent University, a BEd at Acadia University and her PhD at the University of Alberta. Her teaching career began in Nova Scotia and continued in Edmonton, Alberta. She has been at the University of Alberta, as professor of mathematics and science education, since the completion of her PhD.</p>
7-4	<p><b>Charles Baurin</b>—artist, poet, professor—is teaching French courses (grammar and writing) at Dalhousie and Acadia Universities. Specialized in the contemporary French poetry, he is publishing his own poems illustrated by well known artists. He also designed a programme for French teachers to be taught on line as linguistic and pedagogic resources.</p>
7-5	<p><b>Katie Edwards</b> works at the Writing Centre at St. Francis Xavier University, where she teaches APEX, a skills-based course for students on academic probation. In addition, she is developing a new, first-year writing course that will help boost the quality of writing in the university community. She holds a PhD from the University of Edinburgh in Scotland.</p> <p><b>Sherry Neville-MacLean</b> works at the Writing Centre at St. Francis Xavier University, where she teaches eXcel (a first-year transitional skills program); LEAP (for incoming EAP students); and Writing Essentials (a basic course focusing on the mechanics of writing). She is currently pursuing a Masters in Education in Curriculum Development and Instruction from St. Francis Xavier.</p>
7-6	<p><b>Diana Pifano</b> is an Assistant Professor in the Department of Spanish and Latin American Studies at Dalhousie University. Her research centers on humor in contemporary Latin American literature and graphic humor. Dr. Pifano's other interests include undergraduate teaching. For the purposes of this presentation she will act as a facilitator, guiding a group of undergraduate students who wish to share their experiences with extra-curricular teaching activities.</p> <p><b>Nicole Chidiac</b> is currently in her fourth year of studies at Dalhousie University doing her honors in Spanish Studies. She has worked 2 consecutive years at the Dalhousie Mini University summer camp where she taught basic Spanish to children between 8 and 16 years of age. She also completed a year in Spain teaching English to adults at the Official Language School, Granada. In the past year, she has partaken in the student led initiatives, tutoring at Le Merchant Elementary and also in the department. Aside from studying Spanish, her interests include languages in general and she is bilingual in English and Arabic. She would like to attend graduate school in the future and continue her linguistic studies.</p>

Thursday, April 29, 2010

8:30 – 9:00

Registration & Coffee

9:00 – 9:15

Welcome from Alan Shaver, Vice-President Academic and Provost,  
Dalhousie University

Opening Plenary

Ondaatje Hall

9:15 – 10:30

## Seeing Yourself Through Your Contributions to Others: Building talent and teamwork through experiential learning

Ashley Harris and Adam Muir, *Sociology and Social Anthropology students*, Dalhousie University

Matthew Hirtle, *Grade 10 Math Teacher*, Citadel High School

Linda Bedwell, *Reference & Instruction Librarian*, Killam Library, Dalhousie University

Margaret Dechman, *Sociology and Social Anthropology*, Dalhousie University

The most apt description of the Majors Seminar in the Department of Sociology and Social Anthropology is that it is a team effort, in the very best sense of the word. The primary goal of the class is to offer students the support, guidance, and the skills required to successfully negotiate the challenging transition from undergraduate studies to graduate school and/or ventures into the work world. Prior university learning is linked together and brought to life through a combination of community placements, relevant theoretical and conceptual instruction, and considerable classroom discussion. As students grapple with the complex issues confronted in their placements, they develop an enhanced appreciation for the sharing of insights and talents. This panel provides a glimpse into the dynamics of this applied class from the perspectives of students, sponsors, and the instructor.

**Ashley Harris** is currently in her last year of study at Dalhousie University majoring in Sociology and Social Anthropology. Her future plans are becoming a High School or Junior High Math teacher to try and improve students' perceptions about mathematics. She's been placed at Citadel High School in Halifax, Nova Scotia right now, helping out in a math 10 classroom with the teacher Matthew Hirtle. For her placement, her responsibilities are helping to teach the course material and answering questions students may have about assignments. Having an opportunity to volunteer in a high school math classroom has allowed her to realize this is where her heart is and how much she wants to improve their anxiety with math and help the students reach higher academic achievements.

**Adam Muir** is an inspiring physician who was once a student of the Majors Seminar. He graduated on the Dean's List with a Bachelor of Science degree in Psychology and Sociology and Social Anthropology from Dalhousie University. Thanks to the Majors Seminar and the Halifax Infirmary vascular surgery ward, he had the unique and vitally important experience of learning about the culture of the environment that he once blindly believed he desired to be a part of. More importantly, he was able to learn first-hand of the difficulties of assuming the inpatient role within the hospital. The collaborative learning environment of the Majors Seminar gave him the necessary tools to successfully observe the entirety of the institutional phenomena from both an insider's and outsider's perspective.

**Matthew Hirtle** teaches grade 10 mathematics at Citadel High.

**Linda Bedwell** is a Reference & Instruction Librarian at Dalhousie's Killam Library. Linda's current research focus is on academic library user-experience and how this can be improved by starting with a socio-ethnographic understanding of potential library users—most importantly, our students. Sharing her interest with Margaret Dechman resulted in a fruitful partnership with the Majors Seminar, as students have contributed their knowledge and assistance with three significant library student studies.

**Margaret Dechman's** career stretches across public-sector, community, and academic environments. Through her research, teaching, and extensive inter-disciplinary work, Margaret strives to bridge the divides that may hinder the pursuit of social justice. It is with this passion that she approaches her facilitation of an applied course in Sociology and Social Anthropology at Dalhousie.

10:30 – 11:00

Refreshment Break



CONCURRENT SESSION FIVE  
11:00 – 11:50

11:00 – 11:50 (50 minutes)

Room 1116

**5-1 Exploring the 3 “Es” of Education: Enjoyment, enrichment, and engagement**

Anne Marie Ryan, *Earth Sciences*  
Dalhousie University

In Thailand they have a word for what education should be: in English script, this word is “*sanuk*,” and refers to a sense of enjoyment. Imagine a classroom where students truly and outwardly enjoy their learning, share their findings with enthusiasm and increased mastery, and critically assess their findings with increasing ease, clarity, and accuracy. How can we create out-of-class experiences that feed back into the classroom and are not only valuable learning experiences but also incorporate “*sanuk*?” Creating such learning activities is challenging. We may question whether there are increased benefits over the more traditional out-of-class research paper. We may be concerned about management issues, and also wonder what students actually learn, and even how to measure the learning.

Participants will explore the issues first hand, and will also examine examples of authentic and enjoyable out-of-class learning opportunities I have used successfully in my own classes, including photography, poster conference presentations, a variety of field work, and various forms of “the scavenger hunt.” Participants will create an activity for one of their own classes as we work through what the research says about such learning, and look at how to integrate this out-of-class learning within the classroom experience.

11:00 – 11:50 (50 minutes)

Room 1130

**5-2 The Inception of a Large, First-Year Service Learning Course in a Changing University Context**

Mary-Beth Raddon, *Department of Sociology*  
Barbara Harrison, *Faculty of Education*  
Brock University

Recently the Brock University Senate approved a pilot course in service learning for 200 students at the first-year level. The course has several novel features, such as being taught downtown on a Saturday and requiring students to engage in 12 out-of-classroom learning opportunities during its 24-week duration. The presenters at this roundtable describe the course's inception from our distinct vantage points as a faculty member who co-authored the course proposal and volunteered to teach it, and as a doctoral student research assistant to the AVP of Student Services, who has been instrumental in formalizing and expanding Brock's service learning offerings. Our story highlights how the new Service Learning course came about through a combination of pedagogical re-visioning and specific institutional exigencies. However, the story also unfolds within a larger context of changes in the university as a whole: imposed budgetary cutbacks, a shortage of teaching space, a \$75 million fundraising campaign, and the first year in which student tuition fees, not state grants, comprise the largest source of revenues. Hence, the inauguration of the Service Learning course at Brock challenges us to situate institutional developments toward learning outside the classroom within broader trends such as the privatization of higher education and shifting conceptions of the societal role of the university.

**5-3 e-Learning Outside the Classroom: Designing virtual resources and spaces for (German) foreign language teaching**

Christian Thomas, *Languages and Literatures*  
Acadia University

The presentation discusses the design of e-learning environments outside the classroom by applying didactic principles to the evaluation of blended learning in the teaching of German as a foreign language at university level. The larger focus is on the common blended learning situation where face-to-face teacher/learner interaction is complemented with out of class activities that utilize virtual resources. In this context optimizing the virtual spaces made possible by computer technology depends on effective streamlining of in class- with out of class activities and digital media.

A historical overview of traditional teaching methods and an introduction to blended learning models serve to filter out important didactic principles and best practices that can be applied to the design of virtual spaces and their evaluation. Under these criteria we examine the integration of a learning management system (Moodle) with a courseware application (GECO) and the integration of e-learning content: online-supplementary course materials (Passwort Deutsch), didacticised readings (jetzt.de), a complete online course (Redaktion-D), a Web-quest (Berlin) and the possibilities offered by exercise modules created with authoring software (Hotpotatoes and Telos Language Partner).

**5-4 Learning Outside of the Classroom through Virtual Worlds**

Sharon Spasova, *Russian Studies*  
Dalhousie University

Virtual worlds present a unique opportunity for lifelong learning and learning outside of the classroom. Second Life, which is a 3D virtual space open and free for everyone to use, offers the chance for educators to provide students with places to experience things that they might not be able to experience in the classroom or additional time in which to practice things learned in class in a more authentic context.

This presentation will introduce participants to the idea of using virtual worlds as classroom activities or extension activities outside of the classroom. Some of the educational places that already exist in Second Life will be summarized and visited, and participants will learn some of the nuts and bolts of Second Life, including how to make an avatar, how to find places of interest, and an overview of buying land and building. Finally, participants will discuss the pros and cons of using virtual worlds both in the classroom and outside of it.

**5-5 Learning Outside the Classroom: The student perspective**

Jennie Brimicombe and Jennifer Coombs, *Career Services Centre*  
Dalhousie University

The goal of the panel discussion is to contribute to faculty and university administrators' knowledge regarding learning outside the classroom from the student perspective. The panel will consist of four students who are engaging in experiential learning initiatives. Student panelists will come from a diverse background: peer coaching, study abroad, community service learning, student leadership and co-operative education.

The student panelists will respond to:

- “Why did you engage in this experience and what impact did it have from personal and learning perspectives?”

\*\* The audience will be provided with a brief summary of the students' learning outside the classroom. \*\*

Following the students' stories, the moderators will facilitate a question and answer period with the audience.

Faculty and administrators will have the opportunity to:

- Learn how the students' experiences have impacted and contributed to their academic success
- Learn why students choose experiential learning and how it relates to career aspirations
- Broaden their understanding of experiential learning opportunities that exist for Dalhousie students

**5-6 Give Them What They Want and Need!: Competency-based training programs**

Nicole Cross, *Student Community Services*  
Dalhousie University

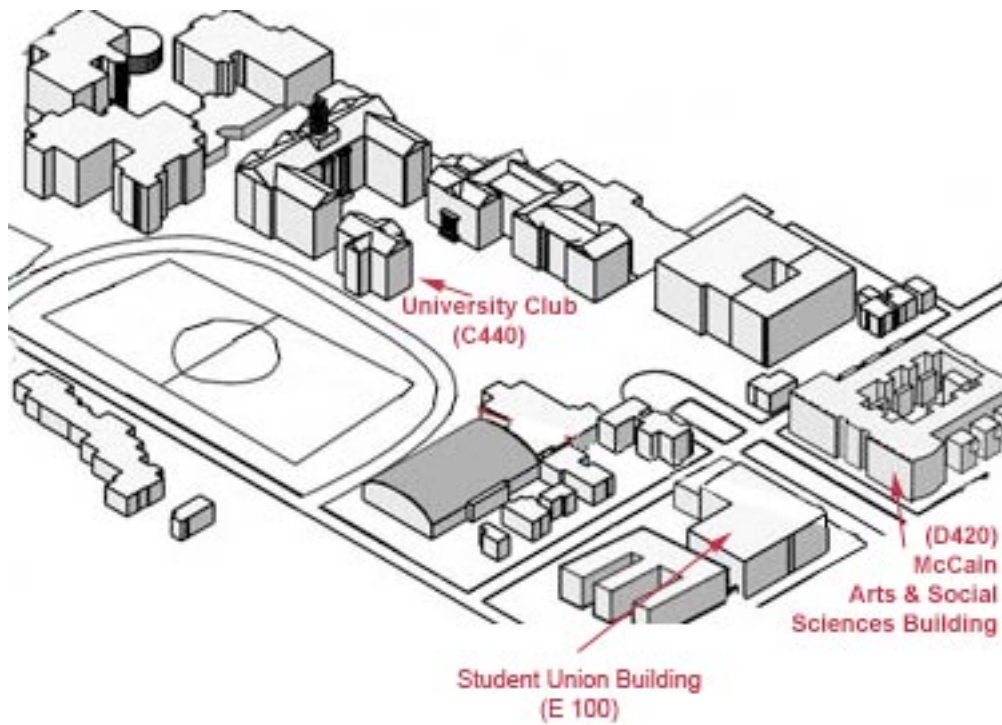
Using the Residence Life Staff training as an example, this presentation will outline the process in which to create a multi-faceted competency-based training program for student leaders. It will review the various theoretical frameworks behind the program as well as the wide variety of learning styles and types of learning opportunities and activities incorporated throughout the training program. The benefits and challenges of this type of a training program will be reviewed. We will share the importance of the 'flow' of the program and how this is created. Overall this presentation will give the participants the information needed to successfully create a similar program to fit the needs of the student staff they may be training should they choose to do so.

**McInnis Room, 2<sup>nd</sup> Floor, Student Union Building**

Caesar Salad  
Lasagna  
Vegetable Lasagna  
Garlic Bread

Assorted Sweets

Coffee/Tea  
Assorted Juices



CONCURRENT SESSION SIX  
1:30 – 2:20

1:30 – 2:20 (50 minutes)

Room1116

**6-1 Experiential Learning Portfolios: Reflection and connection**

Eileen Herteis, *Purdy Crawford Teaching Centre*  
Mount Allison University

More than just scrapbooks of mementoes, learning portfolios are flexible, evidence-based tools that encourage students to reflect on learning. Moreover, many teachers, educators, and researchers believe that portfolio assessments are much more effective than "traditional" testing methods for measuring academic skills and development and informing pedagogical decisions.

Moving us away from single-occasion testing to valuing samples of work over time, from mere acquisition of knowledge to reflection, the portfolio *as a process* and *as a product* is changing how we think about assessment.

This interactive session will

- examine the learning portfolio from both the student's and teacher's perspective
- explore how portfolios can be used in documenting experiential learning from internships, co-op placements, service learning, and other applications

1:30 – 2:20 (50 minutes)

Room 1130

**6-2 Making the LINK: Creating enriched learning experiences for BEd students through a community based literacy program**

Lynne Healy and Jann Boutilier, *School of Education*  
Acadia University

LINKS, a literacy intervention program developed by the Learning Disabilities Association of Nova Scotia, is designed for elementary age children who are experiencing difficulty in literacy development. At Acadia University, the LINKS program is delivered by pre-service teachers enrolled in the Bachelor of Education degree. This unique service learning program provides pre-service educators, as literacy instructors, with a course credit through a combination of course work related to current research in the area of learning disabilities, as well as the opportunity to apply this research while working with children from the community.

This presentation will provide: a) a description of the components of the service learning program and how this experience, in combination with related coursework, enriches students' learning as they apply and elaborate on their knowledge outside the classroom by explicitly connecting theory and practice; b) information on the impact of the LINKS 2008-09 service learning program, through a qualitative analysis of three data sources: participating students' literacy assessment results, parent /guardian focus group interviews, and literacy instructor focus group interviews; and c) an opportunity for participants to explore the potential of service learning experiences, such as the LINKS program, to create partnerships that benefit our students as well as the broader community.

**6-3 The Built Pedagogy: Creating space for learning outside the classroom**Neil Bailey, *School of Planning*Nicola Embleton-Lake, *Planning Unit, Facilities Management*Carol O'Neil, *Centre for Learning and Teaching*

Dalhousie University

Learning doesn't stop outside the classroom door. Campus non-classroom spaces play an essential role in the student learning experience, and can enhance or diminish it significantly. Applying Torin Monohan's<sup>1</sup> notion of 'built pedagogies' (that physical spaces in learning institutions reflect the pedagogy of the educative effort), this session explores ways for institutions to create a physical environment that encourages and supports out-of-class learning. The session will examine examples of such spaces from Dalhousie University and elsewhere and will present a student-designed conceptual framework for spaces aimed at promoting social interaction, collaboration, and the development of community.

<sup>1</sup>. Monahan, Torin. 2002. "Flexible Space & Built Pedagogy: Emerging IT Embodiments." *Inventio* 4 (1): 1-19. <http://www.torinmonahan.com/papers/Inventio.html>

**6-4 Global Culture and Digital Libraries**Gwendolyn MacNairn, *Killam Library*

Dalhousie University

Engaging through your keyboard with a digital resource can be a very rewarding and highly educational experience. A good example of this is the World Digital Library (WDL), an initiative led by UNESCO that was launched in 2009. The WDL demonstrates that the best digital libraries have three characteristics: they are online, free to access, and contain objects of cultural significance. This session will present ten examples that highlight cultural content within a digital environment. If you are unfamiliar with the wide variety of collaborative projects that are currently available, here is an opportunity for you to dip yours fingers into the digital waters.

**6-5 Supporting Peer Evaluation Outside the Classroom**Karen Fish, *Writing Centre and Service Learning*Clare Fawcett, *Anthropology*Jonathan Langdon, *Development Studies*

St. Frances Xavier University

This workshop asks how university instructors can help students guide each other more effectively in their thinking and writing outside the classroom. Our classes are embedded in a world of student interaction and dialogue about their studies. We know anecdotally that students often ask their friends to help them clarify their ideas or improve the grammar in their writing assignments. We also know that this iterative process of writing, feedback and re-writing is the groundwork for becoming a good thinker and writer. This workshop will ask participants to share their ideas and experiences in giving students peer review tools and assignments that support their out-of-class research, thinking and writing. Learning to collaborate with each other in this way is a valuable skill in university and future workplaces.

The learning objective of this workshop is to provide participants with a range of ideas they can use to enhance iterative, peer-based learning of writing skills outside the classroom. Of particular interest will be a discussion of how peer-learning techniques can be taught and practiced in a range of classrooms—from small-enrolment seminars to large-enrolment lecture courses. Workshop participants will share their experiences of process-based methods to enhance links between learning inside and outside of the classroom.

**6-6 Essay-Zone: Engaging and supporting students' writing online**Jill Brindle and Margaret Groombridge, *Learning Skills Services, Student Development Centre*

Brock University

Share initiatives, successes, and challenges with other educators interested in integrating technology to support learning outside of the classroom as a means to increase student success, engagement, and retention. This session will include a presentation of an on-line writing resource **Essay-Zone** developed by Learning Skills Services, Brock University, to engage and support large numbers of students in a cost-effective educational environment. The resource aims to build students' confidence and interest in writing in a self-directed supportive online environment, providing students with an opportunity to explore, learn, and practice in their own time. Presenters will share the **Essay-Zone** story: its development, delivery, assessment, challenges, successes, and future at Brock University and at other educational institutions.

Research on retention, student motivation and confidence, and the challenges and potential of online learning environments will be included to facilitate a rich discussion on the benefits and challenges of online resources to support student success.

CONCURRENT SESSION SEVEN  
2:30 – 3:20

2:30 – 3:20 (50 minutes)

Room1116

**7-1 Creating Successful Learning Activities: Infusing innovative decision-making options into student assignments**

Shannon Squires, *Faculty of Education*  
Mount Saint Vincent University

Encourage your students to learn outside the classroom by creating engaging and innovative projects and assignments that instill active participation by providing choices and unconventional assessment activities. Participants will be invited to bring samples of class syllabi, class assignments and project specifications, and written tests for improvement planning and peer-critique during the workshop. Together, we will develop assignment improvement plans to increase student commitment to course work designed for completion outside the classroom, and to maximize meaningful retention of intended course concepts. Discussion around managing efficient and fair assessment of student work, providing students with choices without compromising the integrity of the course content, creating articulate assignment and project specifications for best possible student work submissions, and entertaining the option for resubmissions when feasible and practical will be integrated throughout the workshop. Plans for practical implementation of innovative and student-centred learning opportunities will be considered. This workshop is for any instructor interested in improving teaching to adult students, regardless of the discipline or level.

2:30 – 3:20 (50 minutes)

Room 1130

**7-2 Students in the Community: Assessing resources, sustainability and impact**

Tanis Mihalynuk, *School of Nutrition and Dietetics*  
Acadia University

A community-based learning experience was recently expanded upon in response to focused research, reflection and feedback. Community Nutrition students were charged with conducting a '*community resource assessment*', a modification of the standard '*needs*' assessment process with the aim of focusing on the more positive attributes, contributions and outcomes of participating communities. Students began their project by initiating contact with their chosen community partner while highlighting the reciprocal benefits of the proposed initiative. Subsequently, student groups defined the opportunity that existed to enhance food and nutrition related knowledge, attitudes, behaviours and/or practices in programming, education and policy. Next, a sequential process of establishing community parameters, data collection and analysis, and sharing findings was carried out. Sustainability considerations were emphasized at the outset. To further opportunities for learning, students focused on innovative means of elevating and sustaining community resources by thinking beyond those commonly cited limitations of time, funding and human resources. Students consistently reported a sense of pride and accomplishment in their mutually beneficial community-based learning experience. Moreover, in a short period of time, students were able to positively impact the communities they served. Student projects are highlighted and recommendations for further enhancing student learning processes and outcomes are examined.

### 7-3 Using Technology to Learn Science in a Second Language in Postsecondary Studies

Yvette d'Entremont, *Campus Saint-Jean*  
University of Alberta

As educators explore different technologies to encourage students to demonstrate scientific concepts, the use of multimedia strategies in science classes is becoming more and more dominant. This study involved the creation of interactive on-line learning resources to be used by students outside the classroom in the laboratory-based courses (biology, chemistry, physics). "SOS Labos" is an example of such a resource. It is comprised of 60 original pdf files (examples of topics: How to write the introduction to a scientific paper...); 26 original Flash videos, with or without audio narration (example: making a serial dilution), 3 original Powerpoint shows (example: how to cite your sources), and a French-English glossary specific to the biology, chemistry and physics courses for which the resource was designed. Although the content of the resource is related to the in class content, the use of the resource is geared to outside the classroom. The students' satisfaction and perceived effectiveness of the new tools was assessed through various learning management systems. The outcomes were not what we expected and allowed us to rethink the use and design of technological tools. Examples of the tools created will be demonstrated and then discussed among the participants at the session. This session is relevant to all secondary and postsecondary educators.

### 7-4 Active resources outside the classroom for French students (on line) Ressources actives en dehors de la sale de classe "en ligne"

Charles Baurin, *French*  
Dalhousie University

Marratech is a well-known computer program used in business and learning institutions that I am using to teach an on-line course to university level students and French teachers in Nova Scotia. The aim of this presentation is to show participants how this "on-line" teaching tool can be used by all students by providing resources "live" in all aspects of the language learning process (listening, speaking, reading, and, writing). This program is currently being used to teach a on-line full credit course (FRAN 1223 Open Acadia), and can also be used as reference tool for teachers and students. Commentaries from past participants will help generate a discussion around the benefits or barriers to using this teaching technique.

**Please note:** This session will be presented in French.

**7-5 Positioning the Writing Centre at the Core of the Academic Curriculum**Katie Edwards and Sherry Neville-MacLean, *Writing Centre*

St. Frances Xavier University

Should a university's writing centre be central to its academic curriculum? Staff members at writing centres often feel as though they and their mandate are peripheral to the academic core. However, there are positive examples of writing centres (namely, at George Mason University) where the instructors are tenured faculty, and the writing centre is embedded within the curriculum.

Two questions thus present themselves:

1. Does the structural framework (that is, the situation of the writing centre within the university) affect the service that students receive?
2. How can writing centres migrate from the periphery to the centre of the academic core?

This workshop will call on participants to offer thoughts on improving the relationship of the writing centre to the rest of the academic community, and their own experiences with these issues. This collaboration will aid in the development of ways in which the writing centre can become enveloped within each student's writing process, especially at Canadian universities.

**POSTER SESSION****7-6 Extra-Curricular Student Initiatives in the Department of Spanish and Latin****American Studies**Diana Pifano and Nicole Chidiac, *Spanish and Latin American Studies*

Dalhousie University

The objective of this poster presentation is to illustrate a student-led initiative that has taken place in the Department of Spanish and Latin American Studies over the course of the last two academic years. This program was developed and put into place by a group of undergraduate students with little guidance from the faculty. It consists of two projects that operate simultaneously. The first is an organized schedule of tutors who volunteer their time to assist fellow students with basic language queries, revision of writing assignments and oral conversation. The second component of the program is a lunch-hour instruction of Spanish language in local primary schools. Several times a week, a group of Dalhousie students visited elementary schools to teach Spanish to children between eight and ten. Guided by a professor, these students met regularly to plan classes and activities and to discuss their progress.

The benefits to the students who participate in this program are evident, to themselves and their professors, and in this poster they will illustrate their experiences as well as trace the evolution of this program as it moves into its third year.

Closing Plenary  
Ondaatje Hall  
3:30 – 4:45

**Recognizing and Embracing Teaching and Learning Experiences Outside the Classroom**

Angie Thompson, *Human Kinetics*  
St. Francis Xavier University

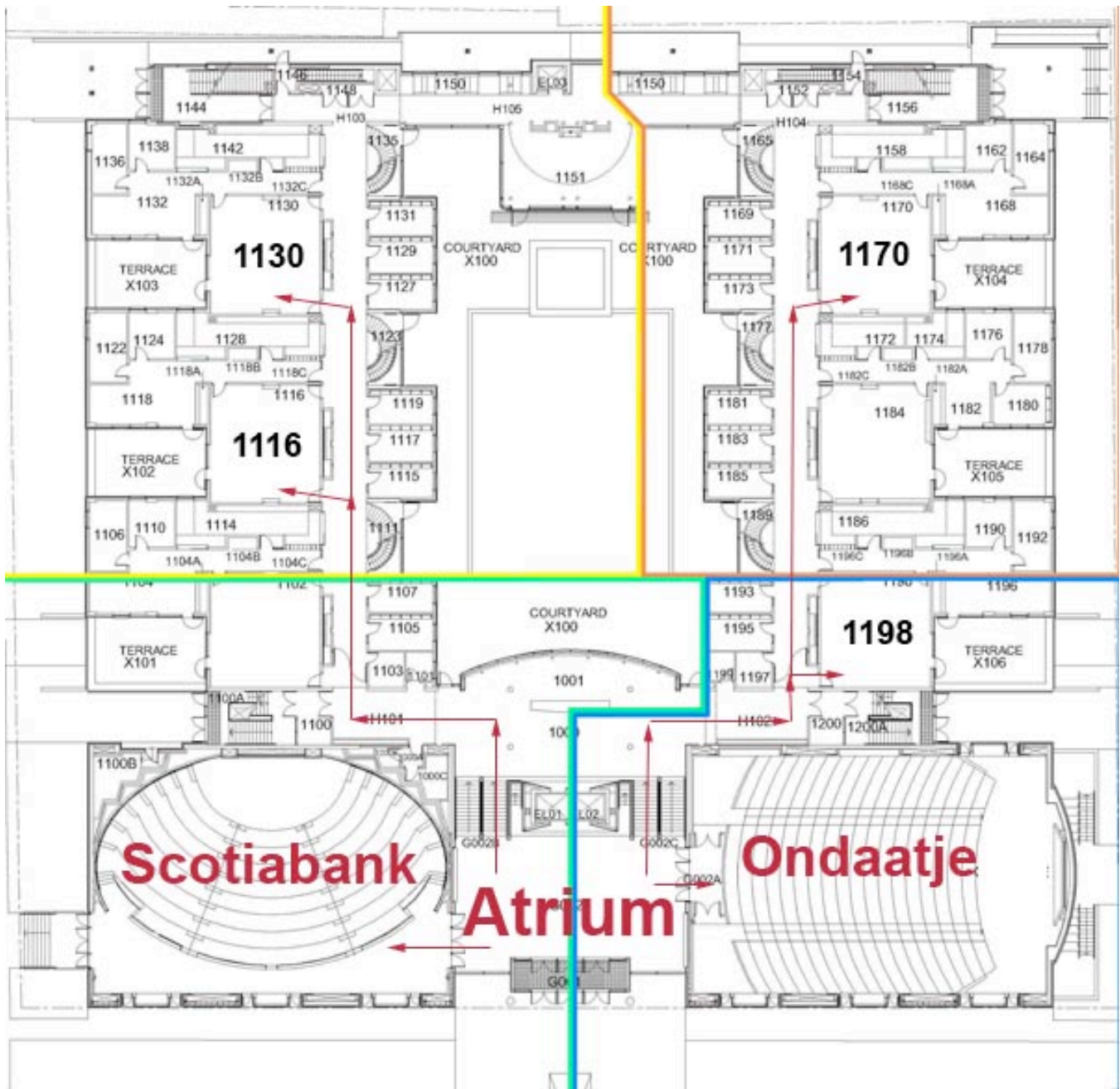
Learning outside the classroom? Teaching outside the classroom? Yes, yes, yes! "Outside the classroom" provides many unique venues to enrich students' and faculties' educational experiences. In fact, interacting with students in settings outside the classroom provides opportunities for potentially deeper and more fulfilling teaching and learning experiences. These include (but are not limited to) dyadic conversations in the hall, office, grocery store, wellness centre, ice rink, gym, etc. as well as more formalized interactions in settings such as service learning experiences and student research days. This closing address will provide a light-hearted and engaging overview (along with significant encouragement) of the various opportunities available outside the classroom to enhance the teaching and learning experience for faculty and students.



Angie Thompson has been teaching "outside the classroom" since joining the Human Kinetics Department at St. Francis Xavier University in 2001 and for 13 years prior to that as a sessional lecturer at the University of Saskatchewan. An Outstanding Teacher Award recipient in 2005 (StFX) and Distinguished Teaching Award Winner (AAU) in 2007, Angie practices what she preaches. She is a frequent presenter at "teaching" conferences and seminars (at StFX as well as provincially, nationally, and internationally), sharing her approach, enthusiasm, and style for teaching regarding interactive pedagogical techniques and service learning.



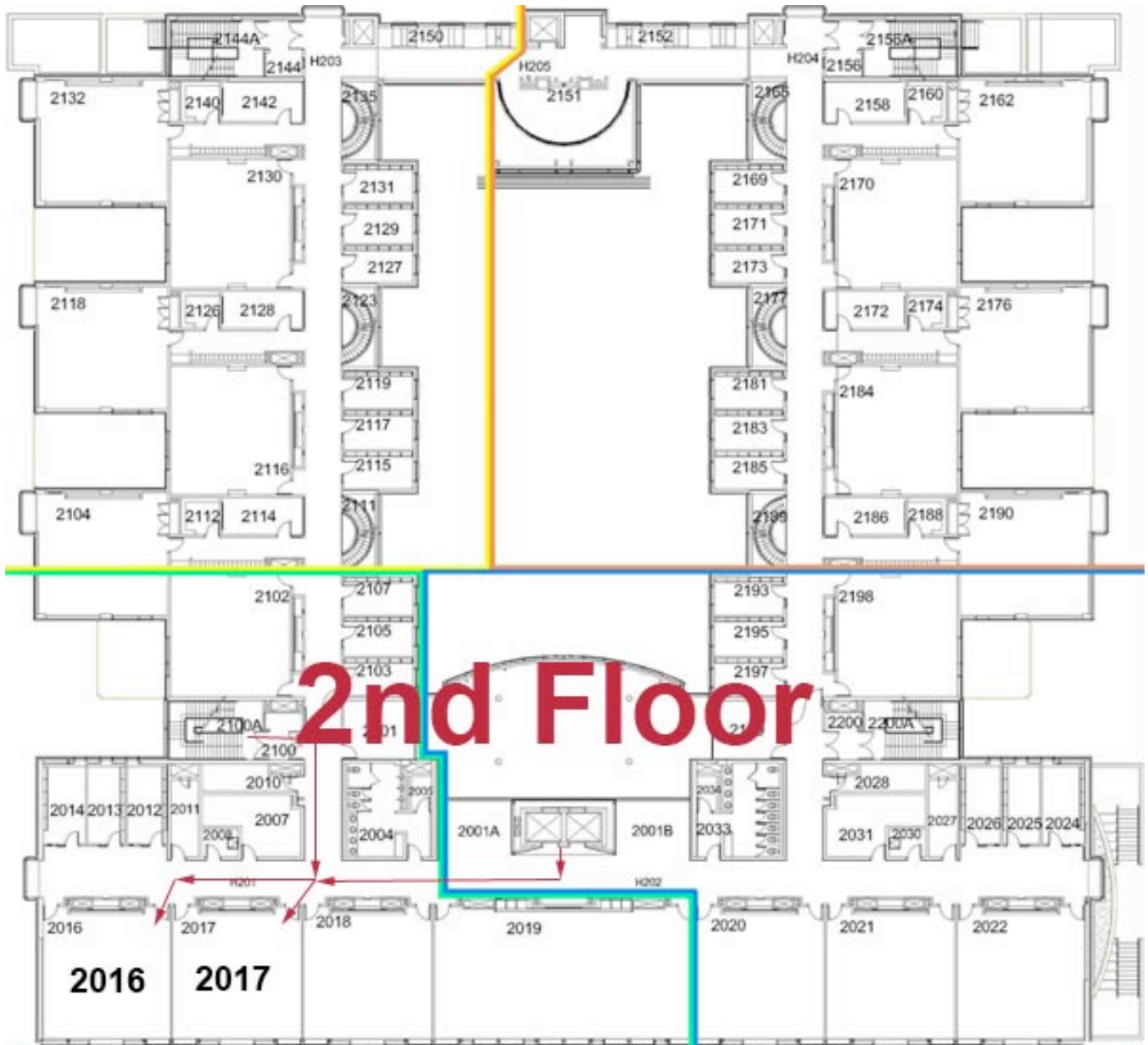
# Main Floor



↑ main entrance ↑

University Avenue

Marion McCain Arts and Social Sciences Building  
6135 University Avenue



Marion McCain Arts and Social Sciences Building  
6135 University Avenue