EDUCATIONAL DEVELOPERS ·WITHOUT BORDERS·

EDUCATIONAL DEVELOPERS CAUCUS

ANNUAL CONFERENCE
FEBRUARY 16–18, 2016

HOSTED BY THE UNIVERSITY OF WINDSOR AND ST. CLAIR COLLEGE, WINDSOR, ONTARIO

UWINDSOR.CA/EDC2016 | EDC2016@UWINDSOR.CA

University of Windsor

EDC·RFPES
Educational Developers Caucus
le Réseau de formateurs en pédagogie
de l'enseignement supérieur

ST. CLAIR
COLLEGE

Acknowledgements

We would like to acknowledge members of University of Windsor and St. Clair College for their collaboration on this conference and their ongoing support of teaching and learning development. We would also like to thank our sponsors; Celia Popovic, Vice-Chair, Conferences; and the EDC Executive for their guidance, support, and financial contributions. This conference would not have been possible without your generous contributions.

Special Thanks To...

Conference Co-Chairs: Erika Kustra, University of Windsor, Lindi Prendi, St. Clair College

Steering Committee: Nick Baker, Joe D'Angela, Dennis Dowker, Patricia France, Christina Frye, Beverley Hamilton, Kathy Hansen, Erika Kustra, Jody Merritt, Michael Potter, Marilyn Powley, Lindi Prendi, Jessica Raffoul, Dan Rorai, Amar Singh, Martin Vaughan, George Zhou

Program Committee: Bev Hamilton, Kathy Hansen, Erika Kustra, Michael Potter, Lindi Prendi, Jessica Raffoul, Dan Rorai, George Zhou and Pierre Boulos (poster and roundtable coordinator)

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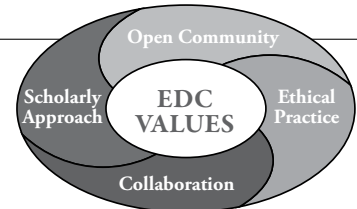
And congratulations to the following recipients of this year's EDC bursary: Jacqueline Beres, Launa Gauthier, Apryl Gill, Adam Goodwin, Mike McCleary, Brandon Sabourin, Veronica Ward

Thank you to all of the volunteers, without whom this conference would not be possible!

Table of Contents

EDC Welcome / Bienvenue - RFPES

Open Community

Scholarly
Approach

EDC
VALUES

Ethical
Practice

Collaboration

Dear EDC Colleagues,

Welcome to the 2016 Educational Developers Caucus (EDC) Annual Conference in Windsor Ontario. I am delighted that we can all gather together in this lovely city to talk about the issues and research that matter to us as educational developers. First, let me give a warm welcome to those of you who are attending your very first EDC conference. I'm so glad you chose to spend your time with us. Secondly, I hope those of you who have attended other EDC conferences will reconnect with old friends and make some new ones. Our strength lies in our community.

The theme of this year's conference, "*Educational Developers, Without Borders*" promises to be inspiring. By locating the conference in a border city we will explore the meaning of borders in many intriguing ways. The opening keynote by David Green from Seattle University, will be on "leading from the middle" and the concept of transformational leadership. I know that his talk will challenge and enliven us. Our closing keynote is by our own Mary Wilson from Niagara College, will provide closure on the many borders we have crossed throughout our conference. Also at this conference developers will have the opportunity to have an immersive EDC experience—this is a new approach being tried at this conference and I look forward to hearing from folks how this theme-based approach enhances their participation in our community.

Many thanks to our hosts at St. Clair College and the University of Windsor. In particular, let me thank Erika Kustra and Lindita Prendi, our co-chairs, for the hard work you and your teams have done in the past year on the conference.

As my term as chair comes to a close I marvel at what a creative, thoughtful and caring community we have become since the EDC was founded. I truly feel blessed to belong to such a wonderful community. Thank you.

Chers collègues du RFPES,

Bienvenue à Windsor (Ontario) et au Colloque de 2016 du Réseau des formateurs en pédagogie de l'enseignement supérieur (RFPES). Je suis ravie que nous puissions nous retrouver tous ensemble dans cette belle ville pour parler de questions et de recherches qui nous sont chères, à nous, formateurs en pédagogie. Pour commencer, permettez-moi de souhaiter une bienvenue chaleureuse à ceux et celles d'entre vous qui participez à votre tout premier colloque du RFPES. Je suis enchantée que vous ayez choisi de passer votre temps avec nous. Ensuite, j'espère que ceux et celles d'entre vous qui avez déjà participé à d'autres colloques du RFPES seront en mesure de reprendre contact avec de vieux amis et d'en faire de nouveaux. Notre force réside dans notre communauté.

Le thème du colloque de cette année, *Formateurs en pédagogie, sans frontières*, promet d'être particulièrement inspirant. Le fait de tenir le colloque dans une ville frontière va nous permettre d'explorer le sens du mot « frontières » de diverses manières intrigantes. L'allocution d'ouverture de David Green, de l'Université de Seattle, portera sur le fait de « diriger par le milieu » et sur le concept de leadership transformationnel. Je sais que son discours nous incitera à réfléchir et nous dynamisera. La conférence de clôture sera prononcée par notre propre Mary Wilson, du Collège Niagara; elle nous permettra de clore ce colloque sur les nombreuses frontières que nous aurons traversées durant ces quelques jours. Au cours du colloque, les formateurs en pédagogie auront également l'occasion de faire l'expérience d'un RFPES d'immersion – il s'agit d'une nouvelle approche que nous inaugurerons cette année et j'ai hâte d'entendre les commentaires des participants et de savoir si cette approche basée sur un thème favorise leur participation dans notre communauté.

Tous mes remerciements à nos hôtes, le Collège St.Clair et l'Université de Windsor. En particulier, je tiens à remercier Erika Kustra et Lindita Prendi, nos co-présidentes, pour le travail ardu qu'elles ont accompli avec leurs collaborateurs pour organiser ce colloque au cours de l'année écoulée.

Alors que mon mandat de présidente touche à sa fin, je suis émerveillée de constater combien notre communauté est devenue attentionnée et bienveillante depuis la création du RFPES. Je me sens vraiment privilégiée d'appartenir à une telle merveilleuse communauté. Merci.

Chair / Présidente
Educational Developers Caucus / Réseau des formateurs en pédagogie de l'enseignement supérieur

STLHE / SAPES President

Dear EDC Colleagues:

It is an honour to be in a position to welcome you to EDC 2016 on behalf of the Society for Teaching and Learning in Higher Education. Together with my colleagues on the STLHE Board of Directors, we look forward to sharing this rich opportunity for resource sharing, face-to-face dialogue, and intentional reflection on our practice within, across, beyond, and without borders of all kinds.

The EDC is a leader with STLHE on many fronts, including breaking down arbitrary borders within the many dimensions of post-secondary education. This is epitomized by our co-hosts, St. Clair College and the University of Windsor, who have come together to present this inspiring conference. Like them, we work together to best represent our passionate commitment to improving the quality of student learning across Canada, regardless of borders between provincial jurisdictions and institutional contexts.

A special thanks goes out to the co-chairs of the conference, Erika Kustra of University of Windsor, and Lindita Prendi of St Clair College, for all their hard work making this conference possible. We are delighted, too, to be able to come together on the Windsor waterfront in St Clair's beautiful Centre for the Arts, with its iconic view of the (invisible) national border. Here is the perfect space to engage in contemplating the conference theme, as well as enjoying the many possibilities for professional development, for relationship-building, and for setting new goals for our work over the coming year.

Best wishes for an excellent conference!

Chers collègues du RFPES,

C'est un honneur pour moi d'être en mesure de vous souhaiter la bienvenue au Colloque de 2016 du Réseau des formateurs en pédagogie de l'enseignement supérieur (RFPES) au nom de la Société pour l'avancement de la pédagogie dans l'enseignement supérieur. Mes collègues du Conseil d'administration de la SAPES et moi-même, nous nous réjouissons à l'avance de profiter avec vous de cette riche occasion de partager des ressources, de dialoguer en personne et de réfléchir intentionnellement sur notre pratique à l'intérieur de certaines frontières, à travers les frontières, au delà des frontières et même sans frontières d'aucune sorte.

Le RFPES est un leader sur de nombreux fronts au sein de la SAPES, y compris pour abolir les frontières arbitraires au sein des nombreuses dimensions de l'enseignement supérieur. Ce fait est personnifié par nos hôtes, le Collège St.Clair et l'Université de Windsor, qui ont collaboré pour organiser ensemble ce colloque inspirant. Tout comme eux, nous collaborons pour représenter au mieux notre engagement passionné pour améliorer la qualité de l'apprentissage des étudiants d'un bout à l'autre du Canada, quelles que soient les frontières entre les juridictions provinciales et les contextes institutionnels.

Je remercie tout spécialement les co-présidentes du colloque, Erika Kustra, de l'Université de Windsor, et Lindita Prendi, du Collège St.Clair, pour le travail ardu qu'elles ont accompli pour rendre possible ce colloque. Nous nous réjouissons également d'avoir la possibilité de nous rencontrer sur le front d'eau de Windsor dans le magnifique Centre des Arts du Collège St.Clair, avec sa vue iconique de la frontière nationale (invisible). C'est un lieu idéal pour s'impliquer et contempler le thème du colloque, profiter des nombreuses possibilités de développement professionnel, former de nouvelles relations professionnelles et fixer de nouveaux objectifs de travail pour l'année à venir.

Je souhaite à tous un excellent colloque!

Robert Lapp
President, STLHE / Président, SAPES

EDC Values

Open community

We welcome all persons who share an interest in educational development work. We seek and value diverse perspectives on this work and the individual backgrounds, expertise, and wisdom ED professionals bring to our community.

Collaboration

We encourage freely sharing our collective knowledge about educational development and related topics for our mutual benefit. We support a collaborative and peer-facilitated model of professional development for our members at all career stages.

Ethical practice

We demonstrate integrity and transparency in all our interactions. We uphold the highest possible values in collegial scholarship, crediting others for their contributions, and undertaking all work according to accepted ethical practices and policies.

Scholarly approach

We take a scholarly approach to our work, drawing on a variety of resources and contributing to that knowledge through our own scholarly inquiry. We embody multiple approaches to scholarship and its sharing so others can benefit from our work.

Our Living Plan

The Living Plan provides a valuable resource to capture the practices and continuing evolution of our EDC community. The most current Living Plan themes are:

- Building Professional Capacity: Developing Job Skills
- Building Professional Capacity: A Sustainable Career Path
- Engaging our Community
- Building Resources
- Organizational Development/Facilitating Change
- Developing Leadership Skills
- Developing Administrative/Management Skills
- Scholarship of Teaching and Learning
- Teaching and Learning quality

The EDC Living Plan was introduced in February, 2009 at the General Meeting of the EDC conference, led by Alice Cassidy (then Vice-chair, Professional Development). The 2009 themes were revised in 2012, led by Nicola Simmons (then Chair of the EDC). In May, 2013 a new theme, "Role of ED in Institutional Teaching and Learning Quality Assurance and Enhancement" was proposed by the EDC Executive, reviewed by the membership at the EDC General Meeting on June 20, 2013 and amended into its present form Jan 15, 2014.

The Living Plan in full detail is available online: http://bit.ly/1huBYTU

Conference Venue Information and Resources

Emergency Services
City of Windsor: Dial 911
Campus Police (Emergency): Dial 911
Campus Police (Non-Emergency): 519-252-8311

Banking Machine
First Floor, SCCA (cash only)
*Banking Institutions are within walking distance along Ouellette Avenue.

Parking
Please see the map on page 58 for parking locations.

Internet Access
To access WIFI, select the "events" SSID – no password or username is required.

Computer Access
Computers are available in rooms B001 and B011 in the basement of the SCCA.

Pharmacy Locations
Downtown Windsor Pharmacy, 100 Park St. W.
Mon.-Fri., 8am-5pm | 519-256-1600
Shoppers Drug Mart, 600 Ouellette Ave.
Mon.-Fri., 8am-8pm | 519-254-2505

Food Services
Visit the conference website at uwindsor.ca/edc2016 for more information about local restaurants and cafés.

Taxi Services
Vets Cab: 519-256-2621
Canadian Checker Cab: 519-254-7777

Coat and Luggage Storage
Coat racks are available on each floor. Supervised items should be brought to the registration desk.

Photocopying
Photocopying is available in the Sales Office on the third floor of the SCCA (at a small fee).

Accessibility Information
All conference session rooms are wheelchair accessible and accessible by elevator. Accessible washrooms are located adjacent to men's and ladies' washrooms on each floor. We are committed to making this conference accessible to all participants. If there is anything we can do to assist you please let us know.

Join us on Twitter and Facebook!

Like us on Facebook at **facebook.com/EDCWindsor** for updates and photos of the event

Please follow **@EDCWindsor** on Twitter
Use the hashtag **#EDCWindsor** to join in the conversation

Schedule at a Glance

Monday, February 15

4:45-9:00pm	EDC Executive Meeting	Offsite

Pre-Conference: Tuesday, February 16

8:00am-7:00pm	Registration		First Floor, SCCA*
8:00-9:00am	Breakfast		Skyline A, SCCA
9:00am-12:00 pm	**Series 1a: Pre-Conference Sessions (Full Day)**	**Series 1b: Pre-Conference Sessions (Morning)**	Fourth Floor, SCCA
10:15-10:30am	Health Break		Dieppe B, SCCA
12:15-1:30pm	Lunch		Skyline A, SCCA
1:30-4:30pm	**Series 1a: Pre-Conference Sessions (Full Day, Cont'd)**	**Series 2a: Pre-Conference Sessions (Afternoon)**	Fourth Floor, SCCA
12:15-4:30pm	Centre Leaders Meeting		Dieppe A, SCCA
	VP Teaching and Learning Meeting		Room 400, 167 Ferry Building (UWindsor)
3:00-3:15pm	Health Break		Dieppe B, SCCA
4:45-5:45pm	EDC Experience		Fourth Floor, SCCA
6:15-7:30pm	**Welcoming Reception** Debra Dawson, Chair, Educational Developers Caucus Douglas Kneale, Provost and Vice-President, Academic, University of Windsor		First Floor, 167 Ferry Building (UWindsor)
7:30-9:15pm	Hiram Walker Distillery, Tour and Whiskey Tasting		First Floor, 167 Ferry Building / Hiram Walker Distillery

Full Conference, Day 1: Wednesday, February 17

7:30am-6:15pm	Registration		First Floor, SCCA
7:30-8:30am	Breakfast		Skyline B, SCCA
8:30-9:00am	**Welcoming Remarks** Eagle Flight Drum Elders Virgil Nahdee and Mona Stonefish Patricia France, President, St. Clair College		Skyline B, SCCA
9:00-10:00am	**Opening Keynote** David A. Green, Seattle University		Skyline B, SCCA
10:15-10:30am	Health Break		Dieppe B, SCCA
10:30am-12:15pm	**Series 3a: 30-Minute Sessions** **Series 3c: 60-Minute Sessions**	**Series 3b: 90-Minute Sessions**	SCCA/Hotel**
12:15-2:00pm	Lunch/EDC AGM		Skyline B, SCCA
2:00-3:00pm	**Series 4a: 30-Minute Sessions**	**Series 4b: 60-Minute Sessions**	SCCA/Hotel
3:15-4:15pm	**Series 5: Roundtables and Poster Presentations** (with refreshments)		Skyline A, SCCA

*St. Clair Centre for the Arts
**Best Western Plus Waterfront Hotel

4:30-5:30pm	EDC Experience	Fourth Floor, SCCA
6:15-7:00pm	Cocktails	Skyline A, SCCA
7:00-10:00pm	Banquet	Skyline B, SCCA

Full Conference, Day 2: Thursday, February 18

7:30-8:45am	Registration		First Floor, SCCA
	Breakfast		Skyline B, SCCA
8:45-10:30am	**Series 6a: 30-Minute Sessions**	**Series 6b: 90-Minute Sessions**	SCCA/Hotel
	Series 6c: 60-Minute Sessions		
10:30-10:45am	Health Break		Dieppe B, SCCA
10:45-11:45am	**Series 7: 60-Minute Sessions**		SCCA/Hotel
11:45am-1:15pm	Lunch/Networking Opportunity		Skyline B, SCCA
12:00-1:15pm	EDC Experience		Fourth Floor, SCCA
1:30-2:30pm	**Closing Keynote** Mary Wilson, Niagara College		Skyline B, SCCA
	Closing Remarks Dennis Dowker, Executive Director, Quality Assurance, St. Clair College		

Friday, February 19

| 8:30am-4:30pm | STLHE Board Meeting | Port of Windsor, SCCA |

Networking Opportunities

EDC Experience
The EDC Experience provides an opportunity for participants to select a conference theme of particular interest and meet regularly with groups of like-minded colleagues to share ideas inspired by conference sessions relevant to that theme. Conference participants must have pre-registered by February 7 to be part of the EDC Experience.

Networking Lunch, Thursday, February 18, 11:45am-1:15pm
To help facilitate topic-specific networking, conference participants are invited to identify topics of interest and post them, along with their names and organizations, on the numbered cards found at the Registration Desk (First Floor, SCCA). Posting a card reserves a table at the networking lunch for that topic. Table reservation is on a first-come, first-served basis.

Tour and Whiskey Tasting at Hiram Walker Distillery - Cost: $15.00 at the door.

Join us for a tour and whiskey tasting at the Hiram Walker Distillery. From the Walker family's connections with some of the most famous people of the industrial age, to the Prohibition-era role its whiskies played in quenching the thirst of US citizens, the tour provides a unique (and delicious) opportunity to reflect on how border culture shaped the city of Windsor. The tour finishes with a formal whisky tasting of four award-winning Canadian Club whiskies.

Transportation to and from the Hiram Walker Distillery will be provided free of charge. Please meet us in the lobby of the University of Windsor 167 Ferry building at 7:30. The tour lasts approximately 1 hour and 45 minutes including transportation time.

Keynote Speakers

David A. Green
Intentionally in Tension: Educational Developers Leading From the Middle

In joining the field of educational development, most of us have undergone some form of transformation. We have changed discipline, adjusted status, and often raised our visibility – and vulnerability – on our campuses. We have entered an enlivening middle ground that lies somewhere between regular academics and the administration, between faculty and students, between regulation and practice, between Education (with a capital E) and other disciplines, between training and counseling, and so on. It is a curiously hazy space with deep responsibility and often minimal authority.

During our transformation, many of us have held onto vestiges of our previous lives, imprinted in our ways of thinking and practising, in our sense of what is the right thing to do. These imprints have led us to arrange our educational development work in contrasting ways, to use different tools and methods, and to draw on varied frameworks to reach our goals.

And our new home has transformed us, too; made us shift a little to accommodate – or creatively resist – the ever-changing higher education landscape around us; helped us spend more time on process, less on output, so that we understand one another – and our colleagues – better. Perhaps in that process of transformation, in losing parts of our past identities and gaining new ones, we can offer our institutions something both exciting and (for us) risky: the notion of leading from the middle.

Leading from the middle – *transformational* leadership that might actually work in higher education – is not an easy ask. It requires us intentionally to maintain numerous tensions: to step over lines without encroaching; to identify the cracks without destroying the edifice; to be leaderly, yet unassuming. In this session we'll be thinking about how these and other tensions may help educational developers take on the mantle of transformational leadership. We'll explore whether our hazy middle ground affords us both licence and cover to make our professional homes more creative and more enjoyable places for everyone to learn.

Mary Wilson
Working in the Borderlands

In our daily practice as Educational Developers, it is not unusual for us to find ourselves operating in the borderlands of complex and shifting educational boundaries defined by the historical, geographic, political, disciplinary and cultural differences that serve to define our institutions and the individuals who work within our colleges and universities. Collectively - at this moment and from our positions - we have exciting opportunities to work across the spaces that separate our colleges and universities and increase the pathways that connect us. The borderlands is a uniquely privileged and challenging space to occupy and one that calls upon us to develop our skills in many capacities including cultural analysis and diplomatic negotiation. Please join me in a conversation to reflect on the EDC sessions you have attended, explore the nature of the borders we encounter in our work, and consider the borders that you work to maintain in your practice, those you work to push out or break down, and those you wish to establish.

Pre-Conference:

Tuesday, February 16, 2016

8:00am-7:00pm	Registration		First Floor, SCCA*
8:00-9:00am	Breakfast		Skyline A, SCCA
9:00am-12:00 pm	**Series 1a: Pre-Conference Sessions (Full Day)**	**Series 1b: Pre-Conference Sessions (Morning)**	Fourth Floor, SCCA
10:15-10:30am	Health Break		Dieppe B, SCCA
12:15-1:30pm	Lunch		Skyline A, SCCA
1:30-4:30pm	**Series 1a: Pre-Conference Sessions (Full Day, Cont'd)**	**Series 2a: Pre-Conference Sessions (Afternoon)**	Fourth Floor, SCCA
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*St. Clair Centre for the Arts

Tuesday, February 16, 9 a.m. – 4:30 p.m.
Series 1a: Pre-Conference Sessions, Full-Day

Code	Title	Presenters	Location
PC04	Training Design for Intercultural Learning: Preparing Faculty to Teach in Diverse Classrooms	Nanda Dimitrov Western University Aisha Haque Western University	Stodgell (SCCA)

Training Design for Intercultural Learning: Preparing Faculty to Teach in Diverse Classrooms Session PC04

Nanda Dimitrov Western University
Aisha Haque Western University

Tuesday, February 16, at 9 a.m.
Stodgell (SCCA)

Educational developers are frequently called upon to support faculty in their efforts to internationalize the curriculum, design learning activities that promote global engagement among students, and teach students from multiple cultural and disciplinary backgrounds. Many of these faculty members are interested in facilitating intercultural dialogue in their classrooms but do not feel prepared to support all of their students during culture learning activities.

The goal of this session is to introduce participants to a set of learning activities and facilitation tools that they will be able to use in workshops on internationalizing the curriculum, inclusive teaching, or teaching across cultures. The tools introduced will provide educational developers with a set of meta-level skills to create and model effective intercultural learning activities for faculty who will, in turn, facilitate intercultural learning activities with their students in class.

Participants will (1) begin to design a workshop that promotes intercultural teaching competence; (2) consider intensity factors that may impact student and faculty learning; (3) learn about inoculation strategies that instructors may use to reduce learner resistance in class; and (4) practice debriefing strategies for intercultural learning experiences.

Tuesday, February 16, 9 a.m. – noon
Series 1b: Pre-Conference Sessions, Half-Day

Code	Title	Presenters	Location
PC01	Building a Foundation for Your Educational Developers Portfolio	Jeanette McDonald Wilfrid Laurier Univeristy Natasha Hannon Niagara College Gavan Watson Western University Judy Chan[†] University of British Columbia Debra Dawson[†] Western University Erika Kustra[†] University of Windsor Isabeau Iqbal[†] University of British Columbia Natasha Kenny[†] University of Calgary Paola Borin Ryerson University	Windsor (SCCA)
PC02	Putting the Spotlight on Introverts: Increasing Leadership Capacity in Higher Education	Allyson Skene University of Windsor Nancy Johnston University of Toronto Scarborough	Taqtaq (SCCA)
PC03	The Portfolio of Practice: A Meaningful Approach to Strategic Planning in Educational Development	Robin Mueller University of Calgary	Union Gas (SCCA)

Building a Foundation for Your Educational Developers Portfolio Session PC01

Jeanette McDonald Wilfrid Laurier Univeristy
Natasha Hannon Niagara College
Gavan Watson Western University

Tuesday, February 16, at 9 a.m.
Windsor (SCCA)

[†] Marks indicate that the author is not presenting at the specified session.

Judy Chan[†] University of British Columbia
Debra Dawson[†] Western University
Erika Kustra[†] University of Windsor
Isabeau Iqbal[†] University of British Columbia
Natasha Kenny[†] University of Calgary
Paola Borin Ryerson University

Approximately 15 years ago, Wright and Miller (2000) and Stanley (2001) introduced the concept of the educational developer's portfolio. Portfolios provide an authentic means (Trevitt & Stocks, 2012) to articulate, reflect upon, and provide evidence of one's beliefs, approaches, practices, growth, and impact. They may be used for a variety of purposes: (1) formative, such as supporting professional learning and development and promoting reflection; and (2) summative, providing evidence of scope, impact, and quality of one's practices related to job applications, hiring, performance reviews, and tenure and promotion processes (Stanley, 2001; Wright & Miller, 2000).

Over the past three years, an Action Group of the Educational Developers Caucus (EDC) of Canada has been engaged in a project to develop a research-informed guide to further support the integration and use of educational developer portfolios. Using the resources and tools (e.g., inventories, worksheets, sample material) presented in this inaugural guide of the EDC, workshop participants will engage in individual and small group activities to document, reflect upon, explore, and articulate their beliefs, practices, and approaches to educational development. Supporting artifacts that provide evidence of impact and practice will also be identified and discussed. By the end of the session, participants will have a foundation on which to build an educational developer's portfolio.

Putting the Spotlight on Introverts: Increasing Leadership Capacity in Higher Education Session PC02

Allyson Skene University of Windsor
Nancy Johnston University of Toronto Scarborough

Tuesday, February 16, at 9 a.m.
Taqtaq (SCCA)

Cultivating leadership capacity is a significant part of the educational developer's role. This is challenging in part because leadership in higher education tends to be dispersed and emergent, comprising a range of formal and informal roles (Lumby, 2012), and in part because educational developers often have to nurture their own leadership capacity in the absence of a formal leadership position. An added challenge is that while some personalities naturally gravitate towards leadership, others, particularly those with introverted personalities, find leadership roles – including instructor, administrator, and service – particularly challenging (Pannapacker, 2012; Tryon, 2005).

Research shows that extroverts are most likely to take on (or be given) leadership positions because they are more likely to be perceived as effective by both superiors and subordinates (Judge, 2002; Bono & Judge, 2004). The characteristics most often associated with effective leaders are those of the extrovert: visionary, communication star, charismatic (Forouzande, 2010). In addition, introverts are also less likely to perceive themselves as effective leaders (Hautala, 2006) or seek leadership roles in the first place.

In this session, we will explore the concept of leadership and its relationship to introversion and extroversion. Through a series of activities, we will examine the qualities of effective leadership, identify barriers that introverts often face to obtaining and maintaining leadership roles in the classroom and beyond, and explore methods that can be used to nurture leadership capacity in introverts. Throughout, we will model activities and strategies that may be implemented to support introverted leaders.

The Portfolio of Practice: A Meaningful Approach to Strategic Planning in Educational Development Session PC03

Robin Mueller University of Calgary

Tuesday, February 16, at 9 a.m.
Union Gas (SCCA)

Strategic planning has become common practice across the higher education landscape. Such planning occurs at all institutional levels, and has recently become an imperative for many campus teaching and learning centres. Most strategic planning processes used in colleges and universities, however, have been adopted from corporate domains (Ellis, 2010). Consequently, teaching and learning centers may now find themselves facing requirements to plan without the benefit of established processes that adequately fit their contexts and purposes.

The Educational Development Unit (EDU) at the University of Calgary has recently engaged in a unique strategic planning process that merged collaborative planning techniques, current higher education research (Mueller, 2015), and educational development wisdom of practice (Weimer, 2001) in order to create a living strategic plan. This portfolio of practice approach allowed us to reflect on and document our educational development beliefs and practices in an inclusive and collaborative manner, while also creating a research-informed and contextually-driven plan.

This pre-conference workshop will provide participants an opportunity to learn about the portfolio of practice approach, and to actively explore the potential for its application. By the end of the workshop, participants will be able to (a) share individual and institutional experiences with respect to strategic planning; (b) describe the portfolio of practice model of strategic planning; (c) explore the Educational Development Unit's ePortfolio, or "living" strategic plan; and (d) use supporting materials to assess and/or plan how the portfolio approach could be implemented at home institutions.

[†] Marks indicate that the author is not presenting at the specified session.

Tuesday, February 16, 1:30 p.m. – 4:30 p.m.
Series 2a: Pre-Conference Sessions, Half-Day

Code	Title	Presenters	Location
PC05	Assignment Design and Rubric Protocols That Support Student Diversity and Prevent Complaints	Kathryn Brillinger Conestoga College	Windsor (SCCA)
PC06	Serving the Best Interests of Our Students, Our Teaching Programs, and the Future Faculty, All in One Fell Swoop...	Brian Coppola University of Michigan	Taqtaq (SCCA)

Assignment Design and Rubric Protocols That Support Student Diversity and Prevent Complaints Session PC05

Kathryn Brillinger Conestoga College

Tuesday, February 16, at 1:30 p.m.
Windsor (SCCA)

Educational developers and faculty create opportunities for assignments that align to outcomes and learning opportunities. Do these assignments also align with the current student demographics? Have those involved in education been seeing an increase in concerns about assignments? This research-based, interactive workshop will highlight and call into question current practices in assignment design. In particular, attendees will explore current research into academic integrity and intercultural/intergenerational/varied ability teaching and learning. Case studies from the presenter's research will be used to illustrate both the pitfalls and the opportunities that exist. The presenter will argue that new assignment design and rubric protocols are needed in order for assignments to support increasing student diversity and avoid complaints and litigation. Attendees will dialogue on these issues and leave the session with sample protocols for assignments and rubrics. This session will have a broad appeal and use examples from varied disciplines.

Serving the Best Interests of Our Students, Our Teaching Programs, and the Future Faculty, All in One Fell Swoop... Session PC06

Brian Coppola University of Michigan

Tuesday, February 16, at 1:30 p.m.
Taqtaq (SCCA)

After years of experimentation, the Department of Chemistry at the University of Michigan launched CSIE|UM (Chemical Sciences at the Interface of Education at the University of Michigan), a comprehensive program whose foundation rests on improving the professional readiness for our students interested in academic careers. Our strategy is wholly unique, in that we have provided a sustainable model for engaging the faculty in the ongoing process of instructional development. In short, faculty members who wish to pursue education projects can form "teaching groups" made up of undergraduate, graduate, and post-doctoral collaborators analogously to the way they form "research groups" in laboratory research. Our students interested in academic careers are the natural sub-set of the department for whom adding this work is attractive. Students who participate in this program have a powerful competitive advantage in pursuing their career interests.

Although developed in a chemistry department, CSIE|UM provides a model for instructional development that transcends disciplinary boundaries and institutional settings. What the program represents is a different way to think about using the resources that are available, whatever they might be. In the first part, participants will be introduced to the model, including its philosophical and pedagogical underpinnings, the current funding strategies, and provided with representative examples of faculty and student engagement. Following an open discussion, participants will be encouraged to develop an action plan for how any part of the CSIE|UM model might be adapted to their own institutional setting, including the cross-fertilization of ideas from within the participant group itself.

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Conference: Day One

Wednesday, February 17, 2016

7:30am-6:15pm	Registration		First Floor, SCCA*
7:30-8:30am	Breakfast		Skyline B, SCCA
8:30-9:00am	**Welcoming Remarks** Eagle Flight Drum Elders Virgil Nahdee and Mona Stonefish Patricia France, President, St. Clair College		Skyline B, SCCA
9:00-10:00am	**Opening Keynote** David A. Green, Seattle University		Skyline B, SCCA
10:15-10:30am	Health Break		Dieppe B, SCCA
10:30am-12:15pm	**Series 3a: 30-Minute Sessions** **Series 3c: 60-Minute Sessions**	**Series 3b: 90-Minute Sessions**	SCCA/Hotel**
12:15-2:00pm	Lunch/EDC AGM		Skyline B, SCCA
2:00-3:00pm	**Series 4a: 30-Minute Sessions**	**Series 4b: 60-Minute Sessions**	SCCA/Hotel
3:15-4:15pm	**Series 5: Roundtables and Poster Presentations** (with refreshments)		Skyline A, SCCA
4:30-5:30pm	EDC Experience		Fourth Floor, SCCA
6:15-7:00pm	Cocktails		Skyline A, SCCA
7:00-10:00pm	Banquet		Skyline B, SCCA

*St. Clair Centre for the Arts
**Best Western Plus Waterfront Hotel

Wednesday, February 17, 10:30 a.m. – 11 a.m.
Series 3a: 30-Minute Formal Presentations

Code	Title	Presenters	Location
FP01	Developing Academic Performance and Tenure Guidelines: Making Our Work Visible	Carol Berenson University of Calgary	Taqtaq (SCCA)
FP02	Leading Change: Role of Educational Developers in Making the LMS a Prevalent, and Valued Tool	Flora Mahdavi Bow Valley College	Windsor (SCCA)
FP03	New University Professors Orientation Programs Effectiveness: Research Study and Findings	Jean-Pascal Beaudoin University of Ottawa Louise Ménard[†] Universtité du Québec à Montréal France Gravelle[†] University of Ottawa	Union Gas (SCCA)
FP04	What Are Action Learning Sets and How Can We Use Them?	Celia Popovic York University Mandy Frake-Mistak York University	Stodgell (SCCA)

Developing Academic Performance and Tenure Guidelines: Making Our Work Visible Session FP01

Carol Berenson University of Calgary

Wednesday, February 17, at 10:30 a.m.
Taqtaq (SCCA)

On some of our campuses teaching and learning 'centres' have morphed into 'institutes' (Vander Kloet et al., 2014). One implication of this shift is the redefining of educational development as being about academic leadership (Taylor, 2005) rather than as solely supporting others. This shift towards positioning our work as scholarly has culminated in the implementation of tenure-track positions in educational development at the University of Calgary. Joining the ranks of 'faculty' at our institution has involved defining our positions within an existing Academic Performance and Tenure (APT) framework in order to make our work visible, hence, assessable.

Our academic group was fortunate to produce our own APT guidelines document which I will share in this session along with describing our collaborative process. Using existing competency models for educational developers (Dawson et al., 2010) as a starting point, we articulated our guiding principles, laid out and organized our many activities under the basic categories of 'teaching', 'research', and 'service', and identified what would constitute evidence to support the scope, quality, and impact of our practice. Given that our work does not always fit comfortably within the conventional APT categories, we simultaneously respected, negotiated, and redefined the borders along the way. In particular, the 'teaching' designation was rearticulated as 'practice and leadership' to adequately capture the breadth of our activities in this realm. Ultimately the process of making our work institutionally visible (and viable) was both challenging and rewarding.

Questions and discussion about our process and final document will be invited. By the end of the session participants will be able to consider ways they describe, legitimate, and celebrate educational development work in their institutional contexts.

Leading Change: Role of Educational Developers in Making the LMS a Prevalent, and Valued Tool Session FP02

Flora Mahdavi Bow Valley College

Wednesday, February 17, at 10:30 a.m.
Windsor (SCCA)

The Teaching and Learning Enhancement (TLE) team at Bow Valley College (BVC) is mandated to respond to the professional development needs of instructors to enhance the overall quality of teaching and learning at the College. BVC emphasizes the importance of offering flexible education in different formats and modalities. On the teaching front, this translates to instructors from different educational and professional backgrounds, different geographical locations, and different pedagogical and technical skills meeting the needs of a diverse student population.

This session presents the leading role of TLE in training and supporting faculty as the College adopted a new learning management system (LMS). Since the pilot group of instructors started using the new LMS to date, TLE has planned and provided training to instructors to meet their individually specific needs. The training has been in the form of online and face-to-face large and small group workshops; individual and group consultations; working groups; online course offerings; just-in-time conversations via different channels; and development of resources. Overall, this narrative presentation will account for the following achievements:

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- Providing support and training to all faculty members, regardless of their discipline, availability, skill levels, and mode and modality of instruction. This has led to widespread use of the LMS across College programs.
- Transforming challenges into opportunities and modifying offerings based on the needs of faculty as they become more proficient with the LMS.
- Using college-wide LMS training as an opportunity to raise the profile of TLE and make its services better known to faculty and leadership.

New University Professors Orientation Programs Effectiveness: Research Study and Findings Session FP03

Jean-Pascal Beaudoin University of Ottawa
Louise Ménard[†] Universtité du Québec à Montréal
France Gravelle[†] University of Ottawa

Wednesday, February 17, at 10:30 a.m.
Union Gas (SCCA)

Educational Developers consider professional development programs to be particularly important for cultivating the teaching philosophy and practices of new professors (Luzeckyj & Badger, 2008). It is vital to study the impact of such programs in order to establish their relevance (Gibbs & Coffey, 2004; Postareff, Lindblom-Ylänne, & Nevgi, 2007, 2008).

The study presented in this structured formal dissemination session will highlight the first part of a three year study that has been conducted and aims at answering the following question: How do the teaching philosophy and practices of new professors differ between those who have chosen to participate in a new professors orientation program (NPOP) and those who didn't? Interviews and class observations were conducted with new professors from different disciplines in six Universities (Canada and Europe). The content of these activities was analyzed using the content analysis method (Huberman & Miles, 2002). Results show that professors' teaching perspectives and practices do not necessarily change when other methods are suggested to them, even if those methods are supported by research and experience. It is apparent that, in the short term, NPOPs do not have a significant impact on the participants' philosophy and practices when compared to those of the non-participant professors. Does this mean we must conclude that NPOPs do not make a difference? Or is it that NPOPs should be redesigned? Time will tell.

What Are Action Learning Sets and How Can We Use Them? Session FP04

Celia Popovic York University
Mandy Frake-Mistak York University

Wednesday, February 17, at 10:30 a.m.
Stodgell (SCCA)

This session falls within two of the conference themes: scholarly approaches to educational development; and collaboration and community in teaching and learning. In this experiential and interactive session, we will provide a detailed guide to what an Action Learning Set (ALS) is, how it works, and why it can be a powerful tool to one's own learning (McGill & Brockbank, 2004). Action Learning Sets is a structured approach designed to support groups of 5 to 7 people who are working on individual or institutional problems. Participants support each other in finding solutions to what might otherwise seem intractable problems while at the same time building community using a sustainable approach. The same approach may be used with students in a classroom or with faculty in a professional development session or in senior management (McGill, Segal-Horn, Bourner, & Frost, 1990).

We will describe an ALS cycle to participants. We will facilitate a discussion of the benefits, pitfalls and potential problems that ALS may involve before closing with an overview of examples of ALS in action, both from York University and elsewhere, with regard to cultivating a SoTL research community. We will invite participants to take part in a research project in which anyone who chooses to implement ALS in their institution will be able to take part in an evaluative study of the efficacy of ALS in Canadian institutions.

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Wednesday, February 17, 10:30 a.m. – noon
Series 3b: 90-Minute Workshops

Code	Title	Presenters	Location
W01	Developing an International Curriculum: Why and How?	Pollyanna Magne Plymouth University, UK	Dieppe A (SCCA)
W03	Educational Developers Supporting the SoTL: Brokering Across Borders	Nicola Simmons Brock University K. Lynn Taylor[†] University of Calgary	Erie (Hotel)
W04	Poetic Transcription With a Twist: An Approach Enabling Transition in the Liminal Space	Fiona Smart Edinburgh Napier University, UK	Huron (Hotel)

Developing an International Curriculum: Why and How? Session W01

Pollyanna Magne Plymouth University, UK

Wednesday, February 17, at 10:30 a.m.
Dieppe A (SCCA)

Today's globally interconnected world offers a vast array of new opportunities, but has simultaneously created a need for greater intercultural understanding (Koehne, 2006). This workshop aims to explore the role that Higher Education has to play in preparing graduates for this global market place through internationalisation of the curriculum. In order to achieve this we must first agree what we mean by 'the curriculum': should we focus on disciplinary content (Bridges, 2000); the pedagogic approaches we use (Pegg, 2013); the architecture of programmes (Boyd et al., 2007); or a combination of these? Secondly we need to delve into the term 'internationalisation' and recognise not only its common challenges, such as the difficulties around language and integration (Kelly, 2010); but also the rich opportunities that internationalisation offers to both 'home' and 'international' students and staff (Magne, 2014).

Following an exploration of these issues, a range of well-defined examples of internationalisation including: pedagogic approaches, cultural cafes, in-class activities, field trips, and cultural exchange will be shared (Magne, 2014). Participants will be invited to critique these approaches and discuss how they might be adapted, or used as a spring-board for further ideas to assist in the development of an international curriculum in their own disciplines. Finally participants will apply a gap analysis tool to their own curriculum. This will demonstrate how colleagues can acknowledge existing aspects of internationalisation within their programmes, and identify where there are further opportunities to develop or enrich international elements.

Educational Developers Supporting the SoTL: Brokering Across Borders Session W03

Nicola Simmons Brock University
K. Lynn Taylor[†] University of Calgary

Wednesday, February 17, at 10:30 a.m.
Erie (Hotel)

Educational Developers (EDs) act as brokers across borders when it comes to promoting, supporting, and providing leadership for the Scholarship of Teaching and Learning (SoTL). Promotion and tenure, funding issues, and research/teaching tensions, however, may impede SoTL growth. To explore the context for SoTL work, we conducted a survey to invite input from educational developers, faculty members, and administrators about supporting and advocating for the Scholarship of Teaching and Learning and circumnavigating obstacles.

Drawing on our large mixed methods study, together we will explore the various ways EDs construe their leadership role vis-à-vis the SoTL and how they fulfill a vital role in facilitating connections across borders towards creating critical social networks for SoTL work (Martensson, Roxa, & Olsson, 2012; Williams et al., 2013).

Through small group activities and large group discussion, we will explore participants' perceptions about supporting SoTL in four areas: Engagement (involving others and ourselves in the SoTL), Connections (networking), Collaborations (building on connections), and Advocacy (promoting the SoTL). Further, we will consider results on how we build capacity in the following different "trading zones" (Galison, 1997): Micro: individual capacity, Meso: department and faculty, Macro: institution, and Mega: discipline and interdisciplinary, national and international impact (author, in press; Poole & Simmons, 2013). We invite you to build on key takeaways to create an action plan for supporting SoTL at your own institution.

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Poetic Transcription With a Twist: An Approach Enabling Transition in the Liminal Space Session W04

Fiona Smart Edinburgh Napier University, UK

Wednesday, February 17, at 10:30 a.m.
Huron (Hotel)

Poetic transcription with a twist is an innovative approach, representing a creative shift in how we might enable learning from experience in the context of academic life. Devised by the presenter (Smart, 2014), it derives from a recognised research method - poetic transcription. Unlike the research method, poetic transcription with a twist situates in a group process. The workshop has three phases.

1. Delegates will participate in poetic transcription with a twist to experience it from the inside; living the approach will initiate reflection on its use in their own practice, as an educational developer or more widely.
2. Delegates will explore data from a study which employed poetic transcription with a twist with a particular group - early career academics (ECA). Insight into their experiences of liminality (La Shure, 2010) and development of "identity, agency and community" (Sutherland & Taylor 2011, p.185) will be illuminated.
3. Delegates will discuss poetic transcription with a twist's potential in their own practice and/ or wider institutional context.

The workshop will closely acknowledge that whilst poetic transcription with a twist has, to date, been used with effect to enable a group of ECAs to reflect on and learn from their own experiences, and that of their colleagues, it is neither a panacea nor a prescription. Rather it is offered as a possibility. And although the approach has invited suggestion as to how it might be used more widely, further research exploring the conditions in which it flourishes is indicated.

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Wednesday, February 17, 11:15 a.m. – 12:15 p.m.
Series 3c: 60-Minute Interactive Presentations

Code	Title	Presenters	Location
IP01	But the Participants Enjoyed it! A Scholarly Approach to Assessing Educational Development Programs	Nancy Fenton McMaster University Nathan Gartley McMaster University Jennifer Faubert [†] McMaster University	Union Gas (SCCA)
IP02	Evolving an ED Evaluation Dialect: How We Communicate Across Contexts About Our Work	Carolyn Hoessler University of Saskatchewan Nancy Turner[†] University of Saskatchewan Giselle Patrick[†] University of Saskatchewan	Taqtaq (SCCA)
IP03	Strengthening Project-Based Learning Through Project Management Best Practices	David Hutchison Brock University	Stodgell (SCCA)
IP04	Where Academic Quality Meets Educational Development: Reflecting on the Structure of Niagara College's Centre for Academic Excellence	Natasha Hannon Niagara College Jeffrey Post Niagara College	Windsor (SCCA)

But the Participants Enjoyed it! A Scholarly Approach to Assessing Educational Development Programs Session IP01

Nancy Fenton McMaster University
Nathan Gartley McMaster University
Jennifer Faubert [†] McMaster University

Wednesday, February 17, at 11:15 a.m.
Union Gas (SCCA)

As educators and educational developers, we are inherently dedicated to what we do – yet, we often don't know how others perceive our work. Despite the ongoing debate about supporting effective teaching and learning practices, there is a "general reluctance to confront the challenge of determining indicators of effectiveness, identifying what aspects to measure, how to measure them and how to interpret and respond to the results" (Chalmers & Gardiner, 2015). As a field, we have reached a point where isolated, insular studies and anecdotal evidence are not enough – not for our stakeholders, nor for the education community at large. To move beyond 'satisfaction', borders between stakeholders and educational developers must be negotiated in news ways . . . co-creating designs and increasing transparency in the development process, which is critical for maintaining the integrity of our scholarly practice.

The goals of this interactive 60-minute workshop are to present the Impact Plus Program and to highlight the experiences (challenges, roadblocks and insights) of implementing an impact assessment framework (Impact Plus) at MIIETL, McMaster University. Participants will discuss their conceptions of what "impact" encompasses. Participants will participate in small group discussions to share assessment strategy ideas for measuring impact of their own programs. Using the evaluation model and key metrics (McMaster ED DEV) for programs and activities, participants will discuss the use of an impact assessment framework and the implications for creating a culture of evidence based decision making for effective teaching and learning practices.

Evolving an ED Evaluation Dialect: How We Communicate Across Contexts About Our Work Session IP02

Carolyn Hoessler University of Saskatchewan
Nancy Turner[†] University of Saskatchewan
Giselle Patrick[†] University of Saskatchewan

Wednesday, February 17, at 11:15 a.m.
Taqtaq (SCCA)

Evaluation of educational development is complicated because of the nature of our work: mostly done in partnership with groups and individual faculty, sometimes across service units; often episodic and interwoven as we coach, connect, and involve colleagues for comprehensive support; rarely single-sourced or single-support. Furthermore, we communicate our efforts across disciplinary contexts with diverse epistemologies and priorities. This complexity requires attention to dialects, and even the formation of new dialects, as we cross borders to evaluate and communicate about our work.

When evaluating and communicating, we drew on constructive alignment (Biggs, Kenny, & Dyjur, 2015), learner-centered practice (Barr & Tagg, 1995), program evaluation theory (Patton, 2008; Rogers, 2011), and a widened scope of educational development (Hoessler,

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Godden, & Hoessler, 2015). This collective wisdom shaped our words ("contribution to changes" instead of impact), our scope (informal support in addition to formal and resources), our focus (instructor-, faculty- or institutional-centred outcomes and practice), and our approach (celebrating success of those we work with while capturing our contribution, and even serendipity). We also recognized the need to keep our outcomes sufficiently high level to represent what we ultimately want to achieve, while being succinct and clear on our contribution as a centre.

During this interactive session, we will share our templates, frameworks, and approaches for evaluating and communicating about educational development initiatives, and invite colleagues to share, try out, and constructively review templates, frameworks, and approaches to see what may work in the differing contexts in which we work.

Strengthening Project-Based Learning Through Project Management Best Practices Session IP03

David Hutchison Brock University

Wednesday, February 17, at 11:15 a.m.
Stodgell (SCCA)

Project-based learning (PBL) is an instructional strategy which fosters 21st century habits of mind. Depending on the instructional context, a project can be initiated by an instructor, proposed by a group of students, or sponsored by an outside organization. To address their project's topic, a group of students collaborate on a project team. They co-plan their learning with the support of the instructor, research the literature and, as appropriate, meet with outside experts, build prototypes, and conduct surveys and experiments, among other learning activities. Projects culminate in the creation of a final product that is presented to a public audience beyond the project team's instructor and classroom peers. This interactive session will address the instructional challenges that often accompany PBL at the undergraduate level. How can instructors mentor and scaffold students' developing PBL competencies and skills? How can project management theory increase the likelihood of project success? Led by a certified project management professional, this session will draw on participants' insights and experiences, exploring the role that educational developers can play in supporting PBL at the undergraduate level. Through a variety of hand-on exercises, including a mini debate, small group discussion, and collaborative case-based problem-solving, participants will deepen their exploration of PBL best practices and learn new strategies they can draw on to support their own PBL teaching and that of colleagues.

Where Academic Quality Meets Educational Development: Reflecting on the Structure of Niagara College's Centre for Academic Excellence Session IP04

Natasha Hannon Niagara College
Jeffrey Post Niagara College

Wednesday, February 17, at 11:15 a.m.
Windsor (SCCA)

Srikanthan and Dalrymple (2007) argue that a quality management system appropriate for higher education must be grounded in a shared understanding of student learning, be informed by educational theory, and be capable of engendering dynamic collaboration among administrators, faculty, and students. With the founding of the Centre for Academic Excellence in 2013, Niagara College dissolved the borders between two previously disparate units - Academic Quality (AQ) and Educational Development (ED). AQ and ED endeavour to enact quality enhancement practices that reflect the assertions of scholars like Srikanthan and Dalrymple. The units now work closely together to focus curriculum review and development efforts on the ultimate goal of student learning and to infuse this work with a deep understanding of institutional processes, of ministry and regulatory requirements, of pedagogical scholarship and of effective facilitation strategies. AQ and ED leverage the unique expertise of their staff to co-support curriculum visualization, new program development, and the achievement of action items stemming from program review.

Using Niagara College's Centre for Academic Excellence as a case study, workshop participants will explore ways in which deliberate collaboration among ED and AQ personnel can support high quality curriculum development, can inform targeted faculty development, and can influence institutional conceptions of teaching and learning. Participants will also consider challenging questions that have emerged through this integration, such as, how do ED units retain their status as safe and neutral spaces for consultation while simultaneously navigating the complex political landscape between regulatory bodies, administrators and faculty in institutionally mandated processes?

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Wednesday, February 17, 2 p.m. – 2:30 p.m.
Series 4a: 30-Minute Formal Presentations

Code	Title	Presenters	Location
FP05	Scholarship of Teaching and Learning and Professional Identities	Clarke Mathany University of Guelph Erin Aspenlieder University of Guelph Katie Clow[†] University of Gueph	Ontario (Hotel)
FP06	Surviving the ShOC: Educational Developers' Experiences With Supporting First Time Online Course Developers	Nick Baker University of Windsor Nobuko Fujita University of Windsor Mark Lubrick University of Windsor	Windsor (SCCA)

Scholarship of Teaching and Learning and Professional Identities Session FP05

Clarke Mathany University of Guelph
Erin Aspenlieder University of Guelph
Katie Clow[†] University of Gueph

Wednesday, February 17, at 2 p.m.
Ontario (Hotel)

This session explores the intersection of disciplinary and professional identities with engagement in the scholarship of teaching and learning (SoTL). By sharing results from a qualitative study conducted at the University of Guelph, this presentation compares differences and similarities in how graduate students, faculty, staff, and sessional instructors identify (or not) as SoTL researchers.

Previous research on SoTL identity has focused on how faculty members become involved with SoTL, and what challenges they encounter in reconciling their disciplinary practices with the questions, methods and ethical considerations of SoTL work (Huber & Morreal, 2002; McKinney, 2006; Simmons et al., 2013). This past research has considered how faculty reward and recognition systems, and institutional/disciplinary cultures encourage or discourage SoTL participation.

In our roles as Educational Developers, we provide support for a range of groups across campus, including graduate students, faculty members, sessional instructors, and staff. This support includes introducing SoTL questions, methods, ethics, and processes. With very little available research on the potential differences in how these groups engage in SoTL and how these groups conceptualize their professional and disciplinary identities in relation to SoTL, this session will invite participants to plan how to support SoTL researchers for different groups.

Surviving the ShOC: Educational Developers' Experiences With Supporting First Time Online Course Developers
Session FP06

Nick Baker University of Windsor
Nobuko Fujita University of Windsor
Mark Lubrick University of Windsor

Wednesday, February 17, at 2 p.m.
Windsor (SCCA)

Faculty who take up the challenge of creating an online or blended course for the first time are often unprepared for the amount of work and planning required to successfully develop and deliver courses in this way (Koehler et al., 2004). While there are myriad frameworks available for designing online courses, until faculty experience designing and delivering a course in this format, many struggle to envisage what this means pragmatically. Recent research in higher education has begun to examine the reasons faculty engage with online teaching, the barriers to uptake, and ways in which faculty might be encouraged and supported to engage further (Abbitt, 2011; Kanuka & Rourke, 2013).

In 2013, the Ontario Ministry for Training, Colleges and Universities introduced a major initiative – the Shared Online Course Development Fund (ShOCF) - to support the development of online courses in the postsecondary education sector. We argue that this funding increased the profile and perceived legitimacy of online teaching, and thus attracted a great deal of interest from keen, but naïve, faculty and institutions. This paper explores a case study of the experiences of a small group of educational developers as they struggled to help faculty with little or no prior experience of online teaching and learning navigate the online course landscape. We discuss some of the major challenges faced, as well as some of the strategies we employed to help faculty persist in the projects. As online teaching becomes more normalised in Canada, the demand for educational developers who can help faculty become successful online teachers is growing.

[†] Marks indicate that the author is not presenting at the specified session.

Wednesday, February 17, 2 p.m. – 3 p.m.
Series 4b: 60-Minute Interactive Presentations

Code	Title	Presenters	Location
IP05	Contemplative Practices in Higher Education	Jill Grose Brock University Lianne Fisher Brock University	Huron (Hotel)
IP06	Crossing Borders to Build Strong Programs	Claire Lamonica Illinios State University	Union Gas (SCCA)
IP07	Designing a Professional Learning Journey for Faculty: Bridging Program Mapping to Scholarly Output	Liesel Knaack Vancouver Island University	Dieppe A (SCCA)
IP08	Designing4Engagement: Design Thinking and Creative Problem Solving in the Program Quality Review Process	Christine Boyko-Head Mohawk College Cebert Adamson Mohawk College	Stodgell (SCCA)
IP09	Investigating the Professional Conduct of Educational Developers Across Canada	Jill McSweeney Dalhousie University Jeanette McDonald Wilfrid Laurier University Michael Lockett[†] Simon Fraser University Pierre Boulos University of Windsor	Taqtaq (SCCA)
IP10	TA Training Without Borders: How Standardized Customization Helps Navigate Boundaries Between Context-Specific and Centralized Teaching Assistant Training	Michal Kasprzak University of Toronto Megan Burnett University of Toronto Bethany Osborne Sheridan College	Erie (Hotel)

Contemplative Practices in Higher Education Session IP05

Jill Grose Brock University
Lianne Fisher Brock University

Wednesday, February 17, at 2 p.m.
Huron (Hotel)

Contemplative practices in higher education provide educators with a rich and diverse set of tools for helping students decrease stress, increase learning, and gain a greater sense of connection and resilience in undertaking post secondary education (Barbezat & Pingree, 2012). Such tools also assist educators and educational developers in maintaining a healthy work life balance and stay connected with the broader purpose of the work we do (Palmer & Zajonc, 2010). Contemplative practices may include classroom activities such as mindfulness meditation, storytelling, poetry, contemplative art, contemplative movement, music and reflection activities, or they may be conceptualized more broadly in terms of service learning and social justice initiatives. The Association for Contemplative Mind in Higher Education, a US based organization committed to "the transformation of higher education through the recovery and development of the contemplative dimensions of teaching, learning and knowing", has surveyed hundreds of post secondary educators to create a framework for exploring contemplative practices (Barbezat & Bush, 2013). In this session, the "tree of contemplative practices" will be shared with participants to provide a starting point for a discussion on the educational benefits of contemplative practices, and the role of educational developers in fostering contemplative pedagogy within the academy. Throughout the session participants will. . .

- discuss contemplative practices and their benefits to students, educators and educational developers
- experience various contemplative activities that can be used in the classroom
- discuss ways in which educational developers can help introduce contemplative education into our institutions and establish communities of practice
- share stories of practice and helpful resources

[†] Marks indicate that the author is not presenting at the specified session.

Crossing Borders to Build Strong Programs Session IP06

Claire Lamonica Illinios State University

Wednesday, February 17, at 2 p.m.
Union Gas (SCCA)

The Small Group Instructional Diagnosis (SGID) was developed by Joseph Clark at the University of Washington in the late 1970's, and in the ensuing decades it has gained wide acceptance and use at colleges and universities across the US and around the world. Research has shown that, used properly, SGIDs can:

- improve student motivation
- increase rapport and interaction between students and faculty
- allow instructors to adjust their teaching in a timely fashion
- prove to be "a valuable professional resource" for faculty
- become a preferred method of obtaining feedback

While these are, laudable outcomes, they are limited to the level of individual classrooms and instructors. Over the past eight years, however, our university has begun leveraging the SGID process to improve, not individual courses, but individual programs.

In this workshop participants will learn how one campus started using SGIDs to provide formative program-level feedback; how the process can support departmental and/or institutional efforts to assess programs; how the data collected has been used to improve programs; how the process has supported programmatic accreditation efforts; and how participants can use this approach on their own campuses. The session will incorporate video presentations, paired conversations, a whole group debriefing, time for questions and answers, and an opportunity for individual reflection.

Designing a Professional Learning Journey for Faculty: Bridging Program Mapping to Scholarly Output Session IP07

Liesel Knaack Vancouver Island University

Wednesday, February 17, at 2 p.m.
Dieppe A (SCCA)

This presentation will highlight a new institutional framework entitled, "Developing and Facilitating Impactful Student Learning Experiences: Enhancing a Culture of Student Success". Five years in the making, this framework is being used to restructure all teaching and learning centre activity, along with institutional directions and initiatives. It is part of a plan to look how we can enact elements of change management processes for institutional enhancements of teaching practices. Built on Boyer's model of scholarship of teaching (1990), the language and design of the framework never uses the words research or scholarship in an effort to focus the attention on core pedagogic knowledge (Gibbs, 2010) and high impact practices (Wikinson & Saad, 2014). The goal of the framework is to develop and facilitate the growth of self-directed, self-regulated, independent learners through using impactful and effective strategies for achieving authentic, deep, and meaningful learning (Nilson, 2013). You will hear how the framework is put into action both at the institutional level (through teaching and learning centre offerings and engagement in campus projects), as well as at the provincial level (through a new BC Teaching and Learning Council) all built around engaging faculty in a scaffolded learning journey with foundational resources and offerings to support successful student learning. This is about a pathway of choices with invisible 'borders' to provide a definition to the work teaching faculty members do in making changes in their practices. Come see what I've cooked up on the west coast!

Designing4Engagement: Design Thinking and Creative Problem Solving in the Program Quality Review Process
Session IP08

Christine Boyko-Head Mohawk College
Cebert Adamson Mohawk College

Wednesday, February 17, at 2 p.m.
Stodgell (SCCA)

Program Quality Review is a systemic, ongoing process intended to impact educational quality within a program and also across an institution. This continual, reflective process, however, does not always involve its stakeholders in a mindful, organic identification and articulation of innovative program improvements and initiatives. This interactive workshop provides a brief overview of a current research project into the application of Design Thinking/Creative Problem Solving frameworks to the program review process intended to enhance stakeholder participation in and ownership of the development and implementation of actionable opportunities. Adapting Design Thinking and the Parnes and Osborne CPS model to steps in the program review process, the presenters share tools, strategies, and feedback they have received after implementing this approach to industry, faculty, and student stakeholder sessions. Participants will experience a section of the framework and be encouraged to explore its application to their own contexts.

[†]Marks indicate that the author is not presenting at the specified session.

Investigating the Professional Conduct of Educational Developers Across Canada Session IP09

Jill McSweeney Dalhousie University

Jeanette McDonald Wilfrid Laurier University

Michael Lockett[†] Simon Fraser University

Pierre Boulos University of Windsor

Wednesday, February 17, at 2 p.m.
Taqtaq (SCCA)

Educational development (ED) has emerged and come of age, globally, over the last half-century. With a more defined career path, an expanding and increasingly complex scope of practice, and a focus that spans the individual, institutional, and sector levels, what constitutes "effective" and "ethical" ED practice is increasingly brought to question.

To help navigate the ethical borders of our practice and the profession within a changing landscape, the EDC Action Group Guidelines for Ethical Conduct was formed in 2014. Building on previous work of the Ethical Principles Action Group, a two-phased study examining ethical issues and dilemmas experienced by Canadian educational developers is underway. Based on study findings and open consultation with the ED community, we aim to draft a working set of ethical guidelines.

During this session, phase 1 results (i.e., a national survey on ethical dilemmas for educational developers) will be shared and discussed with session participants. This exchange will form the basis for individual reflection about ethical issues, dilemmas, and strategies, as well as roundtable discussion of the expectations, responsibilities, principles, and competencies of Canadian educational developers. Session participants will be invited to share their own thoughts of Phase 1 data, and experiences with ethical dilemmas in their own roles. Notes from this session will be used as Phase 2 descriptive data for the project, and is part of a larger series of roundtable discussions across Canada.

TA Training Without Borders: How Standardized Customization Helps Navigate Boundaries Between Context-Specific and Centralized Teaching Assistant Training Session IP10

Michal Kasprzak University of Toronto

Megan Burnett University of Toronto

Bethany Osborne Sheridan College

Wednesday, February 17, at 2 p.m.
Erie (Hotel)

Given the increasing number of Teaching Assistants working in higher education, it is not surprising that many institutions have developed training programs (Cassidy, 2014; Osborne et al., 2014; Popovic et al., 2015; Pratasavitskaya & Stensaker, 2010). Even though there is a general consensus that TA preparation is a departmental responsibility, quality, format and delivery of training programs remains diverse, uneven and inconsistent (Korpan, 2011; Mintz, 1998; Porter & Phelps, 2014). There is no doubt that teaching preparation is most effective when it is based in a specific discipline and department (Ronkowski, 1998). Can centralized training effectively respond to disciplinary teaching contexts? Can centralized training work within and move beyond the confining boundaries of disciplinary needs? To resolve the uneasy tension between departmental – or context-specific – and centralized training, the Teaching Assistants' Training Program at the University of Toronto launched a new framework for TA training in 2014. The new approach incorporates five key elements, which will constitute the bulk of the session. Through creative collaborations beyond traditional boundaries—simply called "standardized customization"—the TATP has maximized its resources and leveraged its capacity to train in departmental settings while also offering effective centralized programming. By the end of this interactive presentation, you will be able to: identify the key considerations in the development of tutorial training; understand the creation and content of the programming; explore the five key ingredients that have made this training effective; and adapt strategies to promote successful departmental and centralized programming in your own context.

[†] Marks indicate that the author is not presenting at the specified session.

Wednesday, February 17, 3:15 p.m. – 4:15 p.m.
Series 5: Roundtables

Code	Title	Presenters	Location
RT01	Building Community and Communities: The Role of Educational Development	Brian Smentkowski Queens University of Charlotte	Skyline A (SCCA)
RT02	Collapsing Borders: An Asset Based Approach to Supporting International Teaching Assistants	Michal Kasprzak University of Toronto Bethany Osborne Sheridan College	Skyline A (SCCA)
RT03	Crossing Borders: Lessons Learned	Claire Lamonica Illinios State University	Skyline A (SCCA)
RT04	Employing Anti-Oppressive Pedagogies in Educational Development: Straddling the Boundaries Between Student, Faculty, and Educational Developer	Samah Sabra Carleton University	Skyline A (SCCA)
RT05	From Keynote to Concept to Practice: Introducing High Impact Practices Into a Community College	Tim Loblaw Bow Valley College Flora Mahdavi Bow Valley College	Skyline A (SCCA)
RT06	Graduate Courses on University Teaching: Enhancing Traditional Courses Through Open Educational Resources	Svitlana Taraban-Gordon University of Waterloo Nanda Dimitrov Western University Aisha Haque Western University Lauren Anstey Western University/Queen's University	Skyline A (SCCA)
RT07	Leading Change in Educational Development	Shirley Hall Wilfrid Laurier University Beata Pawlowska Michener Institute for Applied Health Sciences Margaret Anne Smith University of New Brunswick, Saint John Laura Kinderman Queen's University	Skyline A (SCCA)
RT08	Negotiating Borders in Course and Program Development: The Intersection Between Faculty, Students, and Educational Developer Roles	Kris Knorr McMaster University Lori Goff McMaster University	Skyline A (SCCA)
RT09	The Implementation of a University-Wide Curriculum Framework	Mark Goodliff University of Bradford, UK	Skyline A (SCCA)
RT10	'What's With This Place?': Understanding Learning Places Through the Reconceptualization of Space in Education Environments	Jill McSweeney Dalhousie University Susan Joudrey Dalhousie University	Skyline A (SCCA)

Building Community and Communities: The Role of Educational Development Session RT01

Brian Smentkowski Queens University of Charlotte

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

The goal of this session is for participants to explore methods of building community and communities in light of diverse populations of faculty and institutional goals. Now more than ever, educational development must be critically aligned with –and when possible, actively engaged in visioning and articulating– the ethos and mission of the university. The seat at the table for educational developers is increasingly defined by our efforts to enhance diversity and inclusion; to move away from one-size-fits-all models of faculty development and towards a more sensitive and democratic model of educational development. To this end, we must work within and across various

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populations –academic programs, faculty roles, and rank. The presenter will share an inventory of techniques to address population-specific interests, and then –importantly– how to unite different populations under the umbrella of the university. Participants will be given the opportunity to address their own functional populations and how to cultivate productive communities while also striving to build institutional community.

Collapsing Borders: An Asset Based Approach to Supporting International Teaching Assistants Session RT02

Michal Kasprzak University of Toronto
Bethany Osborne Sheridan College

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

Most universities across Canada have established permanent programs for the training and professional development of graduate students and Teaching Assistants (Cassidy, 2014; Korpan, 2011; Osborne et al., 2015; Popovic et al., 2015; Rose, 2012). With the internationalization of the university, and the influx of both international and domestic graduate students from culturally diverse and multilingual backgrounds, the landscape of higher education is changing (AUCC, 2014; Mansour, 2014). In response to this trend, the Teaching Assistants' Training Program (TATP) at the University of Toronto has begun to forge a deliberate path towards culturally competent training for all graduate students. This has included redeveloping curriculum from the perspective of Universal Instructional Design, to facilitate workshops and provide other resources that equip Teaching Assistants to support an increasingly diverse student body. This interactive presentation will examine the environmental scans with Teaching and Learning Centres across Canada and within the University of Toronto to determine best practices and resources to develop an asset-based approach to intercultural competencies. By the end of the session, participants will be able to identify considerations around the internationalization of higher education; explore considerations around international TAs, multilingual TAs, and English Language Learner TAs; and adapt strategies for resources and programming that emphasize the acquisition of intercultural competencies. By framing the discussion around an asset-based approach, it will reveal how teaching development programs have the potential to facilitate the development of intercultural competence among graduate students, preparing them for communicating effectively in the global workplace after graduation.

Crossing Borders: Lessons Learned Session RT03

Claire Lamonica Illinios State University

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

In this roundtable conversation a seasoned educational developer will share some lessons learned when she dared to cross the world's longest international boarder to spend seven weeks as a visiting fellow at a teaching center not her own. While there, she seized the opportunity to visit several other teaching centers in an effort to both broaden her own professional network and to gain a greater understanding of some of the most promising philosophies, practices, and procedures employed by those centers. She also used the opportunity to explore and reflect on the role of place in educational development: in what way are our philosophies, practices, and procedures defined by institutional context? Ideally, this question and some others will spur the group to an informative conversation.

Employing Anti-Oppressive Pedagogies in Educational Development: Straddling the Boundaries Between Student, Faculty, and Educational Developer Session RT04

Samah Sabra Carleton University

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

This roundtable discussion will focus on the place of anti-oppressive pedagogies in the work of educational development. The idea for this roundtable emerged out of a series of experiences over the last year in which faculty and students have raised questions regarding various currently accepted practices within educational development. For example, in working with a group of faculty on developing a new Indigenous Studies degree, one of the biggest challenges was to write learning outcomes and engage in curricular design in a way that simultaneously met the requirements of constructive alignment while also allowing for Indigenous Ways of Knowing that are more cyclical in nature. The main objective of the roundtable discussion is to begin a conversation about the possibilities of opening up spaces within our educational institutions that would allow for anti-oppressive pedagogical practices to enter into and shape the field of educational development. The roundtable discussion is not aimed at providing answers, but rather at raising questions and beginning the process of sharing strategies and ideas to make our practices and institutions more inclusive. Participants will be invited to share experiences where they have wanted or been able to use anti-oppressive pedagogical strategies in their practice at their own institutions. An archival record of these practices will be created and circulated via email to participants who express interest in receiving them. The main question that will drive the discussion is "how can we invite input and learn from various cultural communities and historically excluded peoples to shape Canadian post-secondary educational practices?"

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From Keynote to Concept to Practice: Introducing High Impact Practices Into a Community College Session RT05

Tim Loblaw Bow Valley College
Flora Mahdavi Bow Valley College

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

What happens after a keynote is delivered? What concepts get put into practice? This interactive presentation focuses on how an educational development unit at a community college took the concepts from a keynote presentation and crossed the border from theory to application.

Fink (2015), in his keynote presentation at the 2015 STLHE Conference, introduced a framework for high impact teaching practices. Fink argued that emphasis needs to shift toward qualitative and quantitative aspects of student learning. For college instructors, this involves shifting their perspective and 'crossing a border' such that their goal should not be on good teaching. Rather, their goal should be on good student learning. Of course, the argument goes that college instructors cannot improve student learning without improving their teaching. It is from this premise that the College's educational development unit introduced a framework of support to addresses improving student learning: The Institute for High-Impact Teaching Practices.

Based on Fink's model (2015), the framework consists of a series of five week-long intensive institutes, each institute focusing on one of Fink's five high-impact teaching practices. Each standalone institute is designed such that the college instructors are introduced to the high impact teaching practice through an outcomes-based approach. More importantly, during the face-to-face portion of each institute, instructors are given the time, support, and space to integrate and apply the espoused concepts and techniques into their own teaching practice, and leave the institute with artifacts the instructors have created for their own classroom context.

Graduate Courses on University Teaching: Enhancing Traditional Courses Through Open Educational Resources
Session RT06

Svitlana Taraban-Gordon University of Waterloo
Nanda Dimitrov Western University
Aisha Haque Western University
Lauren Anstey Western University/Queen's University

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

Interdisciplinary graduate courses on university teaching are offered at over 20 Canadian institutions, primarily for graduate students who want to pursue future faculty careers. Traditionally, these courses are offered in a face-to-face format and can accommodate 20-30 participants due to resources and time required for weekly in-class sessions. As a result, most institutions can only offer such courses once per year, or not at all.

To address this challenge, educational developers from three Ontario universities worked collaboratively to leverage the advantages of the on-line environment by creating open educational resources focused on six key topic areas addressed in graduate courses on university teaching. Our intention was to create open educational resources that can be easily adapted by other institutions and used in a variety of comprehensive teaching development programs for graduate students and new faculty.

Roundtable participants will be introduced to the newly launched online modules on student learning, course design, active learning, assessment, globalization of learning, and ethics in university teaching. The main focus of the roundtable discussion will be on how these open educational resources can be adapted and contextualized in various types of teaching development programs.

Participants will be able to explore the newly launched online modules on student learning, course design, active learning, assessment, globalization of learning, and ethics in university teaching. The majority of the session will be devoted to a discussion facilitation techniques and strategies for incorporating the modules into teaching and learning courses or other types of teaching development programs, in the context of a larger discussion on the opportunities afforded by flexible learning design.

Leading Change in Educational Development Session RT07

Shirley Hall Wilfrid Laurier University
Beata Pawlowska Michener Institute for Applied Health Sciences
Margaret Anne Smith University of New Brunswick, Saint John
Laura Kinderman Queen's University

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

As educational developers, researchers, and academics, we continuously span and cross boundaries in practice and responsibility, as we transition from well-known to little-known territory. We exist within and outside of communities in many locales: in centres of one, in association with large collaborative centres, in consultation with faculty communities, and beyond, in regional and national partnerships.

We affect change – because we build capacity in others (Grabove, Kustra, Lopes, Potter, Wiggers, & Woodhouse, 2012). This is how we do it: we live within and between communities in order to facilitate and create shared spheres of influence and collaborative inquiry, sharing the processes, approaches, initiatives and programming that may be implemented to dissolve metaphorical and existing boundaries. How

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does our locale impact change? Does it contribute to the presence of supportive, sustained, and highly functional community that facilitates effective, transformative, educational change?

Please join us at our Roundtable session as four educational developers from different institutions highlight successful change initiatives that cross institutional boundaries and discuss challenges in championing change. Session Goals:

- To gain insight about shifts in educational developer roles from many locales across a range of institutional contexts
- To discover and discuss examples of transformative educational change and transformative leadership within the educational development community.

We invite participants to contribute their examples of initiatives of facilitating and leading change within and across their respective departments, programs, and institutions, to deepen and broaden the collective understanding of our roles as change agents in the current sea change of educational development landscape.

Negotiating Borders in Course and Program Development: The Intersection Between Faculty, Students, and Educational Developer Roles Session RT08

Kris Knorr McMaster University
Lori Goff McMaster University

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

How often are courses developed, delivered, and evaluated through a collaborative effort between faculty, students, and educational developers? Boundaries, or borders, between these three roles often leads to courses being developed by faculty members in isolation of authentic input from students and educational developers.

We have been working on breaking down some of these traditional boundaries at McMaster through the development of a new introductory science program. Scholars in this field have argued for the need to engage students as co-creators of curricula (Bovill, 2013; Cook-Sather, Bovill & Felten, 2014; Healey, Flint & Harrington, 2014); an idea that we have not only implemented, but expanded to include educational developers. We believe, and will argue, that the optimal space for course and program development occurs at the nexus of faculty, student, and educational developer collaboration.

In this session, we will discuss the benefits of involving these three roles in program development, delivery, and evaluation. We will profile the experience that we have had with the Faculty of Science at McMaster in developing a new foundational science program and will engage participants in a collective discussion around the shifting roles that educational developers can play in the development of new programs.

Come to this session prepared to engage in dialogue around guiding principles and good practices that support curriculum-development collaborations between faculty, students, and educational developers.

The Implementation of a University-Wide Curriculum Framework Session RT09

Mark Goodliff University of Bradford, UK

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

This roundtable discussion will explore the opportunities, challenges, and wider practicalities of an institution-wide curriculum change project.

The Curriculum Framework implemented within the University of Bradford in the UK will be profiled as an example, and roundtable participants will be invited to share and compare their own experiences and connections with similar change projects.

Bradford's Curriculum Framework comprises a number of themes, principles, and characteristics that apply to all taught programmes offered across all subject areas. Some elements leave a great deal of flexibility for disciplinary interpretation; some involve more narrowly defined structural requirements. Both of those extremes have created opportunities and challenges for the programme teams tasked with implementing the framework.

In addition to detailing and exploring the framework's key features, the interpersonal aspects (of supporting academic colleagues within different disciplines) will be discussed. Drawing connections between these issues and the literature on curriculum development and organisational culture, practical lessons will be shared throughout the discussion. Participants will explore the tensions and boundaries between quality assurance, quality enhancement, and other potential barriers to successful collaboration within an institution-wide change project.

'What's With This Place?': Understanding Learning Places Through the Reconceptualization of Space in Education Environments Session RT10

Jill McSweeney Dalhousie University
Susan Joudrey Dalhousie University

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

"The current classroom setting is much too drab for such an exciting and riveting course." This student's comment confirmed our previously

[†]Marks indicate that the author is not presenting at the specified session.

held suspicions that learning spaces can be incongruous with the teaching and learning process. We know our environment impacts how we experience learning, and is now considered an active agent in the teaching process (Doshi, Kumar & Witmer, 2014; Higgins, Hall, Wall, Woolner, & McCaughey, 2005), but how does our understanding of space influence our ability to teach? When conceptualizing learning environments we often think of learning spaces, where space denotes a blank, versatile backdrop providing a consistent physical connection for navigating the learning process (Shumaker & Taylor, 1981). However, if we re-conceptualize our understanding of learning environments to incorporate learning places, we can begin to develop a 'space' that encapsulates our experiences, and creates relevant and meaningful physical, social, and cultural connections for students (Brew & Dourish, 2008; Doshi et al., 2014). This raises a number of questions, such as: How do educational developers help instructors and students negotiate the physical and theoretical boundaries of the classroom? How can considering the classroom as a learning place rather than space, influence the curriculum? And, what figurative boundaries must be crossed to ensure learning places meet the needs of both instructors and students?

Participants will have the opportunity to explore whether conceptualizing the classroom as a place with meaning imbued by its occupants makes a difference to teaching and learning. We will examine how instructors can help confer on a classroom meaning that is conducive to learning, and identify institutional units that should be included in collaborative classroom planning.

[†]Marks indicate that the author is not presenting at the specified session.

Wednesday, February 17, 3:15 p.m. – 4:15 p.m.
Series 5: Poster Presentations

Code	Title	Presenters	Location
P01	Crossing Borders to Foster Research in Teaching and Learning	Kris Knorr McMaster University Trevor Holmes[†] University of Waterloo Beth Marquis[†] McMaster University Konstantinos Apostolou [†] McMaster University Dan Centea[†] McMaster University Robert Cockcroft[†] McMaster University Theomary Karamanis[†] Cornell University John MacLachlan[†] McMaster University Sandra D. Monteiro[†] McMaster University	Skyline A (SCCA)
P02	Developing Graduate Student Teaching Competencies: Within and Beyond the Borders of the Academy	Cheryl Jeffs University of Calgary	Skyline A (SCCA)
P03	Evaluation of a Blended Course Design/Redesign Institute	Lauren Anstey Western University/Queen's University Klodiana Kolomitro Queen's University	Skyline A (SCCA)
P04	Feminist Identity Development	Veronica Ward University of Guelph Orsolya Csaszar[†] University of Guelph	Skyline A (SCCA)
P05	Front-End Evaluation Planning: Articulating Purpose and Key Questions	Jacqueline Singh Qualitative Advantage, LLC	Skyline A (SCCA)
P06	Identity, Belonging and Self-Efficacy in Early Career College Educators: What is the Relationship to Faculty Approaches to Teaching and Work Engagement?	Kathryn Hansen St. Clair College/Western University	Skyline A (SCCA)
P07	Igniting a Self-Transformative Experience for Students in an Online Diversity Course	Pattie Mascaro Mount Royal University Liza Choi[†] Mount Royal University	Skyline A (SCCA)
P08	SoTL Points of Entry: An Annotation Database of Research on Teaching and Learning in Higher Education	Nicola Simmons Brock University	Skyline A (SCCA)
P09	The Intersection Between Professor Expectations and Student Interpretations of Academic Skills: A Multi-Disciplinary Approach	Laura Schnablegger University of Guelph Melanie Parlette-Stewart[†] University of Guelph Shannon Rushe[†] University of Guelph	Skyline A (SCCA)
P10	The Student Perspective of Undergraduate Teaching and Learning Through the Identification of Student Approaches to Learning	Brandon Sabourin University of Windsor	Skyline A (SCCA)
P11	Using Syllabi to Review the Kinesiology Undergraduate Curriculum at the University of Windsor	Adam Goodwin University of Windsor David M. Andrews University of Windsor Jess C. Dixon[†] University of Windsor	Skyline A (SCCA)

Crossing Borders to Foster Research in Teaching and Learning Session P01

Kris Knorr McMaster University
Trevor Holmes[†] University of Waterloo
Beth Marquis[†] McMaster University
Konstantinos Apostolou [†] McMaster University
Dan Centea[†] McMaster University
Robert Cockcroft[†] McMaster University
Theomary Karamanis[†] Cornell University
John MacLachlan[†] McMaster University
Sandra D. Monteiro[†] McMaster University

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

At McMaster University, our teaching and learning centre has recently undergone a shift to become an Institute, with an enhanced focus on engaging in and fostering the scholarship of teaching and learning. As part of this transition, we created a Research Fellows Program that established six cross-appointed Fellows who are responsible for teaching, research, and service in their home departments, and for conducting SoTL research of their own design in our Institute.

This poster will visually represent the role of educational developers in supporting this new initiative, drawing on the notion of the borders that naturally exist within and around an academic institution (Day et al., 2007), and the necessity for collaboration in the current "age of the network" (Sorcinelli & Garner, 2013). In order to combat academic borders and to foster intra- and inter-institutional collaboration, McMaster invited a visiting scholar with expertise in both educational development and identity formation to facilitate the Research Fellows Program in its inaugural year. The program was supported locally by an Associate Director (Research) and a Research Coordinator, both of whom come from educational development backgrounds.

In addition to sharing our experiences of developing and engaging in this new research program, the poster will present early findings from our systematic self-study that demonstrate the benefits of educational developer involvement in such a program, and the significance of involving individuals from outside institutions.

At this poster presentation, we invite conversation around thoughts and experiences of inter-institutional educational development collaborations, and notions of guiding principles and best practices for these types of endeavors.

Developing Graduate Student Teaching Competencies: Within and Beyond the Borders of the Academy Session P02

Cheryl Jeffs University of Calgary

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

This poster focuses on a graduate student teaching development program, and how a micro-credential (BADGE), and a framework for teaching assistant competencies inform a research study. At the University of Calgary, in our practice of educational development, we contribute to the preparation of graduate teaching assistants (GTAs) for their current teaching responsibilities, and for their future role in the academy and beyond (Osborne & Korpan, 2014; Rose, 2012). We strive to offer a comprehensive series of workshops, resources, and opportunities for GTAs to develop their teaching practice. In the fall of 2015, a micro-credential (BADGE) was developed, and offered to participants of the graduate student teaching development program. The effect of the BADGE is yet to be evaluated, however, initial interest in the micro-credential has far exceeded our expectations, with a record number of enrollments. Grabove et al. (2012) suggest that credentials are one way to formally recognize the value of educational development activities. Another component of this research project is to map the learning outcomes of the graduate student teaching development program to the Framework for Teaching Assistant Competency Development (2015, TAGSA, STLHE). Three research questions guiding this study are: 1) Did the micro-credential motivate GTAs to participate in the program?; 2) What learning did the participants' identify; and 2a) did they apply this learning in their teaching? and 3) What is the alignment of the TAGSA competencies to the learning outcomes identified in the GTA program? Details of how this study will be conducted, including the research methodology and design, will be presented.

Evaluation of a Blended Course Design/Redesign Institute Session P03

Lauren Anstey Western University/Queen's University
Klodiana Kolomitro Queen's University

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

The Course Design/Redesign Institute has fast become a signature program of the Centre for Teaching and Learning at Queen's University. The Course Design/Redesign Institute introduces the principles of course design to instructors who are developing a new course or who would like to hone their course design skills and refresh a course they've already taught. A new blended approach was recently offered wherein participants worked on an online component, before meeting for a one-day, intensive workshop with facilitated face-to-face support. The Course Design/Redesign Institute was evaluated in an attempt to measure the impact and success of the program and it's blended design. A pre/post survey method was used to measure participants' perspectives on course design before and after their engagement in

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the Institute. In this poster, findings from this investigation will be presented with a focus on the Institute's blended design and the impact of such a design on faculty engagement, experience, and learning of the course design process. Further, the poster will explain the value of blended learning as a pedagogical approach for faculty development and course design programming.

Feminist Identity Development Session P04

Veronica Ward University of Guelph
Orsolya Csaszar[†] University of Guelph

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

By way of a poster session, we will share the results of our research project for INQUIRE (SoTL) on 'feminist identity development.' The study involved two first year university level student groups in two very different areas of disciplines (womens' studies and chemistry). Our goal was to measure, compare, and contrast the results of underlying perceptions of 'feminist identity development' and examine how student perceptions may have changed while in an educational setting and within the time frame of three months. We administered an on-line entrance survey at the beginning of the course and an on-line exit survey at the end of the course the week prior to exams. Our study was based on a slightly modified version of the Feminist Identity Development Scale (FIDS) which was developed by Bargad and Hyde (1991). We will also examine the difference in perception of males and females as well how the perception of both groups evolved as independent thinkers.

Front-End Evaluation Planning: Articulating Purpose and Key Questions Session P05

Jacqueline Singh Qualitative Advantage, LLC

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

The purpose of any evaluation should be clearly defined. Another key feature for successful evaluation is to ensure that meaningful evaluation questions are written, as there are implications for data collection, data analyses, and resources needed. But, articulating an evaluation's purpose and developing questions are perhaps the most difficult and challenging for individuals to do. So what's an evaluator, principle investigator, or faculty to do? At this poster session, you'll learn about fundamental frameworks for addressing purpose and developing evaluation questions. Participants are encouraged to ask the presenter questions about the frameworks and resources shared. Rationale and format: Accountability to demonstrate measurable impacts continue to intensify. Faculty and other campus stakeholders are sometimes caught off guard when writing grant proposals—or, communicating to program beneficiaries and relevant stakeholders. Purpose is the controlling force for ALL types of evaluation, to include end-of-course evaluations. Key stakeholders must agree at the outset on an evaluation's purpose, as there may be conflicts between purposes. When purpose isn't clear, there's a risk the evaluation will focus on the wrong concerns, draw wrong conclusions, and provide recommendations not useful for primary users. A clear purpose helps with the formulation of key evaluation questions that need to be aligned and focused. The presenter will discuss how purpose informs evaluation questions, which informs decisions about design, measurement, analysis, and reporting. Frameworks and strategies found to be effective with stakeholders across various programs, projects, disciplines, positions, organizations, and committee structures will be shared as well.

Identity, Belonging and Self-Efficacy in Early Career College Educators: What is the Relationship to Faculty Approaches to Teaching and Work Engagement? Session P06

Kathryn Hansen St. Clair College/Western University

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

This poster presentation will outline my proposed doctoral research project investigating the relationships between teacher identity, organizational sense of belonging, and teaching self-efficacy, and the impact of these factors on approaches to teaching and work engagement in early career college educators. When educators adopt teaching practices with a student-centred approach to teaching, students benefit from deeper learning (Gibbs & Coffey, 2004). In addition, work engagement is comprised of vigour, dedication and absorption in one's work (Schaufeli & Bakker, 2004) and more engaged faculty are associated with more engaged students (Nakamura & Csikszentmihalyi, 2005). Deeper learning and higher levels of student engagement result in better student outcomes (Carini, Kuh, & Klein, 2006; Gibbs & Coffey, 2004).

The majority of college faculty begin teaching without formal teacher training and rely on the training they receive when they are hired to guide them in their early career (Gregory & Cusson, 2013). In addition, the number of non-full time instructors has increased exponentially in recent years (Mackay, 2014). In this research, early career is defined as the first three years of teaching, either full or part-time.

The objective of this poster presentation is to engage educational developers in a discussion about their role in the development of early career college educators. Specifically, this discussion will focus on the potential of educational developers and faculty development programs to influence the teaching identity, organizational sense of belonging, and teacher self-efficacy of new college educators.

[†]Marks indicate that the author is not presenting at the specified session.

Igniting a Self-Transformative Experience for Students in an Online Diversity Course Session P07

Pattie Mascaro Mount Royal University
Liza Choi[†] Mount Royal University

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

This presentation examines how features of an online course can influence transformational change within students. It showcases an online course designed to spark self-reflective opportunities about diversity for fourth year nursing students, as well as prepare them to practice competently from a diversity perspective. We will share the learning path that students encounter in this online environment, as well as exemplar student assignments and student feedback that reflect their transformational journey. In this session, you will be able to critique the educational strategies used in this course and evaluate whether/how you can apply or adapt these strategies to your own teaching/learning contexts. We hope to spark your imagination about ways you can create new transformative educational experiences for your learners.

SoTL Points of Entry: An Annotation Database of Research on Teaching and Learning in Higher Education
Session P08

Nicola Simmons Brock University

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

Faculty and educational developers using scholarship in their practice are often not familiar with education research and may have no point of entry for their investigations (Weimer, 2010). Further, they may be expected to be conversant with diverse literature – much of which is new to them. A frequent challenge is finding 'point of entry' literature on a topic, say deep and surface learning (Ramsden, 1992; Trigwell, Prosser, & Waterhouse, 1999) that provides starting points for further inquiry. It is also challenging to grasp scholarly debates in literature with which one is not yet familiar. Moreover, as Christensen Hughes and Mighty (2010) note, "researchers have discovered much about teaching and learning in higher education, but . . . dissemination and uptake of this information have been limited. As such, the impact of educational research on faculty-teaching practice and the student-learning experience has been negligible" (p. 4). Disseminating pedagogical research in ways that connect it to practice continues to be a challenge (Poole, 2009).

In order to address the challenges associated with crossing the border into this new scholarly space, and with EDC grant support, I am creating a searchable website outlining key literature about teaching and learning, each entry comprising a topic, alternative keywords, a brief overview of the current thinking on that topic, a short list of annotated key literature, and a concise description of ongoing debates in the literature.

This poster will introduce the website, which is intended as an evolving tool. I welcome contributions from others, with authorship noted.

The Intersection Between Professor Expectations and Student Interpretations of Academic Skills: A Multi-Disciplinary Approach Session P09

Laura Schnablegger University of Guelph
Melanie Parlette-Stewart[†] University of Guelph
Shannon Rushe[†] University of Guelph

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

As members of the Learning and Curriculum Support (L&CS) Team, we provide front-line support to students and witness, first-hand, the challenges in student skill development. Through a collaborative, cross-unit research project funded by the University of Guelph's Scholarship of Teaching and Learning research grant, we have identified, in the teaching and learning in third year university courses, a series of disconnects:

a) between the learning, writing, and information literacy skills professors expect students to possess and the skills students actually possess when they enter the course;

b) between professor expectations of student skill requirements and student interpretation of skill requirements from the course outline; and

c) between professor and student understandings of where students should develop these skills (i.e., in class or outside of class).

Based on our findings, we aim to inform the academic support delivery of units within the Learning Commons of the Library, as well as to encourage collaborations across units that support teaching and learning. Throughout this poster presentation, we will present a brief outline of the literature; introduce our research methodology and approach to recruitment of both students and faculty; offer initial interpretations on student understandings of course outlines; and demonstrate the value of both collaborative, cross-unit and cross-departmental research, as well as cross-disciplinary research. During the presentation, we will welcome dialogue and questions, and hope that these conversations will inform avenues for potential collaborations between educational developers and academic support staff.

[†] Marks indicate that the author is not presenting at the specified session.

The Student Perspective of Undergraduate Teaching and Learning Through the Identification of Student Approaches to Learning Session P10

Brandon Sabourin   University of Windsor

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

This poster presentation highlights a graduate student research project in progress. This research project seeks to answer the following questions:

1. Which approach (deep or surface) are undergraduate students at this university identifying as their dominant approach when studying their major subject?
2. What self-identified factors are contributing to the dominant approach to learning that students have identified?
3. From the student perspective, in what ways might the identification of student approaches to learning be useful to inform university teaching, learning, and educational development?

Using a convergent parallel mixed methods design (Creswell & Plano Clark, 2011), this study plans to identify the dominant student approaches to learning (SAL) in a cross-section of undergraduate learners at a university in Ontario. Quantitative data will be collected using an online version of the Revised Two Factor Study Process Questionnaire (R-SPQ-2F) designed by Biggs, Kember, and Leung (2001). Qualitative data, to contextualize the survey results, will be collected through focus groups. Results will be disseminated in a masters thesis to be completed by mid-2015.

Using Syllabi to Review the Kinesiology Undergraduate Curriculum at the University of Windsor Session P11

Adam Goodwin   University of Windsor
David M. Andrews   University of Windsor
Jess C. Dixon[†]   University of Windsor

Wednesday, February 17, at 3:15 p.m.
Skyline A (SCCA)

The University of Windsor's Department of Kinesiology is currently reviewing its undergraduate curriculum with the aim of determining if changes to the courses and structure of the majors are needed, and to ensure that teaching practices are congruent with stated learning outcomes. Curriculum reviews and development can be performed using strategies such as constructive alignment, and curriculum mapping or tracing (e.g., Lawson et al., 2015; Wang, 2015). For this review, the department is examining the undergraduate program through an analysis of all syllabi. Using syllabi from the most recent section of courses taught over the previous five years, the reviewers are analyzing courses' assignments, experiential learning opportunities, and learning outcomes. The data are providing the reviewers with information about what is being taught by instructors, rather than what ought to be taught based on the department's mission and goals. This information will be used to inform future departmental curriculum and teaching-related planning to ensure that Kinesiology graduates are successful as professionals and citizens. This session will expand on the specific methods being used for the review. As the review is still in progress, we can report some initial results. Using Bloom's Taxonomy as the framework to analyze learning outcomes, the review identified 521 listed learning outcomes across the 87 reviewed syllabi (Understanding = 25.9%; Applying = 16.1%; Remembering = 12.5%; Analyzing = 11.3%; Creating = 11.1%; Evaluating = 9.6%; and Other = 13.4%). The implications of these, and other findings, will be discussed during the poster presentation.

[†]Marks indicate that the author is not presenting at the specified session.

Conference: Day Two

Thursday, February 18, 2016

7:30-8:45am	Registration		First Floor, SCCA*
	Breakfast		Skyline B, SCCA
8:45-10:30am	**Series 6a: 30-Minute Sessions**	**Series 6b: 90-Minute Sessions**	SCCA/Hotel**
	Series 6c: 60-Minute Sessions		
10:30-10:45am	Health Break		Dieppe B, SCCA
10:45-11:45am	**Series 7: 60-Minute Sessions**		SCCA/Hotel
11:45am-1:15pm	Lunch/Networking Opportunity		Skyline B, SCCA
12:00-1:15pm	EDC Experience		Fourth Floor, SCCA
1:30-2:30pm	**Closing Keynote** Mary Wilson, Niagara College		Skyline B, SCCA
	Closing Remarks Dennis Dowker, Executive Director, Quality Assurance, St. Clair College		

*St. Clair Centre for the Arts
**Best Western Plus Waterfront Hotel

Thursday, February 18, 8:45 a.m. – 9:15 a.m.
Series 6a: 30-Minute Formal Presentations

Code	Title	Presenters	Location
FP07	Bridging Disciplinary Boundaries in Higher Education: Understanding the Strategic Role of Signature Pedagogies in a University Wide Teaching Skills Enhancement Program	John L. Hoben Memorial University	Taqtaq (SCCA)
FP08	Changing the Learning Landscape: An Evolutionary Approach to Strategy	Louise Naylor University of Kent	Stodgell (SCCA)
FP09	Overcoming Barriers and Crossing Borders to Participate in Educational Development	Kris Knorr McMaster University	Windsor (SCCA)
FP10	Redefining Borders in Undergraduate Science Curriculum Development	Lauren Grant York University	Union Gas (SCCA)

Bridging Disciplinary Boundaries in Higher Education: Understanding the Strategic Role of Signature Pedagogies in a University Wide Teaching Skills Enhancement Program Session FP07

John L. Hoben Memorial University

Thursday, February 18, at 8:45 a.m.
Taqtaq (SCCA)

Research literature suggests that educator-developers who wish to act as change agents can benefit from acknowledging the very real and persistent effects of disciplinary frameworks as a means of gaining credibility and opening lines of communication with faculty members who are often deeply invested in their own unique fields. Taking into account the importance of disciplinary frameworks this 30-minute formal presentation will analyze how educator-developers assess and respond to the professional development needs of faculty learning communities (FLCs) by using examples taken from the presenter's experience as an instructor-facilitator of a university-wide teaching skills program. Research scholarship and best practices literature suggest that organizational change agents can strategically utilize disciplinary ways of thinking to further deliberate as well as instrumental outcomes and to help faculty members to develop more student-centered and responsive pedagogical stances. Comparative dialogue across disciplines can help faculty members understand how a trans-disciplinary emphasis on graduate attributes defined within the broader social context of higher education can inform more situated pedagogical approaches. Building on existing research and scholarship this presentation will explore how strategies like narrative sharing, active listening, personal reflection, role play, and critical assessment of exemplars of high level disciplinary teaching practice (among others) can help to build faculty learning communities that simultaneously recognize and move beyond existing signature pedagogies and conventional disciplinary approaches. These issues will be placed within a professional practice framework that considers ethical as well as practical considerations related to a form of professional practice aimed at building FLC's that respect and transcend disciplinary boundaries.

Changing the Learning Landscape: An Evolutionary Approach to Strategy Session FP08

Louise Naylor University of Kent

Thursday, February 18, at 8:45 a.m.
Stodgell (SCCA)

To succeed in an increasingly competitive higher education sector, universities need to become adaptive systems that can embrace complexity and change. Evolutionary approaches to strategy that enable greater interdependence, co-evolution, and self-organisation through planning, policy, and practice, are generally more successful at promoting educational change. Educational developers are ideally suited to managing institutional change as they can work across borders to engage a range of staff and students, work through committees and networks to develop a shared vision and plan, and build communities of practice so that progress can be disseminated to ensure that changes become embedded (Smith, 2012).

At Kent, we engaged in the national Changing the Learning Landscape (CLL) project aimed at providing a collaborative and goal-oriented approach to review our approach to the implementation of Technology Enhanced Learning (Salmon, 2005). Through strategic conversations with academics, staff from professional services, and students, we assessed the use of technology to support learning and teaching, discussed approaches to the development of digital literacy and scholarship and considered how to enhance our digital offer to students in the future. In this session, I will use this example to address how educational developers can most effectively promote institutional change, by highlighting key steps in the change process that support systemic transformation (Hartmann, 2008). By exploring some of the methods

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deployed to engage staff and students and to review our infrastructure, I will assess the achievements and challenges of this evolutionary approach to strategy.

"It's not the strongest of the species that survives, not the most intelligent, but the one most responsive to change" —Charles Darwin, Origin of Species, 1859

Overcoming Barriers and Crossing Borders to Participate in Educational Development Session FP09

Kris Knorr McMaster University

Thursday, February 18, at 8:45 a.m.
Windsor (SCCA)

The vast majority of university educators are experts in their disciplinary areas and take academic positions at institutions of higher education to engage in research and to teach within their fields (Gaff, 2002). Initially, however, many of these individuals have no formal training in effective pedagogical approaches for teaching and learning (Clark et al., 2009; Gaff, 1975; Simmons, 2011). With the multiple demands that university educators face, they must make decisions about whether or not to participate in educational development opportunities. One might say that there are borders or barriers that must be overcome to participate in educational development.

A recent study conducted at a mid-size, research-intensive university in south-western Ontario investigated instructor perceptions of motivators and barriers that exist with respect to participation in educational development in the postsecondary context. In this presentation, key findings from this study will be discussed and compared to what is evidenced in existing literature. In addition, newly identified motivators and barriers will be presented. Finally, results from this study will be related to theories of motivation and amotivation (Pink, 2009; Ryan & Deci, 2000).

Participants in this session will be invited to comment on the findings, speculate whether there may be similarities at their own institutions, and co-create a set of recommendations to overcome the barriers that might exist toward instructor participation in educational development.

Redefining Borders in Undergraduate Science Curriculum Development Session FP10

Lauren Grant York University

Thursday, February 18, at 8:45 a.m.
Union Gas (SCCA)

Interdisciplinary teaching and learning has many benefits including enhancing critical thinking and complex problem-solving skills and the ability to evaluate situations from multiple perspectives (SERC, 2010). However, an interdisciplinary approach can be challenging to implement given the ingrained disciplinary borders that exist in higher education. At York University, borders are being re-imagined in the development of a first-year flipped Integrated Science curriculum (FLN, 2014). Curriculum development is ongoing and is being driven by a collaborative community of faculty and undergraduate students who provide regular input on learning outcomes, content and assessment (Biggs, 1996; McTighe & Wiggins, 2012). An educational developer is part of and facilitates the workings of this collaborative community. Thus far, different borders have been encountered including disciplinary, positional, institutional, physical and scholarly borders. Some of these borders are valuable whereas others constrain innovation and engagement. Key insights so far include engaging multiple stakeholders, maximizing institutional strengths, and maintaining momentum through clarity of vision. Drawing on these and participants' prior experiences, participants will identify and discuss the value and limitations of different types of borders in curriculum development. This session will be valuable to anyone in curriculum development, particularly those who work with interdisciplinary teams.

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Thursday, February 18, 8:45 a.m. – 10:15 a.m.
Series 6b: 90-Minute Workshops

Code	Title	Presenters	Location
W05	Developing the New Developer: Sharing Critical Paths to Educational Development	Natasha May York University Mandy Frake-Mistak York University Celia Popovic York University	Erie (Hotel)
W06	Supporting Contingent Instructors	Erin Aspenlieder University of Guelph Alice Cassidy[†] University of British Columbia Louise Chatterton Luchuk St. Lawrence College Stephanie Dimech[†] Sheridan College Shirley Hall Laurier University Suzanne Le-May Sheffield Dalhousie University	Dieppe A (SCCA)
W07	Updating the ISW Handbook: Underlying Values & Principles	Russell Day Simon Fraser University Jill Grose Brock University Lianne Fisher Brock University	Huron (Hotel)

Developing the New Developer: Sharing Critical Paths to Educational Development Session W05

Natasha May York University
Mandy Frake-Mistak York University
Celia Popovic York University

Thursday, February 18, at 8:45 a.m.
Erie (Hotel)

In 2015 the Teaching Commons received an EDC Grant to develop an online resource for new developers or those thinking of a career in educational development. In this interactive session we will provide a detailed overview of the resource, how it was developed, and share the personal narratives of becoming an educational developer. This session fits within two conference themes: disciplinary diversity, cultural diversity, and internationalization theme; and collaboration and community in teaching and learning.

We will take participants through a jigsaw activity. This is a method of making the group as a whole dependent on subgroups. The large group is divided into groups of three to four individuals and each group is assigned a specific section of the educational developer resource that they will review and discuss – therefore becoming the "expert" of that particular section. Participants then move from their expert group to a new jigsaw group in which they are the only expert in their specific topic and teaches the material to the rest of the new group. Each new jigsaw group consists of at least one member from each of the original groups. These new jigsaw groups will be asked to provide a synopsis of their dialogue and reflections.

We invite developers and educators at all experiential levels to this workshop to share their narratives, experiences, know-hows, and questions with other participants. With the permission of those present, we will revise the online resource by applying what we have learned through this consultative and collaborative process.

Supporting Contingent Instructors Session W06

Erin Aspenlieder University of Guelph
Alice Cassidy[†] University of British Columbia
Louise Chatterton Luchuk St. Lawrence College
Stephanie Dimech[†] Sheridan College
Shirley Hall Laurier University
Suzanne Le-May Sheffield Dalhousie University

Thursday, February 18, at 8:45 a.m.
Dieppe A (SCCA)

The number of courses taught by contingent instructors in colleges and universities continues to increase (OCUFA, 2015). Concomitantly, "addressing the needs of adjunct faculty [is] one of the most important new directions for faculty development" (Austin & Sorcinelli, 2013).

[†]Marks indicate that the author is not presenting at the specified session.

Join our workshop for an urgent discussion about the role of educational developers in working with contingent instructors in higher education.

This session explores both political/ethical considerations shaping the instructional context of contingent instruction and pragmatic ideas for supporting contingent instructors. With respect to the former, we open the session with a participatory analysis of the range of terms used to describe contingent instructors. Sessional, contract-faculty, contract-limited, partial-load, part-time are but a few. We'll collectively explore differences, similarities and consequences of current and emergent terms, with a priority on considering their attendant labour conditions (e.g., benefits, job-security, access to resources). We then collectively ask how we can push past the borders implied by naming to grapple with those political borders that are established for educational developers in supporting contingent instructors.

Then, building on the work of Olsen, Hannon, & Dimitrov (2014) on the available supports for contingent instructors, our session explores the known range of existing supports for contingent instructors in order to identify exemplary practices. In this way, we will explore together the varying responsibilities of the educational development community for providing appropriate support for contingent instructors.

In keeping with the EDC living plan for "engaging community," this workshop is a collaboration among educational developers, contingent instructors and administrators from across the country, and from a range of institutional settings (e.g., college/university; research-intensive/comprehensive). The increase in contingent instruction crosses provincial and national borders; educational development support ought to respond to these challenging conditions.

Updating the ISW Handbook: Underlying Values & Principles Session W07

Russell Day Simon Fraser University
Jill Grose Brock University
Lianne Fisher Brock University

Thursday, February 18, at 8:45 a.m.
Huron (Hotel)

The Instructional Skills Workshop (ISW) has been a transformative force in Educational Development for nearly 40 years. (Kerr, 2014; Morrison, 1985). It continues to thrive in North America and well beyond. While premised on 'state-of-the-art' principles related to learning and teaching when it was first developed, it has continued to evolve. It still profoundly transforms peoples' attitudes about their roles as educators (Britnell & Dawson, 2013; Day, 2005; McPherson, 2011).

The ISW International Advisory Committee has undertaken the challenge of using a collaborative process to update the workshop's handbook – converting some material to online resources, focusing greater attention on how the scholarship related to teaching and learning supports the workshop, and ensuring that the content reflects the core values, principles, and practices of the ISW and Educational Development communities.

The handbook update is a community-wide process. As the organization works to streamline the handbook and ensure that it is an evidence-based resource, it continues to invite feedback. This workshop will encourage participants to contribute to the handbook revision by 'surfacing' those core values and principles underlying educational development more broadly, ensuring that the new handbook is grounded in various communities' collective understanding of best practices in educational development, teaching, and learning. Those from all educational development communities are welcome, and those involved in the ISW as trainers, facilitators, or participants will be particularly interested in becoming a part of this exciting collaborative endeavor. All can expect lively discussion and debate.

[†] Marks indicate that the author is not presenting at the specified session.

Thursday, February 18, 9:30 a.m. – 10:30 a.m.
Series 6c: 60-Minute Interactive Sessions

Code	Title	Presenters	Location
IP11	Challenging Conceptions of Curriculum in Higher Education	Launa Gauthier Queen's University Sue Fostaty Young Queen's University	Taqtaq (SCCA)
IP12	Mind(ful) Curriculum Development Through Community Building and Inclusive Pedagogy	Christine Boyko-Head Mohawk College Scott Green Mohawk College	Windsor (SCCA)
IP13	Students Thinking Like Researchers: A Framework for Educational Developers	Marcy Slapcoff McGill University	Union Gas (SCCA)

Challenging Conceptions of Curriculum in Higher Education Session IP11

Launa Gauthier Queen's University
Sue Fostaty Young Queen's University

Thursday, February 18, at 9:30 a.m.
Taqtaq (SCCA)

Many Canadian higher education institutions make explicit commitments to cultivate transformative learning experiences. Yet, how often do we stop to consider the ways in which our curricula support, or stifle, the potential for transformative learning? Curriculum is often defined as a course of study represented through a series of documents, a particular line of topics, or a series of objectives or outcomes. In this session, by examining some recurring conceptions that underpin traditional teaching and learning experiences, participants will be encouraged to broaden their understanding of curriculum in higher education. Particularly, our activities will be based on four conceptions of curriculum as outlined in McNeil (2006): Humanistic, Social Reconstruction, Systemic or Technology, and Academic. Our primary objectives are to use the four frameworks as lenses through which to identify, challenge, and expand participants' conceptions of curriculum. Group activities will explore the ways in which orientations to curriculum help to define learning goals, cultivate or limit contexts for transformative learning, and serve disparate interests of teachers and learners. Group discussions will focus on how conceptions of curriculum can inform educational development practice and on the ways in which we can make space for the different conceptions that exist (and are perpetuated) in higher education.

Mind(ful) Curriculum Development Through Community Building and Inclusive Pedagogy Session IP12

Christine Boyko-Head Mohawk College
Scott Green Mohawk College

Thursday, February 18, at 9:30 a.m.
Windsor (SCCA)

By now, it should be recognized that we are living in a time of rapid change and upheaval in education. (Re)evolutionary strategies, theories, and practices have always been part of the educational milieu, but now things seem different. The stakes seem higher, the impact of change more pervasive, the challenges more daunting as our classrooms become more diverse and possibly more divisive. This session is an integration of various concepts and theories that alone may have a minimal impact on teaching and learning, yet taken together provide rationale for why we must be more mindful in the learning environments we create within our classrooms, institutions, and communities. Specifically, the session discusses how self- and co-regulation enables students to cope with the challenges of post-secondary education; and that inter- and intra-personal interactions emphasized in inclusive, community-based, activities mirror and scaffold executive functioning in the emotional, behavioural, and cognitive domains and act as a mediator for learning and social interaction, thereby helping students build cognitive and behavioural capacity leading to more positive academic experiences.

Students Thinking Like Researchers: A Framework for Educational Developers Session IP13

Marcy Slapcoff McGill University

Thursday, February 18, at 9:30 a.m.
Union Gas (SCCA)

How can institutions of higher learning best help students learn to ask questions, gather evidence, interpret results, and take action to make the world a better place? University and college instructors, as disciplinary researchers and scholars, use these skills everyday but often find it challenging to promote them with their students when the priority is covering course content. The goal of this session

[†]Marks indicate that the author is not presenting at the specified session.

is to explore how educational developers can work with instructors to promote undergraduate coursework as an avenue for developing both content expertise and higher order thinking skills. A framework will be presented that illustrates how to engage students with course content in ways that help them learn to think like researchers: this includes asking questions, using writing to develop thinking, making decisions based on evidence, and sharing results with various audiences. Examples will be shared that span a range of disciplines, class sizes, and levels, and participants will be supported in drafting strategies that suit their own contexts. The format of this session will include a mix of individual writing exercises, work in pairs, and group discussion. Resources to be shared will be drawn from the literature on writing in the disciplines and undergraduate research and inquiry.

[†] Marks indicate that the author is not presenting at the specified session.

Thursday, February 18, 10:45 a.m. – 11:45 a.m.
Series 7: 60-Minute Interactive Sessions

Code	Title	Presenters	Location
IP15	Becoming Leaders in Classroom Intercultural Inclusivity	Laura Schnablegger University of Guelph	Taqtaq (SCCA)
IP16	Change Management Theories and Educational Development: Moving the Mountain	Paola Borin Ryerson University	Stodgell (SCCA)
IP17	Critical Conversations on Education for Global Citizenship	June Larkin University of Toronto	Union Gas (SCCA)
IP18	Indigenization: Educational Developers as Change Agents or Allies?	Alan Wright University of Windsor Stryker Calvez University of Saskatchewan Liam Haggarty Mount Royal University Maxine Nahdee St. Clair College Russell Nahdee University of Windsor	Windsor (SCCA)
IP19	Onboarding New Educational Developers: Journeying Beyond the Local	Sarah Turner Simon Frasier University	Erie (Hotel)
IP20	Renewing the College Educator Development Program: Exploring the Power of Inter-Institutional Collaboration for Faculty Development	Natasha Hannon Niagara College Janice Cardy[†] Conestoga College Leslie Marshall[†] Mohawk College Steven Minten Lambton College Michael Van Bussel[†] Fanshawe College James Mears St. Clair College	Huron (Hotel)
IP21	Successful Student Learning Initiative: Building an Institutional Portrait of Student Learning	Liesel Knaack Vancouver Island University	Dieppe A (SCCA)

Becoming Leaders in Classroom Intercultural Inclusivity Session IP15

Laura Schnablegger University of Guelph

Thursday, February 18, at 10:45 a.m.
Taqtaq (SCCA)

North American higher education pedagogical approaches are based on specific linguistic and cultural standards that often fail to draw on the perspectives and values of multicultural students. Thus far, academic support staff in universities have employed linguistic and skill-based approaches to prepare students to meet the standards and expectations of higher education; however, as we reflect forward, educational developers have an opportunity to become leaders in fostering intercultural equality by adapting cultural approaches to teaching and learning to the instructional contexts of faculty. One pedagogical avenue towards inclusive learning is through the structuring of in-class group work and discussion activities. Student-centered learning approaches used in North American education systems are culturally-rooted practices that are dependent on oral communication, contributing to a lack of student participation. During this session, participants will engage consistently in a variety of learning activities as the presenter models a scaffolded method of facilitating the development of participation skills. Throughout the majority of the session, participants will analyze case studies that are representative of multilingual, multicultural higher education classrooms and produce pedagogical strategies for establishing inclusivity in the classroom. In order to accomplish this task, participants will share their knowledge of cultural competencies and the instructional contexts of faculty to derive inclusive pedagogical strategies that can be adapted to higher education classrooms.

[†] Marks indicate that the author is not presenting at the specified session.

Change Management Theories and Educational Development: Moving the Mountain Session IP16

Paola Borin Ryerson University

Thursday, February 18, at 10:45 a.m.
Stodgell (SCCA)

Knowledge of how to attempt to successfully promote, persuade, and lead a continuous series of developments, changes, and enhancements is extremely valuable in a changing field. Sixteen years ago, a new employee at the beginning of their career was told "the field of educational development is on shifting sands"; she had to be ready to be flexible and adaptive. This statement is as true today as it was then.

This session offers for discussion an analysis of a few of the most influential theories from the organizational change literature, including the work of Kurt Lewin (1947), whose work influenced a generation of change theorists, and whose ideas grew out of the emergent interpersonal communication research. More recent theories such as Kotter's approach to Leading Change (1996) and Leucke's (2003) Seven Steps, and Kezar's How Colleges Change (2013) provide alternative approaches. After a review and discussion of the intersection of theories (Todnem, 2007; Wetzel & VanGorp, 2013), participants in small groups will have an opportunity to apply the models to educational development case studies, and consider how these theories might be applied. Participants will develop an active presentation of the solutions for the full group.

Session participants will have an opportunity to: review a few key influential organizational change theories, consider points of theory intersection, apply and discuss the theories in small groups and group presentation of defining characteristics.

Critical Conversations on Education for Global Citizenship Session IP17

June Larkin University of Toronto

Thursday, February 18, at 10:45 a.m.
Union Gas (SCCA)

In an era of rapid globalization, education for global citizenship has become a common goal in university education. And yet, there has been limited discussion of what it means to be a global citizen. This interactive presentation will give participants an opportunity to reflect critically on how various interpretations of global citizenship lead to different learning outcomes in university curriculum. We will explore how education for global citizenship has been taken up in various ways including as a neo-liberal project to create more economically competitive students, a project of benevolence focused on students supporting disadvantaged communities and a socially transformative project through which students are asked to identify and even challenge existing power structures. Our discussion of the various approaches to global citizenship will be guided by the following questions: Who is the imagined global citizen? What is required of an ethics of global citizenship? How are the local and global connected in global citizenship education? What pedagogical practices are associated with global citizenship education? Participants will be encouraged to offer their own interpretations, critical perspectives and/or pedagogical approaches on global citizenship as a goal for university education. A key take-away message of the session will be that the concept of global citizenship must be an on-going subject of interrogation.

Indigenization: Educational Developers as Change Agents or Allies? Session IP18

Alan Wright University of Windsor
Stryker Calvez University of Saskatchewan
Liam Haggarty Mount Royal University
Maxine Nahdee St. Clair College
Russell Nahdee University of Windsor

Thursday, February 18, at 10:45 a.m.
Windsor (SCCA)

Many universities and colleges in Canada are developing and expanding academic policies, programs, and practices designed to meet the needs of indigenous/aboriginal students and to prioritize knowledge and understanding of aboriginal cultures in the academic community. This movement represents a major teaching and learning enhancement challenge in Canadian higher education. Our panel explores various facets of indigenization in our higher education environment across the country and prompts educational developers to begin to define their roles as change agents or allies. Institutions are promoting support for indigenous content, epistemologies, and world views as well as their integration into the curriculum and teaching practices with a view to becoming more inclusive and better reflecting the communities we serve. The session will "explore the borders" involved in indigenization with a view to increased knowledge, insights, and appropriate avenues of input, service and support on the part of the educational development community.

Onboarding New Educational Developers: Journeying Beyond the Local Session IP19

Sarah Turner Simon Frasier University

Thursday, February 18, at 10:45 a.m.
Erie (Hotel)

As we investigate borders, it is important to explore the borders educational developers cross as they journey from institution to institution or from another career path into that of educational developer. As Gillespie, Robertson, and Douglas (2010) note, the role of educational

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[†]Marks indicate that the author is not presenting at the specified session.

developers has become increasingly complex with a greater breadth of expertise required. This growing pressure puts more onus on centres to thoughtfully address multiple strategies in onboarding new members. Onboarding, as defined by Bauer & Erdogan (2012), encompasses the mechanisms by which new employees individually adjust to a new role and/or organization. The multifaceted tasks of establishing credibility both within a teaching and learning centre and at the broader institutional level, understanding and working in alignment with institutional values and priorities, determining scope, and developing personal and professional communities can be daunting. Another key issue at the heart of this transition is the developer's sense of identity within a new environment (Grant, 2007). Peer mentorship, strategic leadership guidance, professional development, and reflective practice can all positively impact this journey, but how are they interwoven within the complexities of the work itself? In this session, participants will 1) collectively discuss and explore common strategies for building new developer's sense of efficacy; 2) examine the multiple levels of support needed; and 3) begin to define key conditions for success.

Renewing the College Educator Development Program: Exploring the Power of Inter-Institutional Collaboration for Faculty Development Session IP20

Natasha Hannon Niagara College
Janice Cardy[†] Conestoga College
Leslie Marshall[†] Mohawk College
Steven Minten Lambton College
Michael Van Bussel[†] Fanshawe College
James Mears St. Clair College

Thursday, February 18, at 10:45 a.m.
Huron (Hotel)

Faculty teaching development is typically institutionally-bound. Most programs designed to allow post-secondary faculty to reflect upon and enhance their instructional practices are developed for and delivered to faculty within a single College or University. The Ontario College sector is unique in this regard, boasting a number of long-standing faculty development initiatives that are coordinated by multi-Institution teams. Among these programs that cross institutional borders is the College Educator Development Program (CEDP). Delivered collaboratively by six South Western Ontario Colleges (Conestoga, Fanshawe, Lambton, Mohawk, Niagara, and St. Clair), CEDP provides new fulltime faculty with a structured introduction to post-secondary teaching and learning. In 2013, provincial funding supported the 'Creating an Effective Framework for New Faculty Development' project, aimed at revitalizing and enriching the CEDP program. As a result, the CEDP curriculum was restructured to reflect newly established learning outcomes. The new CEDP framework retains the residential phases and peer-driven spirit of the original program, while incorporating new online modules, various mechanisms for reflecting on and archiving products of instruction (Teaching Circles; CEDP Reads; ePortfolios), and formal mentorship opportunities.

Using the CEDP renewal as a case study, workshop participants will explore ways in which deliberate, intensive, research-informed collaboration among post-secondary institutions can support high quality faculty development programming, can spur ambitious new initiatives and resources, and can promote cultural-shifts in institutional conceptions of teaching and learning. Participants will consider models for fostering these types of collaborations, for navigating key institutional differences, and for leveraging expertise and passion across institutional boundaries.

Successful Student Learning Initiative: Building an Institutional Portrait of Student Learning Session IP21

Liesel Knaack Vancouver Island University

Thursday, February 18, at 10:45 a.m.
Dieppe A (SCCA)

This presentation will describe the results of a year-long institutional Successful Student Learning Initiative designed by the teaching and learning centre in cooperation with office of enrolment management (and Provost's Office). In an effort to redirect our institutional attention away from 'teaching talk' (workload, new courses, demands on job, content, syllabi, etc.) we borrowed an idea from Sheridan College and built a year-long initiative uncovering the answer to this question: "What does student learning look like for you?" We wanted to address the retention and engagement issues that have strong relationships to what happens in the classroom (Pascarella & Terenzini, 2005), but we also wanted to build upon an existing change management process to enhance awareness and activity of high impact teaching practices, rigorous learning experiences and emphasis on professional educator learning. Through 50 campus engagement sessions, two reading circles, two student panels, and a day-long symposium, employees and students engaged in discussions about 'successful student learning' (Gibbs, 2010). Receiving input from nearly 1000 campus community members, six themes (e.g., Self-Regulated Learners and Design of Learning) emerged that compose an institutional portrait of student learning. In year 2, this initiative continues with a formal report, a leaders on learning series and a symposium on teaching initiatives while exploring the vital role all campus community members have to play in the student learning journey (Kuh & O'Donnell, 2013). Participants will have an opportunity to ask questions, probe deeper and possibly take a few ideas back to their institution.

[†]Marks indicate that the author is not presenting at the specified session.

Index of Presenters and Authors

Notes

Word Search

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N T C L O D D F N C N Y Y C D C H U I Y W N S O L
Y O Z I E E L O U Z R F A M G E O K O P V F R C E
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BORDERS	DESIGN	LEADERSHIP
BOUNDARIES	DETROIT	LEARNING
CHANGE	DEVELOPMENT	SCHOLARSHIP
COLLABORATION	DISCIPLINARY	TEACHING
COLLEGE	DIVERSITY	THANK YOU
COMMUNITY	EDUCATION	UNIVERSITY
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" So that the ending end of all earthly learning being virtuous action, those skills that most serve to bring forth that have a most just title to be princes over all the rest.... "

Sir Philip Sidney, 1595

With best wishes for a virtuous, active, learning-led conference.
Douglas Kneale
Provost and Vice-President, Academic

Office of the **Provost** and
Vice-President, Academic
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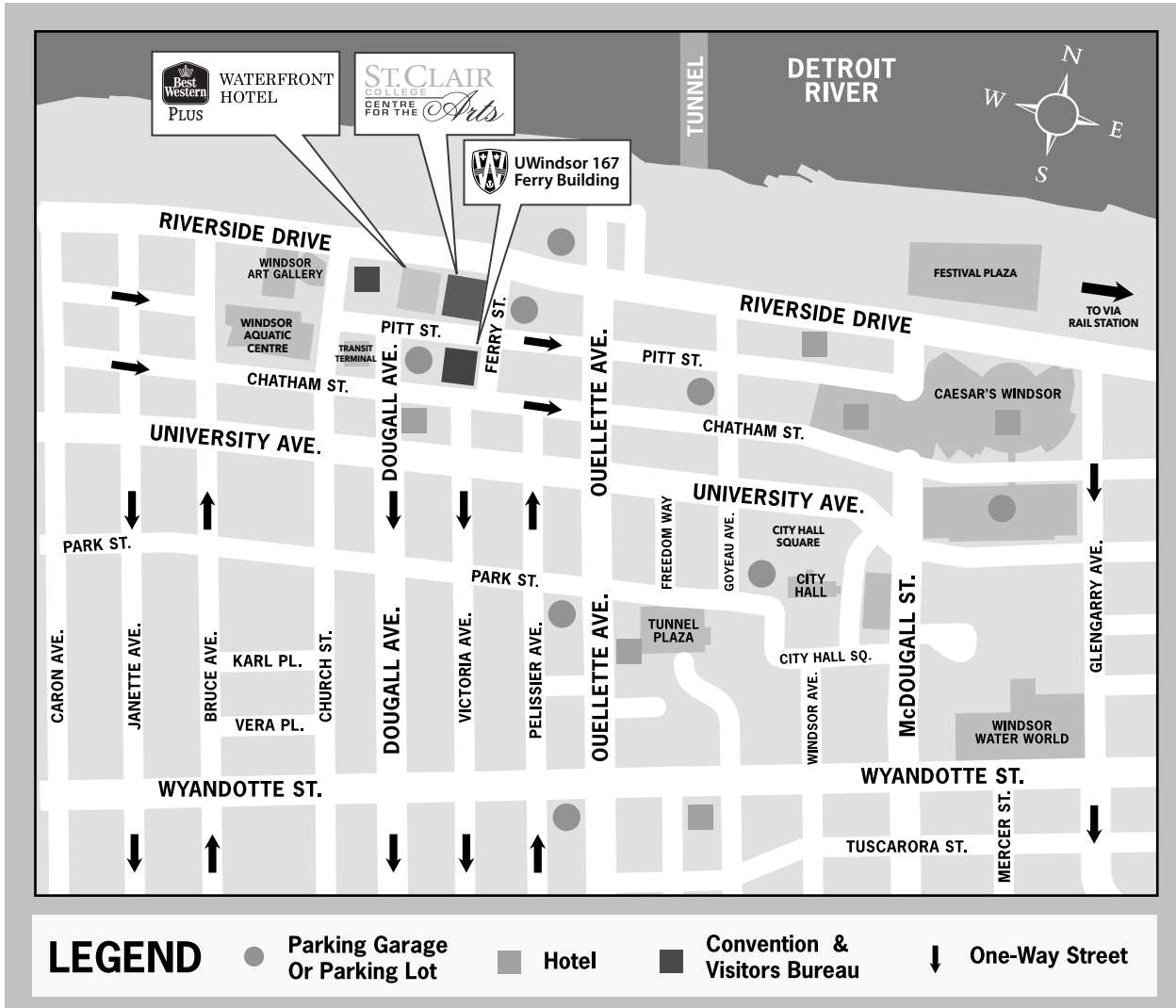
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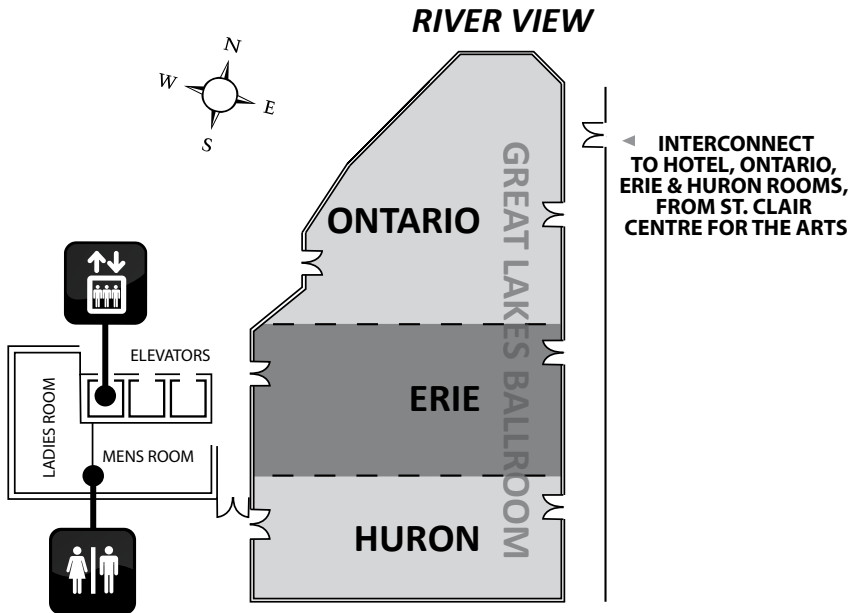
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TO HOTEL, ONTARIO,
ERIE & HURON ROOMS,
FROM ST. CLAIR
CENTRE FOR THE ARTS

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LADIES ROOM

ERIE

MENS ROOM

HURON

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First Level

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RIVERSIDE DRIVE

WEST
STAIRWELL

MAIN ENTRANCE
GALLERY

TO
SKYLINE
ROOM A

EAST
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INTERCONNECT
TO HOTEL, ONTARIO,
ERIE & HURON ROOMS,
AND PARKING GARAGE

MAIN
LOBBY

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DIEPPE A

TO CHRYSLER
THEATRE

ESCALATORS

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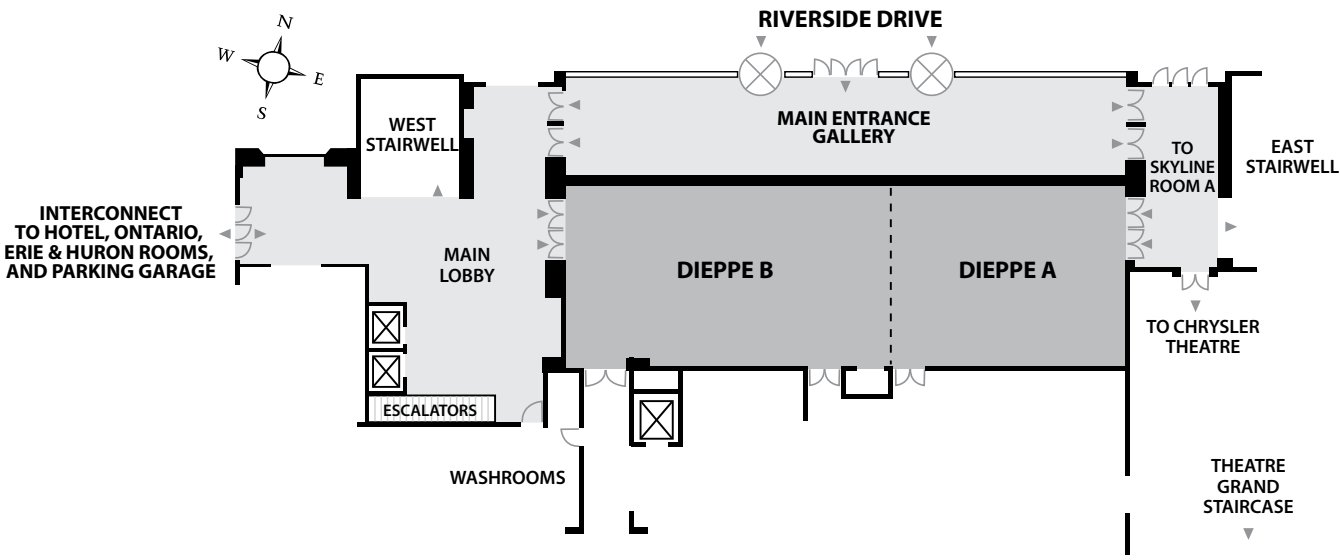
*Accessible washrooms are located adjacent to men and ladies washroom.

Second Level

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WEST
STAIRWELL

**ALUMNI SKYLINE
ROOM B**

**ALUMNI SKYLINE
ROOM A**

EAST
STAIRWELL

**INTERCONNECT
TO HOTEL, ONTARIO,
ERIE & HURON ROOMS,
FROM ST. CLAIR
CENTRE FOR THE ARTS**

ESCALATORS

THEATRE
GRAND
STAIRCASE

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THEATRE
ORCHESTRA
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Fourth Level

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**OUTDOOR
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WINDSOR**

TO SKYLINE
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WASHROOM**
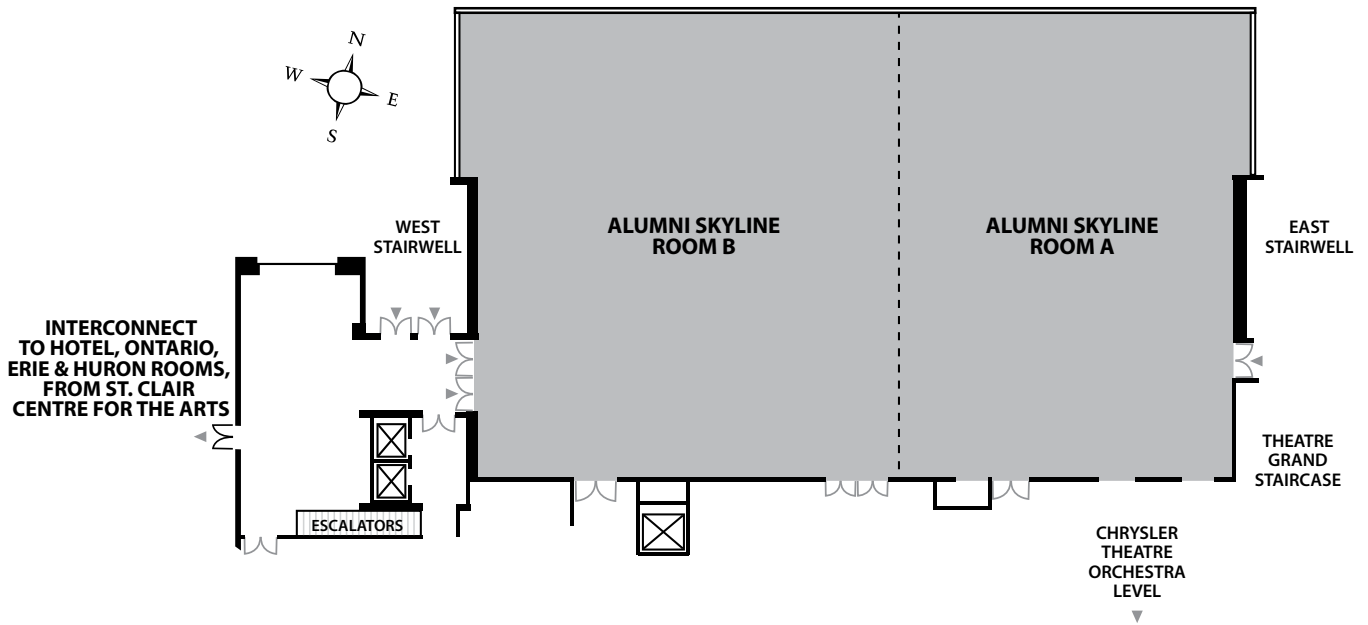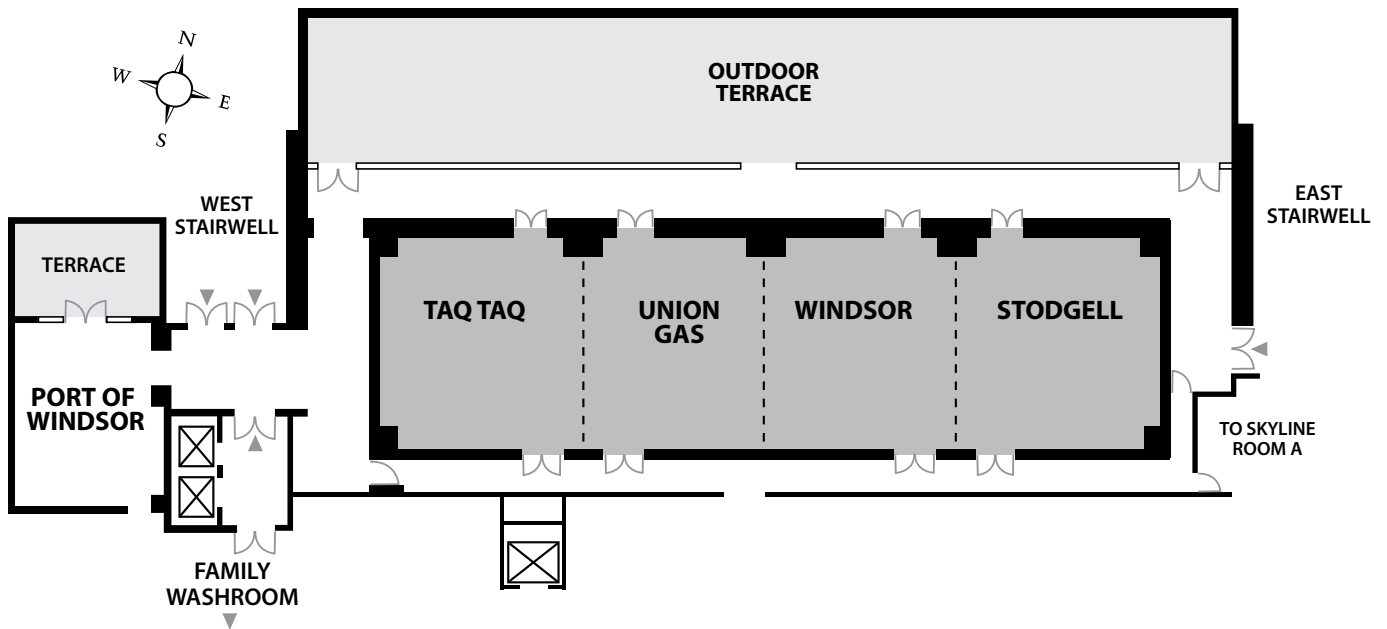
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Poster and Roundtable Session	1	2	3	4	5	N/A
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Closing Plenary: Mary Wilson	1	2	3	4	5	N/A

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