The Ninth Annual University of Windsor and
Oakland University Teaching and Learning Conference

LEADING CHANGE IN TEACHING AND LEARNING:
VISION, INFLUENCE, ACTION

University of Windsor | May 12-14, 2015

Conference Program

OAKLAND UNIVERSITY™

University of Windsor

ACKNOWLEDGEMENTS

Thank you...

Special Thanks To...

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Administrative Support, Logistics, and Registration: Marilyn Powley and Pat Prieur
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Thank you to all of the volunteers, without whom this conference would not be possible!

We're wireless!

The University of Windsor has wireless capability across campus. If your university is an eduroam-enabled institution, you can connect to WiFi by selecting the "eduroam" network and signing in with your username and password. All other users can connect to the uwindsor network by using the following: **User: wgst023   Password: 2015TAL**

Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
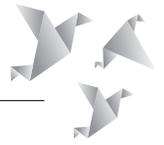
Welcome from the Provost

I am pleased to welcome all of you to the Ninth Annual University of Windsor-Oakland University Conference on Teaching and Learning.

This year's conference theme, *Leading Change in Teaching and Learning*, recognizes and celebrates the wide-ranging individual and collective contributions that members of postsecondary communities make to the quality, character, and evolution of learning in colleges and universities. This is my first Windsor-Oakland conference, as I have only recently arrived at the University of Windsor, and I am truly impressed by the variety and astuteness of the initiatives represented in this year's program. They reflect a sustained and inspiring commitment to student learning, to the ideals of collegiality, and to the creation of new knowledge.

The process of effecting substantive change in postsecondary institutions can be both rewarding and daunting. Over the course of this conference, Dr. Geoff Scott will explore the nature of change, which he describes as a complex process of learning and unlearning, made no easier by the sometimes change-averse natures of our institutions and their richly decentralized organizational structures (Fullan & Scott, 2009). However, your work here is evidence that the variety of our academic cultures is also a fundamental strength: learning ecologies, like all ecosystems, are sustained and made more resilient by the diversity and complexity of their root systems. Dr. Christensen Hughes will explore the challenges of fostering co-ordinated and multi-faceted leadership responsive to the needs of students and our times, and reflective of our growing knowledge of what makes teaching and learning effective. Elsewhere Christensen Hughes has described this knowledge as "a call to action – a catalyst to revisit the purpose of our educational institutions and our roles, to challenge practices of convenience, to commit to providing learning environments that encourage deep learning" (Christensen Hughes & Mighty, 2010, p. 275). This conference is a powerful spur to all of us to continue to nurture, as broadly and deeply as we can, the search for knowledge and the capacity for change leadership, both individually and systemically.

Many thanks to the conference chairs, Beverley Hamilton, Erika Kustra, and Judy Ableser, the Centre for Teaching and Learning, and the many faculty members, staff, and students who have worked to make this event a success. It is a pleasure to support this event, and I look forward to getting to know our colleagues from Oakland University better in the months and years to come.

Douglas Kneale, PhD
Provost and Vice-President, Academic
University of Windsor

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Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
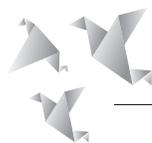
On-Campus Information and Resources

Items marked with an * can be found on the campus map on the back page of the program.

Emergency Services

City of Windsor: Dial 911
Campus Police (Emergency): ext. 911
Campus Police (Non-Emergency): ext. 1234

Computer Facilities

Computers are available in the Leddy Library Main Computer Lab, open Monday through Friday from 8 a.m. to 8 p.m.

Photocopying

The Document Imaging Centre, located in the basement of Chrysler Hall South, provides many copying services, Monday through Friday from 8:30 a.m. to 4:30 p.m. Printing and photocopy machines are also available in the main floor of Leddy Library.

*Bookstore

The University of Windsor Bookstore is located in the lower level of the CAW Student Centre, and is open Monday through Friday from 9 a.m. to 5 p.m.

Food Services

A Market Place and Tim Horton's self-serve counter are located on the main floor of the CAW Student Centre. Hours are 8:30 a.m. through 4 p.m.

Banking Machine

Banking machines are available in the CAW Student Centre.

*Parking

Visitor parking is free for conference participants during the following days/times:
May 12: 8:00 a.m. - 4:15 p.m.
May 13: 8:30 a.m. - 6:15 p.m.
May 14: 8:15 a.m. - 1:15 p.m.
Please see the map on the back cover for location.

Student Centre Pharmacy

The pharmacy is located in the basement of the CAW Student Centre. Telephone: 519-253-3000 ext: 3644, Monday to Friday 9:00 a.m. to 5:00 p.m.

Visit uwindsor.ca/tlconf for more on- and off-campus information and resources.

Join us on Twitter and Facebook!

Follow us on Twitter: @wotl15
Conference hashtag: #wotl15

Facebook: www.facebook.com/WOTLConference

"Follow" us on Twitter at @wotl15 (www.twitter.com/wotl15). The feed will be updated throughout the conference with announcements, interesting takeaways from sessions, and exclusive content. We encourage you to mark your tweets about the conference with the #wotl15 hashtag.

"Like" us on Facebook at www.facebook.com/WOTLConference to find regular announcements, interesting articles, pictures, and video footage from the conference.

Both Twitter and Facebook are free, web-based services. If you don't already have accounts for these tools, the set-up is very simple and takes just a few minutes. If you have concerns about privacy, there are many different levels of access you can set for each of these tools. You can join Twitter at www.twitter.com and Facebook at www.facebook.com.

Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Schedule at a Glance

May 12 - Pre-Conference

8:00 - 9:00 a.m.	Registration/Continental Breakfast	Ambassador Auditorium, CAW Student Centre
9:00 - 9:15 a.m.	**Opening Remarks** Dr. Bruce Tucker, Associate Vice-President, Academic, University of Windsor Dr. Susan Awbrey, Senior Associate Provost, Oakland University	Ambassador Auditorium, CAW Student Centre
9:15 - 10:40 a.m.	**Dr. Geoff Scott: *Leading Change in Teaching and Learning***	Ambassador Auditorium, CAW Student Centre
10:40 - 10:55 a.m.	Health Break	Ambassador Auditorium, CAW Student Centre
10:55 a.m. - 12:35 p.m.	**Dr. Geoff Scott: *Building Networks***	Ambassador Auditorium, CAW Student Centre
12:35 - 1:20 p.m.	Lunch	Ambassador Auditorium, CAW Student Centre
1:20 - 2:20 p.m.	**Panel: *Leadership Vignettes: Approaches and Challenges*** Dr. Dan Belliveau, Western University Dr. Laurie Richlin, WMU Homer Stryker M.D. School of Medicine Dr. Francine Schlosser, University of Windsor Dr. Laura Winer, McGill University Facilitated by Dr. Alan Wright, University of Windsor	Ambassador Auditorium, CAW Student Centre
2:35 - 3:50 p.m.	**Working Session: *Towards a Leadership Network*** Moderated by Eileen Herteis, Mount Allison University	Ambassador Auditorium, CAW Student Centre
3:50 - 4:00 p.m.	**Closing Remarks** Dr. Alan Wright, Vice-Provost, Teaching and Learning, and Acting Dean, Faculty of Education and Academic Development	Ambassador Auditorium, CAW Student Centre

May 13 - Conference Day One

8:45 - 9:45 a.m.	Registration/Continental Breakfast	Ambassador Auditorium, CAW Student Centre
9:45 - 10:00 a.m.	**Opening Remarks** Dr. Alan Wildeman, President & Vice-Chancellor, University of Windsor	Ambassador Auditorium, CAW Student Centre
10:00 - 11:20 a.m.	**Opening Plenary: Dr. Julia Christensen Hughes** *Answering the Clarion Call: Grassroots Strategies for Catalyzing Change in the Academy*	Ambassador Auditorium, CAW Student Centre
11:30 a.m. - 12:10 p.m.	Series 1: Concurrent Sessions	Dillon Hall
12:15 - 1:15 p.m.	Lunch	Ambassador Auditorium, CAW Student Centre

Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
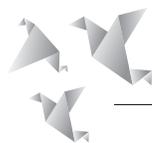
May 13 - Conference Day One (cont'd)

12:15 - 2:45 p.m.	**Alternative Working Lunch: Dr. Milt Cox** *Leadership and Faculty Learning Communities: The Delicate Débuter, The Animated Alum*	Council Chambers 206, CAW Student Centre
1:15 - 1:55 p.m.	Series 2a: Concurrent Sessions Series 2b: Workshops	Dillon Hall
2:05 - 2:45 p.m.	Series 3: Concurrent Sessions	Dillon Hall
2:45 - 3:00 p.m.	Health Break	Dillon Hall
3:00 - 3:40 p.m.	Series 4: Concurrent Sessions	Dillon Hall
4:00 - 6:00 p.m.	Reception/Poster Session	Ambassador Auditorium, CAW Student Centre

May 14 - Conference Day Two

8:30 - 9:00 a.m.	Registration/Continental Breakfast	Ambassador Auditorium, CAW Student Centre
9:00 - 9:15 a.m.	**Opening Remarks** Dr. James P. Lentini, Senior Vice President for Academic Affairs and Provost, Oakland University **Dr. Wilbert J. McKeachie International Poster Award** Michael Potter, Chair, Poster Committee	Ambassador Auditorium, CAW Student Centre
9:30 - 10:10 a.m.	Series 5a: Concurrent Sessions Series 5b: Workshops	Dillon Hall
10:20 - 11:00 a.m.	Series 6: Concurrent Sessions	Dillon Hall
11:00 - 11:15 a.m.	Health Break	Ambassador Auditorium, CAW Student Centre
11:15 a.m. - 12:45 p.m.	**Closing Plenary: Dr. Geoff Scott** *Learning Leaders in Times of Change*	Ambassador Auditorium, CAW Student Centre
12:45 - 1:00 p.m.	**Closing Remarks** Dr. Douglas Kneale, Provost and Vice-President Academic, University of Windsor	Ambassador Auditorium, CAW Student Centre

Pre-Conference

The Educational Leadership Forum
Tuesday, May 12, 2015
9:00 a.m. – 4:00 p.m.

Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
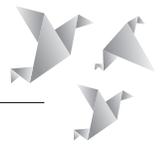
Pre-Conference
The Educational Leadership Forum
Tuesday, May 12, 2015
9:00 a.m. – 4:00 p.m.

9:15 - 10:40 a.m., Dr. Geoff Scott: *Leading Change in Teaching and Learning*

This interactive workshop will synthesize participant input with research on effective change development, leadership, and implementation in higher education, and on fostering productive student engagement in courses.

10:55 a.m. - 12:35 p.m., Dr. Geoff Scott: Building Networks

In this session, Dr. Scott explores research and quality checkpoints for creating effective networks in higher education drawing on examples from Australia and positive experiences participants have had in the North American context.

1:20 - 2:20 p.m., Leadership Vignettes: Approaches and Challenges

In this facilitated, interactive panel, educational leaders occupying diverse roles, in diverse contexts, with diverse personal approaches to leadership will offer short vignettes describing how leadership works for them, in their own contexts. This will be followed by an exploration of the 'broken front' of leadership: what they have learned as they led initiatives, and what they are still learning. The session will conclude with an opportunity for participants to reflect on their own "next steps" in learning to lead.

Daniel J. Belliveau, Associate Professor; Undergraduate Chair in the School of Health Studies; Teaching Fellow of the Teaching Support Centre, Western University

Vignette: How do you engage faculty colleagues from diverse disciplines to consider innovations to their teaching and learning philosophy? Western's Teaching Fellows program has employed faculty-specific Fellows to lead and encourage pedagogical changes by offering individual support, workshops, and exposure to innovative teaching methods or technologies. The challenge is to persuade instructors who already feel overwhelmed to see innovation and change as a positive transformation in their classroom.

Laurie Richlin, Professor; Chair of Medical Education at the WMU Homer Stryker M.D. School of Medicine

Vignette: Nelson Mandela wrote, "It is better to lead from behind and to put others in front, especially when you celebrate victory…. You take the front line when there is danger." This approach to leadership presents both personal and political challenges, particularly in a culture focused on self-promotion. If you really believe that "anything can be accomplished if you don't care who gets the credit"—and you work to help others achieve—how will *your* work be acknowledged and rewarded?

Francine Schlosser, Professor, Odette School of Business; Director, Research and Interdisciplinary Learning at the Entrepreneurship Practice and Innovation Centre (EPICentre), University of Windsor

Vignette: The greatest and most rewarding leadership challenge that I've experienced at the University of Windsor has focused on the development of multi-disciplinary experiential research, teaching, and learning opportunities. Challenges include: aligning teaching goals and learning outcomes with the professional imperatives of other faculties, communicating and collaborating with faculty members from diverse disciplines who 'speak other languages', dealing with student discomfort with uncertain and unfamiliar course content and process, and developing sustainable infrastructures that will create continuing value for students, professors, and the community.

Leading Change in Teaching and Learning: Vision, Influence, Action
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University of Windsor - Windsor, Ontario
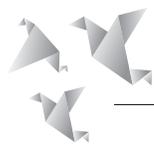
Laura Winer, Director of Teaching and Learning Services, McGill University
Vignette: Based on my work leading our course evaluation system re-design, including the transition to an online system, I would describe my approach to leadership as based on building trust and credibility, and investing in long-term relationships. I continue to work on my patience and creating a climate of trust—as Stephen Covey said, we lead at the speed of trust. This begins with really listening to others.

2:35 - 3:50 p.m., Working Session: Towards a Leadership Network
Moderated by Eileen Herteis, Director of the Purdy Crawford Teaching Centre, Mount Allison University
In this working session, participants will articulate individual pathways towards solving their own leadership challenges, based on the day's discussions and ideas, ending with an opportunity to identify areas where collective and collaborative efforts might enable leaders from all institutions to lead change more effectively and sustainably.

The Conference organizers would like to extend a special thanks to the Teaching Leadership Chair Council, who were instrumental to the planning and facilitation of the Forum, and to the Pre-Conference Leadership Team for all their help in making the day a success.

Conference: Day One

Wednesday, May 13, 2015

Leading Change in Teaching and Learning: Vision, Influence, Action
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University of Windsor - Windsor, Ontario
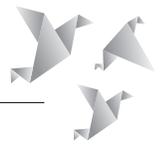
Opening Plenary

Wednesday, May 13, 2015, 10:00 - 11:20 a.m.
Ambassador Auditorium, CAW Student Centre

Dr. Julia Christensen Hughes, Dean, College of Business and Economics, University of Guelph

Answering the Clarion Call: Grassroots Strategies for Catalyzing Change in the Academy

The academy is facing unparalleled pressures for change. As documented in "Taking Stock" (2010), budgetary pressures, increased (global) competition for students, changing government-mandated quality assurance processes, the ubiquity of information, ever-evolving learning technologies, shifting demographics, increasing student diversity, and a changing social contract (with increased emphasis on employability skills), have all led to a clarion call for change. But who is answering this call? Many are trying but often their efforts lead to frustration, cynicism, and disappointment.

There is no question that universities are "staid" institutions, well-steeped in decades if not centuries of tradition, supported by powerful systems that reinforce the status quo and perceived self-interests of their members. In our "collegial" academies, where academic freedom, collective agreements, promotion and tenure guidelines, and traditions of majority decision-making rule, is it really possible for change to occur? Yet change IS occurring. Some is being led from outside the academy (notably from determined governments and donors) and some from the top (from maverick Presidents, Provosts and Deans). And some is being effectively catalyzed at the grassroots level, through the inspired and dedicated pursuits of students, faculty, and staff. It is important that we understand the strategies and levers behind these successful change efforts, so that more can occur. This keynote address will present both pressures and barriers to change, along with suggestions for catalyzing grassroots change in response to the clarion cry that abounds.

Special Feature: Alternative Working Lunch

Dr. Milt Cox, Miami University of Ohio
Wednesday, May 13, 2015, 12:15 - 2:45 p.m.
Council Chambers 206, CAW Student Centre

Leadership and Faculty Learning Communities: The Delicate Débuter, The Animated Alum
During this workshop, participants will examine the role of the person who is initially "in charge" of a faculty learning community, and the behaviors of learning community graduates. The session will also explore leadership factors including the participation of quick starters; categories of small groups (Tuckman, 1965); implementation science; and cognitive-structural intellectual development. Space is limited and will be allocated on a first-come, first-served basis.

Leading Change in Teaching and Learning: Vision, Influence, Action
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University of Windsor - Windsor, Ontario
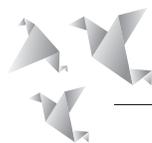
Wednesday, May 13, 11:30 AM – 12:10 PM
Series 1: Concurrent Sessions

Code	Title	Presenters	Location
C01	BYOD at the University of Windsor: Experiences With Lecture Tools	Tanya Noel, Nick Baker	Dillon Hall 264
C02	Collaborative Inquiry Research: Creating Growth in Knowledge and Changes in Practices	Atinuke Adeyemi, Xuan Nguyen, Boguslawa Gatarek, Dragana Martinovic[†], Kelly Winney[†], Chris Knight[†], Ziad Dabaja	Dillon Hall 350
C03	Disrupting the Discourse: Wikipedia and the Student Editor in the History Classroom	Heidi Jacobs, Rob Nelson, Robert DeRose, Sydney Murray	Dillon Hall 253
C04	Fear and Loathing on the Learning Trail	Kieran Mathieson	Dillon Hall 368
C05	Leadership in Context: Exploring the Implications of Embedded and Distributed Leadership	Alan Wright, Beverley Hamilton	Dillon Hall 353
C06	Online Collaboration: The Present and Future in Higher Ed and the Workplace	Christina Moore	Dillon Hall 265
C07	Purging the Binge and Purge: How We Altered Student Study Habits With A Short Interactive Workshop	Kara Sawarynski, Rodney Nyland	Dillon Hall 255
C08	The Ethics of Going Public With Teaching and Learning	Jacqueline L. Beres, Michelle K. McGinn, Jess C. Dixon, David M. Andrews, Chris Stiller	Dillon Hall 256

BYOD at the University of Windsor: Experiences With Lecture Tools Session C01

Tanya Noel University of Windsor
Nick Baker University of Windsor

Wednesday, May 13, at 11:30 AM
Dillon Hall 264

Large class sizes have long provided challenges in providing a learner-centred, interactive class experience. Using "clickers" to administer multiple-choice questions in the classroom can facilitate interaction and be used for frequent formative or low-stakes feedback for learners, while informing instructors about student learning. Recently, web-based classroom interaction systems have been gaining popularity - these make use of students' own internet-enabled devices (bring your own device: "BYOD") on campus wireless networks. Such systems give instructors access to a wider range of question types and additional features (e.g., backchannels).

In this session, we will share our experiences using one web-based system (Lecture Tools) both at the level of an instructor, and from a broader institutional perspective. Participants will have an opportunity to use the system, and are encouraged to bring their own web-enabled devices (phone, laptop, or tablet). Participants will explore the benefits and downsides of using BYOD systems in the classroom.

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

Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Collaborative Inquiry Research: Creating Growth in Knowledge and Changes in Practices Session C02

Atinuke Adeyemi University of Windsor
Xuan Nguyen University of Windsor
Boguslawa Gatarek University of Windsor
Dragana Martinovic[†] University of Windsor
Kelly Winney[†] Greater Essex County District School Board
Chris Knight[†] Greater Essex County District School Board
Ziad Dabaja University of Windsor

Wednesday, May 13, at 11:30 AM
Dillon Hall 350

Through collaboration, K-12 teachers and academics can learn from one another to enhance their practices and to act as both producers and consumers of knowledge. This collaborative inquiry project involves faculty members, graduate students, and teachers and consultants from a school board; it addresses long-standing issue of disconnect between teaching and research communities, and the benefits and challenges of this partnership. By working hand-in-hand with university researchers, teachers become more reflective practitioners, as they develop their research questions, collect data, and make sense of their findings. Attendees in the session will engage in weaving a story about innovation in research and practice, become cognizant of ways of promoting, managing, and achieving success in community-based collaborative inquiry project, and turning teaching problems into opportunities for learning and collaboration. Exemplars of students' work and posters created by teachers that could enrich classrooms and engage/challenge students at different developmental levels, will be provided.

Disrupting the Discourse: Wikipedia and the Student Editor in the History Classroom Session C03

Heidi Jacobs University of Windsor
Rob Nelson University of Windsor
Robert DeRose University of Windsor
Sydney Murray University of Windsor

Wednesday, May 13, at 11:30 AM
Dillon Hall 253

This session describes a semester-long Wikipedia assignment in an innovative upper-level History course called "History on the Web," team-taught by a History professor and an Information Literacy librarian. Assignments for this course asked students to actively engage with History on the Web in ways that often disrupted what they knew about academia, the study of history, the digital realm, and their possible roles within this new environment. Our semester-long Wikipedia assignment in particular, asked students to move beyond being simply consumers of written history to become creators or stewards of the historic record. In this presentation, students from the class will speak about their work in class and talk about how they both challenged and were challenged by the parameters of Wikipedia. This presentation argues that assignments like these encourage students to take ownership of their work and empowers them to take their learning in creative, innovative, exciting directions.

Fear and Loathing on the Learning Trail Session C04

Kieran Mathieson Oakland University

Wednesday, May 13, at 11:30 AM
Dillon Hall 368

"I shared a dark suspicion that the life we were leading was a lost cause, that we were all actors, kidding ourselves along on a senseless odyssey."

Hunter Thompson, "The Rum Diary"

You are a professor. You care about student learning. Your colleagues do not, mostly. What do you do?

We begin by exploring one professor's decade-long attempt at self leadership. It's an idiosyncratic, somewhat strange, somewhat random journey.

The audience will be invited to share their stories. What are they doing? Why? How have colleagues reacted?

"There are times . . . when even being right feels wrong."

Hunter Thompson, "Generation of Swine"

Finally, we will discuss whether educational leaders should support these dissidents. Why? How?

"I don't see how you can respect yourself if you must look in the hearts and minds of others for your happiness."

Hunter Thompson, "The Proud Highway: Saga of a Desperate Southern Gentleman, 1955-1967 (The Fear and Loathing Letters, vol. 1)"

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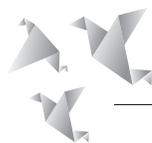
Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Leadership in Context: Exploring the Implications of Embedded and Distributed Leadership Session C05

Alan Wright University of Windsor
Beverley Hamilton University of Windsor

Wednesday, May 13, at 11:30 AM
Dillon Hall 353

Embedded educational leadership initiatives enable individual members of campus communities, occupying a wide range of positions, to develop and pursue educational projects autonomously within their own contexts. Initiatives like these facilitate and support "distributed leadership", through which individuals, in formal and informal leadership roles, take on initiatives and influence others based on their own vision and engagement within specific networks or contexts (Jones et al., 2011). This model is becoming increasingly common in literature exploring leadership in postsecondary settings.

This session draws on a provincially funded study of the distributed leadership landscape produced in part through embedded educational leadership initiatives at one Ontario university. Participants will be introduced to models of embedded and distributed leadership and share their own experiences, exploring how these models support growth in leadership capacity and provide emerging leaders with analytical lenses, and more room to maneuver, in seeking to collaboratively effect change.

Online Collaboration: The Present and Future in Higher Ed and the Workplace Session C06

Christina Moore Oakland University

Wednesday, May 13, at 11:30 AM
Dillon Hall 265

Careers in "knowledge work" require organizational structures with adept online collaboration, but research shows a disconnect between the technology and collaboration students use in school and that which is intrinsic to their work contexts. This presentation reviews predictions on the future of work, poses Google as a model for collaborative technology and culture within this future, and applies this collaborative culture to higher education learning technologies, activities, and class cultures. After this review, participants will discuss their definitions of collaboration and determine the collaborative and technological characteristics of their discipline.

Purging the Binge and Purge: How We Altered Student Study Habits With A Short Interactive Workshop Session C07

Kara Sawarynski Oakland University
Rodney Nyland Oakland University

Wednesday, May 13, at 11:30 AM
Dillon Hall 255

Cognitive psychology demonstrates that student study habits are often the least effective techniques, such as massed practice and highlighting textbooks. We developed an interactive workshop to teach medical students evidence-based study techniques, such as spaced practice and meta-cognitive note taking. The workshop provided evidence supporting effective study techniques through engaging activities, and worked to disprove current ineffective strategies. The student workshop was delivered during the first week of a basic science course that provides a foundation for our integrated curriculum. We also realized a practical aspect that needed to be addressed – the limited time available to medical students. Thus, we distilled the principles into a few approaches they could immediately put into practice – before, during, and after lecture. This interactive conference session will distill the key points from the student workshop, describe how it is implementable outside of medical education, and discuss student feedback and lessons learned.

The Ethics of Going Public With Teaching and Learning Session C08

Jacqueline L. Beres Brock University
Michelle K. McGinn Brock University
Jess C. Dixon University of Windsor
David M. Andrews University of Windsor
Chris Stiller Oakland University

Wednesday, May 13, at 11:30 AM
Dillon Hall 256

Postsecondary educators face a host of ethics obligations and challenges. Pecorino and Kincaid (2007) argue that postsecondary educators are members of two professions—as scholars in their disciplines and as educators—and have equal obligations to engage in scholarly practice in both arenas. In this session, we build upon the Oakland–Windsor presentation by Boulos and McMurphy (2014) to explore ethics issues associated with these obligations. The session will also extend to considering ethics challenges related to disseminating SoTL at conferences, and even to collecting data from conference delegates. Drawing upon personal and professional experiences with SoTL research, research review committees (e.g., IRBs, REBs), and conferences as research sites, our team of Canadian and U.S. presenters will facilitate an interactive exploration of an array of ethics considerations related to reporting teaching and learning publicly.

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

Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Wednesday, May 13, 1:15 PM – 1:55 PM
Series 2a: Concurrent Sessions

Code	Title	Presenters	Location
C09	Lesson Study: Building Communities of Learning Among Science Teachers	Fouada Hamzeh	Dillon Hall 265
C10	Supporting 21st Century Leadership in Teaching and Learning Through Digital Curation	Sue Ann Sharma, Mark E. Deschaine	Dillon Hall 253
C11	Talking About My Generation: An Insider's View on Teaching the Millennial Student	John Cappucci	Dillon Hall 255
C12	Teaching Humane Studies by Bridging the Classroom With Communities	Andrew Domzalski, Boguslawa Gatarek, Michelle Proctor	Dillon Hall 350

Lesson Study: Building Communities of Learning Among Science Teachers Session C09

Fouada Hamzeh University of Windsor

Wednesday, May 13, at 1:15 PM
Dillon Hall 265

Lesson Study is a widely used pedagogical approach that has been successful in its country of origin, Japan. It is a teacher-led form of professional development that involves the collaborative efforts of teachers (Lewis, 2002a). The purpose of this research was to investigate if Lesson Study enables pre-service teachers to improve their own teaching in the area of science inquiry-based approaches. Also explored were the self-efficacy beliefs of one group of science pre-service teachers related to their experiences in a lesson study. To gather information towards these purposes, the research investigated these questions: 1) Does Lesson Study influence teacher preparation for inquiry-based instruction? 2) Does Lesson Study improve teacher efficacy? 3) Does Lesson Study impact teachers' aspiration to collaborate with colleagues? 4) What are the attitudes and perceptions of pre-service teachers to the Lesson Study idea in Science? This study adds to the body of research on teaching learning communities, professional development programs, and teacher empowerment.

Supporting 21st Century Leadership in Teaching and Learning Through Digital Curation Session C10

Sue Ann Sharma Oakland University
Mark E. Deschaine Central Michigan University

Wednesday, May 13, at 1:15 PM
Dillon Hall 253

Digital curation is a process that allows university professors to adapt and adopt resources from multidisciplinary fields to meet the educational needs of 21st century learners. Drawing upon the fields of new media literacy studies (Vasquez, Harste, & Albers, 2010) and new literacies studies (Gee, 2010), we propose that educational leaders be savvy consumers of multimedia through purposeful content curation. In this paper, we will discuss practices that educational leaders may use to transform teaching and learning through the 5 Cs of effective curation: collection, categorization, critiquing, conceptualization, and circulation of resources deemed to have curricular and content standards value.

Talking About My Generation: An Insider's View on Teaching the Millennial Student Session C11

John Cappucci University of Windsor

Wednesday, May 13, at 1:15 PM
Dillon Hall 255

In the contemporary academy, it is not uncommon to hear instructors lament the supposed difficulties in teaching "this generation" of students, popularly referred to as the Millennials. In this session, participants will begin by exploring the cultural milieu that has shaped the Millennial student's identity. The developing body of scholarly literature on Millennials will be complimented with the presenter's experience as both a Millennial student and instructor. The presenter and participants will identify several challenges instructors have encountered in teaching Millennials. With this necessary context and overview of the challenges, the presentation will then move to consider ways to incorporate more appropriate teaching techniques in order to maintain focus in the classroom, cultivate interest in the course material, and ensure understanding. The goal of this session is to give participants a better understanding of the Millennial generation's academic needs and how they can be accommodated by pedagogically sound teaching methods.

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

Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
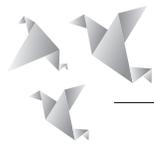
Teaching Humane Studies by Bridging the Classroom With Communities Session C12

Andrew Domzalski Madonna University
Boguslawa Gatarek University of Windsor
Michelle Proctor Madonna University

Wednesday, May 13, at 1:15 PM
Dillon Hall 350

The objective of this interactive session is to model identifying community-based projects to enhance learning in a graduate program in humane studies. The presenters will discuss the underlying premises of this innovative field bridging social justice, environmental conservation, and animal protection, while emphasizing service learning and community engagement, which are an integral part of the curriculum. Next, they will engage participants in identifying in small groups the types of field projects that would support classroom learning in humane studies and/or fields selected by the audience. The participants will gain the knowledge of a developing field and will practice linking a curriculum with community-based project to enhance instruction.

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Wednesday, May 13, 1:15 PM – 2:45 PM
Series 2b: Workshops

Code	Title	Presenters	Location
W01	A Legacy of Leadership: Mentoring, Modeling, and the Development of Academic Leaders	Claire Lamonica, Janice Neuleib, Lori Ostergaard	Dillon Hall 353
W02	Identifying and Navigating Entry Points in the Body (of SoTL)	Jessica Raffoul, David Andrews, Michael Potter	Dillon Hall 256

A Legacy of Leadership: Mentoring, Modeling, and the Development of Academic Leaders Session W01

Claire Lamonica Illinois State University
Janice Neuleib Illinois State University
Lori Ostergaard Oakland University

Wednesday, May 13, at 1:15 PM
Dillon Hall 353

In this session, three generations of women in academic leadership roles will engage participants in the process of mapping their own development as academic leaders, exploring the roles mentors have played in their development, and identifying the mentoring roles they have filled or hope to fill. The three presenters came to the academy at three different points in history, and each either mentored or was mentored by another. Part of this mentoring process has been role modeling over years of interaction and communication. The session will begin with a brief overview of the legacy of leadership which has grown from the presenters' relationships; continue with a mapping activity in which all participants will engage; allow time for sharing in small groups, followed by a general "debriefing"; and conclude with a reflection activity that encourages participants to consider their own current or future mentoring relationships.

Identifying and Navigating Entry Points in the Body (of SoTL) Session W02

Jessica Raffoul University of Windsor
David Andrews University of Windsor
Michael Potter University of Windsor

Wednesday, May 13, at 1:15 PM
Dillon Hall 256

Belonging to no discipline yet informing and affecting pedagogical practice in all, the scholarship of teaching and learning (SoTL) can be intimidating. Complicating matters further, SoTL has its own conventions, assumptions, models, and literature that may strike disciplinary scholars as foreign.

In this interactive session, participants will learn new ways to identify entry points into SoTL by making connections to research experiences in their home disciplines, and using metaphors drawn from the human body. As in the body, all parts of the research system are interdependent. Without the strength provided by its ligaments and muscles, for example, the vertebrae of the spine would buckle under relatively low loads. Research features similar relationships, logical connections that are crucial to proper functioning. By identifying and exploring these relationships in their disciplinary research, participants will learn how they can be used to enter the world of SoTL.

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
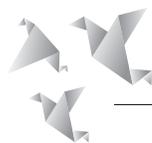
Wednesday, May 13, 2:05 PM – 2:45 PM
Series 3: Concurrent Sessions

Code	Title	Presenters	Location
C13	Blended Learning Enhances Practical Experiences and Promotes Student Leadership	Dora Cavallo-Medved, Marisa Market, Hussein Hammoud, Candy Donaldson	Dillon Hall 255
C14	Fancy Footwork: Innovative Ways That Academic Libraries are Enhancing Teaching and Learning	Vicki Jay Leung, Sharon Munro	Dillon Hall 253
C15	The Introverted Leader	Allyson Skene, Nancy Johnston	Dillon Hall 265
C16	Who is Not Afraid of Tacit Teaching?	Gokul Bhandari	Dillon Hall 264

Blended Learning Enhances Practical Experiences and Promotes Student Leadership Session C13

Dora Cavallo-Medved University of Windsor
Marisa Market University of Windsor
Hussein Hammoud University of Windsor
Candy Donaldson University of Windsor

Wednesday, May 13, at 2:05 PM
Dillon Hall 255

In this undergraduate research experience study, a team of students researchers engaged in leadership opportunities to develop and enrich undergraduate curriculum. In collaboration with the course instructor and lab coordinator for the first-year biology courses, student researchers explored the application of virtual labs that complement and enhance the practical learning activities within the current teaching labs. Implementation of this blended learning approach into these teaching labs resulted in a reinforcement of the subject material and provided more opportunities for student self-assessment and evaluation. This blended learning research project also allowed the student researchers opportunities for self-reflection regarding their own learning and teaching practices. In addition, this experience enhanced their understanding of science education and specifically provided insight into the challenges associated with the development of science teaching labs. Exposure to such experiences fosters growth, builds collaborative relationships, and enriches leadership traits within these future science educators.

Fancy Footwork: Innovative Ways That Academic Libraries are Enhancing Teaching and Learning Session C14

Vicki Jay Leung University of Windsor
Sharon Munro University of Windsor

Wednesday, May 13, at 2:05 PM
Dillon Hall 253

University campuses are dynamic, vibrant environments and academic libraries are an integral part of these communities. In a world teeming with ever-increasing and ever-changing information resources, librarians' skills, knowledge, and ability to adapt have never been more needed. This interactive session will highlight innovative approaches that librarians are using to connect with students, faculty, and their communities, and exciting partnerships that are taking place between academic libraries and departments at the University of Windsor and elsewhere. Participants will learn about library resources and services that can support and enhance teaching, learning, and research on academic campuses.

Library buildings may be measured in feet, but it is the footwork - both virtual and in-person - that goes on inside and outside the library that transforms it from a static institution to the information highway of the campus and the community.

The Introverted Leader Session C15

Allyson Skene University of Windsor
Nancy Johnston University of Toronto Scarborough

Wednesday, May 13, at 2:05 PM
Dillon Hall 265

"Leaders" tend to be extroverted because dynamic, charismatic individuals are more likely to be perceived as effective by both superiors and subordinates (Judge et al, 2002; Bono & Judge, 2004). However, recent research has shown that this is but one style of leadership,

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Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
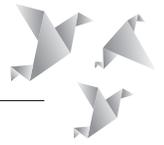
and that in many ways, introverts are often more effective leaders (Grant, Gino & Hoffman, 2011), particularly in specific contexts relevant to education.

In this workshop, we will explore what it means to foster effective leaders among our more introverted students and colleagues. We will begin by examining the concept of leadership, and drawing on our research and experience with peer mentorship programs, we will explore the advantages and disadvantages of introverted leadership styles, and the contexts they are best suited to. We will then model and strategize concrete methods to develop introvert-friendly student leadership in inclusive classrooms, and educational leadership in the wider institutional context.

Who is Not Afraid of Tacit Teaching? Session C16

Gokul Bhandari University of Windsor

Wednesday, May 13, at 2:05 PM
Dillon Hall 264

Burbules (2008) defines tacit teaching as "the many forms of informal instruction-some intentional, some unintentional, . . . - by which skills, capacities, and dispositions are passed along within a domain of practice." Based on Wittgenstein's writing style in Philosophical Investigations and his own personality as a philosopher and teacher, I will discuss how tacit teaching can be effectively used in various courses. From a theoretical perspective, I also contend that the notion of tacit teaching may serve as a unifying link between Scholarship of Teaching (ST) and Scholarship of Teaching and Learning (SoTL) as discussed in Potter and Kustra (2011).

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
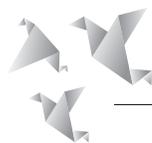
Wednesday, May 13, 3:00 PM – 3:40 PM
Series 4: Concurrent Sessions

Code	Title	Presenters	Location
C17	ACTION: Active Collaboration Through Innovative Opportunities in Novel Laboratory Experiences in Kinesiology	Adriana Duquette, Emilie Halle, Paula van Wyk	Dillon Hall 368
C18	Can Peer Mentoring Programs Lead to Positive Changes in Freshman Mental Wellness?	Tiffany Martindale, Bonnie Belczowski, Nicole George, Natalie Heeney	Dillon Hall 256
C19	Enhancing Student Outcomes by Increasing Student Responsibility in the Classroom	Terry Dibble	Dillon Hall 255
C20	Student Ratings of Instruction: New Views, Better Insights, Stronger Reflective Practice	Phil Graniero, Beverley Hamilton	Dillon Hall 350
C21	Taking Information Literacy Seriously: Empowering Students to Become Critical Learners	James Wittebols	Dillon Hall 253
C22	Teaching in the Diverse Classroom: Envisioning and Supporting an Integrated Classroom Narrative for Controversial Social Justice Issues	Margaret Liddle, Laverne Jacobs	Dillon Hall 264
C23	Teaching Personal and Social Responsibility for the Environment	Ryan Essery	Dillon Hall 353
C24	Using Mindfulness-Based Self Inquiry (MBSI) in the Classroom	Thomas Ferrari	Dillon Hall 265

ACTION: Active Collaboration Through Innovative Opportunities in Novel Laboratory Experiences in Kinesiology
Session C17

Adriana Duquette University of Windsor   Wednesday, May 13, at 3:00 PM
Emilie Halle University of Windsor   Dillon Hall 368
Paula van Wyk University of Windsor

The 'stand-alone' nature of the Kinesiology Laboratory Experience courses provide unique learning opportunities, allowing students to engage in multiple roles as the participant, the technician, the data recorder, the consultant, and the researcher. These experiences provide a more holistic and well-rounded learning environment using the theory to practice nexus, which enriches their experience through both teaching and learning. This session will encourage participant engagement and interaction from a variety of perspectives: those of the students, graduate assistants, and the instructors. Participants will engage in multi-dimensional action modules such as administrative and pre-lab tasks, an interactive simulated Kinesiology Laboratory experience (e.g., Speed Stacks cup stacking and computer software to assess reaction, movement, and response times), and data collection procedures. Discussion will ensue to explain additional procedures that allow consistency and coordination among five graduate students and two instructors across five sections of students, ultimately to enhance the student learning experience.

Can Peer Mentoring Programs Lead to Positive Changes in Freshman Mental Wellness? Session C18

Tiffany Martindale University of Windsor   Wednesday, May 13, at 3:00 PM
Bonnie Belczowski University of Windsor   Dillon Hall 256
Nicole George University of Windsor
Natalie Heeney University of Windsor

Peer mentoring programs utilizing student leaders/faculty in first year university can positively influence a student's overall wellbeing and sense of community, and create a positive learning experience. Having a sense of community can benefit a student's mental health, which

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

is essential for student learning. Evidence shows that peer mentorship has positive effects on grade point averages and retention rates for mentees; however, little is known about the impact that these formed relationships have on mental health and wellness for those students. The purpose of this session is to shed light on issues of freshman mental health and wellness and share our current practices and ideas regarding the development and assessment of peer mentoring programs as a tool for positive change. Our multidisciplinary group will enhance the interactive session as we explore the various institutional practices and challenges using small group discussions, case studies, and personal experiences.

Enhancing Student Outcomes by Increasing Student Responsibility in the Classroom Session C19

Terry Dibble Oakland University

Wednesday, May 13, at 3:00 PM
Dillon Hall 255

This presentation is intended to educate the audience to creative ways to motivate students to perform well in the classroom. Discussion will be focused on instructors' experience in changing the course format and the outcome of those changes as it relates to exam and final grades. The material will be presented in a lecture format with group discussion and activities. Anecdotal evidence will be presented to demonstrate the improvement in student scores as a result of increased student responsibility and motivation. Attendees will take away tools that they can easily implement into their course materials.

Student Ratings of Instruction: New Views, Better Insights, Stronger Reflective Practice Session C20

Phil Graniero University of Windsor
Beverley Hamilton University of Windsor

Wednesday, May 13, at 3:00 PM
Dillon Hall 350

Student Rating of Instruction (SRI) surveys produce useful information about some facets of teaching practice, but how easily this information surfaces depends upon how the information is presented, and how it is aggregated to contextualize results. Participants in this session will explore new and relatively simple techniques for visualizing aggregated and longitudinal SRI data to identify, reflect on, and document patterns found within the data. We will explore example cases together by taking a 'guided tour' through a series of SRI data visualizations that add layers of interpretive context to the results. Working with each other and the session leaders, participants will build a progressively sophisticated assessment of teaching practice and change within an instructor's courses and within the instructor's department. We also provide some cautions about ways that SRI cannot or should not be used, and show how visualization tools can help avoid such misuse.

Taking Information Literacy Seriously: Empowering Students to Become Critical Learners Session C21

James Wittebols University of Windsor

Wednesday, May 13, at 3:00 PM
Dillon Hall 253

A review of the literature about information literacy in higher education will reveal it has been left mostly to librarians to theorize and teach. To the degree such programs are implemented campus-wide, they are consigned to units within courses. "Information Searching and Analysis" focuses exclusively on critical information literacy to counteract students' instrumental approach to learning. The course is an empowering experience as it has students work through issues of search personalization and the confirmation bias such practices engender. Students conduct analyses of websites, news reports and academic literature on a social justice topic of their choosing to help them understand the relative value of each in analyzing an issue. The final paper for the course is an annotated bibliography of the information about the topic they deemed most trustworthy. Student reactions to the course indicate they learned a lot about the topic, the nature of digital information and searching, and themselves.

Teaching in the Diverse Classroom: Envisioning and Supporting an Integrated Classroom Narrative for Controversial Social Justice Issues Session C22

Margaret Liddle University of Windsor
Laverne Jacobs University of Windsor

Wednesday, May 13, at 3:00 PM
Dillon Hall 264

The ability to value complex and integrated differences in ourselves and others is of pressing concern in the classroom, the professions, and the wider world. Envision a classroom where an explicit teaching and learning goal is for the teacher and student to hear and speak beyond their own thoughts, experience, and world-view.

This presentation outlines the challenges and lessons learned when racialization was introduced in a first year, Access to Justice, class. The discussion around Baker v. Canada (Minister for Citizenship and Immigration) ("Baker") challenged some students' deeply held beliefs and attitudes. Strategies were designed to enable the teacher and students to confront the power dynamics involved in "entitlement and

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
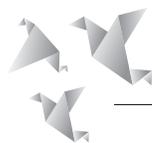
marks" from the dominant and the outsider perspective. We will also explain how the challenges raised by the Baker discussion has led to the creation of an LL.M. module entitled: Teaching in the Diverse Classroom.

Teaching Personal and Social Responsibility for the Environment Session C23

Ryan Essery University of Windsor

Wednesday, May 13, at 3:00 PM
Dillon Hall 353

The Ontario Ministry of Education released the 2011 document Environmental Education: Scope and Sequence of Expectations in an effort to "embed environmental education expectations and opportunities in all grades and in all subjects of the Ontario curriculum" (p. 3). Although skilled outdoor and environmental educators everywhere would be excited, inexperienced teachers now have the added challenge of embedding Environmental Education into their lesson planning. To further this challenge, teachers should take into consideration the "underlying causes" and discuss students' "personal and social values." Participants in this interactive workshop will become familiar with Hellison's (2011) framework for Teaching Personal and Social Responsibility (TPSR). The TPSR framework provides teachers with instructional strategies, program/lesson structure, individual goal setting opportunities, and assessment strategies to tap into students personal and social values and responsibilities. Through group discussions, participants will learn how to adapt this framework to Teach Personal and Social Responsibility for the Environment.

Using Mindfulness-Based Self Inquiry (MBSI) in the Classroom Session C24

Thomas Ferrari Oakland University

Wednesday, May 13, at 3:00 PM
Dillon Hall 265

Mindfulness and meditation practices improve attention and cognition, yet they are rarely utilized in academia. Fortunately, basic methods can be learned quickly and utilized to facilitate student attention and connection to topic. Mindfulness-Based Self Inquiry (MBSI) is a simple method for leveraging a student's personal experiences to increase attention and motivation. Participants will learn to utilize this method through two short sessions of guided meditation followed by small group discussion. Importantly, participants will begin to craft their own unique MBSI module. This approach can complement other methods of student self-inquiry such as journaling. Benefits of bringing meditation-based approaches into the classroom include: generating novelty-mediated attention, modeling vulnerability, valuing innovation, establishing rapport, and relieving anxiety and stress. Participants will leave 1) having experienced the MBSI method; 2) with an understanding of affective domain instruction; 3) able to justify mindfulness meditation approaches; and 4) with ideas for their own topic-specific MBSI module.

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
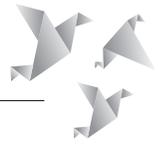
Poster Session

Wednesday, May 13, 2015, 4:00 - 6:00 p.m.
Ambassador Auditorium, CAW Student Centre

The Dr. Wilbert J. McKeachie Poster Competition

The 2015 conference organizing committee is pleased to present the Dr. Wilbert J. McKeachie International Poster Competition. The aim of this poster session competition is to promote the importance and value of posters as opportunities to explore effective and innovative teaching and learning practices, and disseminate research results. Presenters have been encouraged to reconceptualize the typical poster session in creative ways to incorporate active learning approaches and interactive engagement with both poster and presenter.

Popular vote based on the poster competition criteria will determine five finalists, from whom the adjudication panel will determine the poster prize recipient. Posters will be judged based on the following criteria:

Conceptual Depth and Content - The poster's originality, conceptual basis, and the relevance and value of its content.

Clarity - The poster's success in communicating a message effectively.

Design - The poster's visual design and use of images and diagrams to effectively reinforce the themes and concepts explored in the poster. The poster's concise use of text for ease of readability.

Potential for Engagement - The poster's potential to foster active learning. We encourage designs which foster greater and varied interaction between viewer and presenter.

The Dr. Wilbert J. McKeachie International Poster Prize established in 2007 for the University of Windsor (ON) and Oakland University (MI) Annual Teaching and Learning Conference

Conference participants are invited to take part in the selection process during the Poster Session on Wednesday, May 13, from 4:00 - 6:00 p.m. Ballots will be handed out at the poster session.

The Dr. Wilbert J. McKeachie International Poster Prize will be presented, Thursday, May 14, during the opening remarks at 9:00am in Ambassador Auditorium, CAW Student Centre.

Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
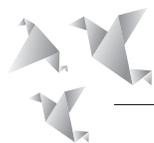
Wednesday, May 13, 4:00 PM – 6:00 PM
Reception/Poster Session

Code	Title	Presenters
P01	Academic Motivators of Energy Drink Misuse	Phillip Ianni, Kathryn Lafreniere
P02	Application of Quality Function Deployment (QFD) for Curriculum Development	Fouzia Baki, Mohammed Baki
P03	Beg, Borrow, and Steal: Creating Simulations and Case Studies in a Vacuum	James Anderson, Jess Dixon, Jules Woolf
P04	Building Student Engagement by Blended Learning in Undergraduate Engineering Statistics	Zbigniew Pasek[†], Lindsay Miller-Branovacki
P05	Collaborative Independent Study Courses in Graduate and Undergraduate Education: Exploring Benefits, Limitations, and Options	Jacqueline L. Beres, Monica L. Valente, Michelle K. McGinn
P06	Creation of an Innovative Interactive Learning Gaming Tool for Anatomy	Claudio Cortes, Wenjin Zhou[†], Malli Barremkala[†], Mizumi Malhan[†], Sofia Kosmidis[†], Tudor Moldovan[†]
P07	Cross-Border and Cross-Disciplinary: Building Bridges of Learning - The Development of a Border Management and International Trade Certificate Program With Multi-Stakeholder Engagement	Bill Anderson, Renata Kobe, Victoria Townsend, Marta Leardi-Anderson
P08	Developing Resiliency in Calculus Through Mentorship	Justin Teeuwen, Maegan Brush[†], Chitra Rangan[†], Geri Salinitri[†], Dylan Smithers[†], Jasmyne Jagpal[†], Helen Keating[†]
P09	Domestic Students and International Students: Plagiarism Understandings	Julia Colella-Sandercock, Hanin Alahmadi
P10	Envisioning ePortfolio Use for Personal Leadership Development in a MBA Program: Towards Best Practices	Natalie Nayoung Yun
P11	Expose Yourself to the Scholarship of Teaching and Learning	Michael Potter, Jessica Raffoul, David Andrews
P12	Guiding Students to Fulfill Educational Goals Using a Distributive Perspective	Virginia Krolczyk, Jenny Tatsak
P13	How Do You Engage Students in a Large First Year Undergraduate Course? Using the Principles of Problem Based Learning to Encourage Collaboration and Self Directed Learning	Sherry Fukuzawa, Cleo Boyd[†]
P14	Increasing the Quality of Teaching and Learning Through Targeted Evaluation: SEGATA	Hoda Eiliat, Daniela Pusca[†]
P15	Leadership Development Program	Melec Zeadin, Lori Goff, Arshad Ahmad[†]
P16	Leading Change Through Institutional Assessment: Analysis of Maclean's University Rankings (2011-2015)	Kenneth Cramer, Sarah Mackay, Chastine Lamoureux, Rebecca Pschibul, Victoria Pedri, Vanessa Burrows, Stewart Page[†]
P17	Plagiarism and Executive Function Processes: How Educators Can Help Students Avoid Plagiarizing	Julia Colella-Sandercock

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

P18	Pop Goes Sociology: Popular Culture as a Tool for Engaging the Sociological Imagination	Danielle Soulliere
P19	Programs in Higher Education to Teach Behavioral Interventions and Supports for Children With Autism	Melissa Parent, Debra M. Hernandez Jozefowicz, Stephanie Cragg
P20	Project BLAST (Breaking Barriers, Loving Yourself, Accepting Others, Similarities not Differences, Totally Inclusive Experience): Impact on Adolescent Resilience and Sense of Belonging in Secondary Schools	Kelli Sirianni
P21	School Social Work in Canada and the United States: Implications for Training and Programs to Improve Higher Education for Students With Disabilities	Stephanie Cragg, Debra Hernandez Jozefowicz, Melissa Parent
P22	Strategically Intentional Associative Learning	Serena Kuang, Serena Guan[†]
P23	The Impact of Applying the Principles of the New Teacher Induction Program (NTIP) on Mentoring New Early Childhood Educators	Sara Shahbazi
P24	The Promoters of Experiential and Active, Research-Based Learning (PEARL) Network: Investigating Instructor Beliefs and Barriers to Online Teaching and Learning Practices in Sciences	Florida Doci, Nobuko Fujita, Nick Baker, Chitra Rangan
P25	Threshold Concepts and How to Teach Them	Stephen Loftus, Suzan ElSayed
P26	To Visualize or not to Visualize in Programming Education, That is the Question!	Xiaobu Yuan
P27	University Leaders' Approaches to Quality Assurance	Lori Goff
P28	Using a Faculty Learning Community to Develop an Interprofessional Program	Laurie Richlin
P29	UWill Discover! Building Bridges Between Teaching and Research	Simon Du Toit, Daniel Tarade, Claudia Cheng
P30	Validating a Measure of Academic Entitlement	Chelsea McLellan, Dennis Jackson
P31	"Will This be on the Test?" Consequences of Grade Orientation in University Students	Kathryn Lafreniere, Ashlyne O'Neil, Joan Craig, Kenneth Cramer[†], Rosanne Menna[†]

Academic Motivators of Energy Drink Misuse Session P01

Phillip Ianni University of Windsor
Kathryn Lafreniere University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Despite the negative health impacts of overusing energy drinks, many students report using them because they believe that energy drinks boost academic performance (O'Dea, 2003; Malinauskas et al., 2007). We propose a motivational model in which we think energy drink misuse is a consequence of maladaptive coping with academic demands. It was hypothesized that energy drink misuse would be positively associated with procrastination, grade orientation, and eveningness. The participants were 201 undergraduate students enrolled at a Canadian university. Procrastination and eveningness were positively correlated with energy drink misuse. Contrary to expectations, learning orientation was also positively associated with energy drink misuse. A regression model showed that eveningness and having a learning orientation independently increased the likelihood that students would misuse energy drinks. The present study contributes to the theoretical understanding of students' energy drink consumption and may inform university health professionals in looking for ways to reduce energy drink misuse.

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
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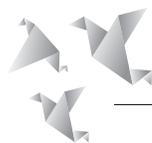
Application of Quality Function Deployment (QFD) for Curriculum Development Session P02

Fouzia Baki McMaster University
Mohammed Baki University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

This poster presentation will show how to customize the techniques of quality function deployment (QFD) (Duffuaa, et al., 2003) for designing curriculum considering all teaching and learning elements (McAllister, 2001) that are important to meet program level learning outcomes. QFD is a management technique for comprehending the 'Voice of the Customer' and enables a translation of the customer requirements into the appropriate quality characteristics (Aytac and Deniz, 2005). Principal external stakeholder in this study is the employers of the graduates of the program. Faculty members and students are utilized as internal customers to identify theoretical and technical requirements of curriculum. QFD process planning matrices are used for developing several alternative designs of curriculum. Based on a simple decision criterion, the curriculum that closely meets customer requirements is identified.

Beg, Borrow, and Steal: Creating Simulations and Case Studies in a Vacuum Session P03

James Anderson University of Windsor
Jess Dixon University of Windsor
Jules Woolf Ohio University

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Simulations and case studies are active learning strategies situated in authentic learning environments that foster engagement and encourage deeper learning among students. While established fields of study may have ample access to such activities, the same cannot be stated for younger academic disciplines. We demonstrate three ways educators in emerging disciplines can create authentic learning activities by adapting existing non-context specific material, using existing material for inspiration, and creating altogether new activities. We will share the processes that we undertook in creating such activities, while highlighting the importance of collaboration among instructors, the use of primary data in creating rich learning scenarios, and pilot testing with student audiences to ensure the authenticity of the activity, along with the achievement of learning outcomes. Such efforts demonstrate ways that university and college instructors can lead and influence positive change in the quality of teaching and learning within their own unique contexts.

Building Student Engagement by Blended Learning in Undergraduate Engineering Statistics Session P04

Zbigniew Pasek[†] University of Windsor
Lindsay Miller-Branovacki University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Growing enrollment in undergraduate engineering programs while desirable economically has a down side of disengaging students. It affects in particular large classes, making it much harder to engage students directly, through personal interactions and attention, and as a result students' motivation and interest in the class content suffers. Building that engagement is challenging but possible through design and development of meaningful in-class activities that would not only yield deeper individual student understanding, but will also facilitate enhanced peer-to-peer learning. In a second year engineering statistics class, some of the tutorial activities leverage group work, and include small-scale experiments to collect data, which are analyzed on the spot. In a team-based project, students plan an experiment, for example, use of a catapult created in a prior dynamics class, and explore characteristics its statistical behavior to build a corresponding regression model; project experience is also captured in a short video.

Collaborative Independent Study Courses in Graduate and Undergraduate Education: Exploring Benefits, Limitations, and Options Session P05

Jacqueline L. Beres Brock University
Monica L. Valente Brock University
Michelle K. McGinn Brock University

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Independent study courses are of great benefit to students hoping to explore topics not offered in traditional classes; however, limited scholarly attention has been devoted to such courses (Hvenegaard et al., 2013) and they are seldom considered in teaching and learning development. This poster focuses on a variation of the standard independent study course that involved incorporating a collaborative component. Specifically, we emphasize our experiences as two graduate students and one faculty instructor engaged in a collaborative independent study course in which two students enrolled simultaneously in one independent study course. We highlight the benefits we experienced in this collaborative independent study course with a particular focus upon increased student leadership, enriched scholarly opportunities, and enhanced social relationships. We also explore other potential benefits and limitations of this collaborative approach and contemplate options that could suit the varied academic contexts of conference delegates.

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

Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Creation of an Innovative Interactive Learning Gaming Tool for Anatomy Session P06

Claudio Cortes Oakland University
Wenjin Zhou[†] Oakland University
Malli Barremkala[†] Oakland University
Mizumi Malhan[†] Oakland University
Sofia Kosmidis[†] Oakland University
Tudor Moldovan[†] Oakland University

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

There is a need for generating interactive and engaging educational tools that allow students to self-assess their progress, encourage self-directed learning, and have immediate feedback in order to attain proficiency in a given topic. Creating educational tools, which can be used before the lectures, will allow instructors to utilize the lecture time for introducing higher order levels of cognitive skills. Our main objective is to create an innovative interactive learning gaming educational tool to improve medical education outside the classroom. Our goals are: a) demonstrate how a prototype of an Interactive Learning Gaming Tool in Anatomy (ILGTA) is designed allowing users to self-assess their progress to attain proficiency; b) determine how ILGTA allows novices in anatomy to reach expert levels; c) demonstrate in site how ILGTA works; and d) describe the experimental design to demonstrate whether ILGTA improves the learning outcomes of medical students when compared with traditional reading material.

Cross-Border and Cross-Disciplinary: Building Bridges of Learning - The Development of a Border Management and International Trade Certificate Program With Multi-Stakeholder Engagement Session P07

Bill Anderson University of Windsor
Renata Kobe University of Windsor
Victoria Townsend University of Windsor
Marta Leardi-Anderson University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

This poster discusses the design of a new University of Windsor Border Management Certificate program and reflects on the development process with the conference attendees. Partnerships with more than eleven stakeholders connecting government, industry, and academia led to defining needs that support trade-ready learning. These learning needs, embodied in course and program learning outcomes, are mapped to university graduate attributes and integrative trade competencies (Forum for International Trade and Training, 2013). Using constructive alignment (Biggs & Tang, 2011), learning outcomes are aligned with assessments and experiential learning methods in eight new courses to foster a learner-centered approach, integrating students and professionals as partners in learning. Learning evidence highlights an "open and welcoming environment" where deep learning is "encouraged [by] conversation and the sharing of ideas" (learner reflection). We further this learner insight by inviting conference attendees to engage in idea-sharing to promote reflection and dialogue in program development continuous learning.

Developing Resiliency in Calculus Through Mentorship Session P08

Justin Teeuwen University of Windsor
Maegan Brush[†] University of Windsor
Chitra Rangan[†] University of Windsor
Geri Salinitri[†] University of Windsor
Dylan Smithers[†] University of Windsor
Jasmyne Jagpal[†] University of Windsor
Helen Keating[†] University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Success and retention in the sciences and engineering is heavily dependent on a students' ability to succeed in introductory level calculus. Previous research has indiciated a positive correlation between first year experience programs and GPA as well as retention (Jamelske, 2009; Marable, 1999). Previous attempts to assist in students' success have been attempted, including an additional tutorial with the professor, and a mandatory laboratory component, resulting in a total of six contact hours students presently receive from a qualified instructor. Results still indicate a loss in retention of students in the sciences and engineering and a cohort of students who struggle with obtaining a grade higher than 60%. We are investigating the following questions: i)What is the impact on students' performance in introductory calculus who receive mentoring support from qualified mentors? ii) What is the impact of the mentoring process on the mentors?

Domestic Students and International Students: Plagiarism Understandings Session P09

Julia Colella-Sandercock University of Windsor
Hanin Alahmadi University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

This session will provide an open discussion on differences of domestic and international students' understandings of plagiarism. After

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
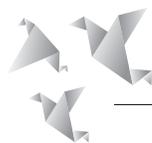
introducing the most recent research in this area, a dialogue with the audience will be facilitated. This will allow for the sharing of opinions/views on the topic. Additionally, resources and strategies for both educators and students to use will be provided. The audience will be encouraged to participate in hands-on activities in order to perceive and experience the struggles students have with plagiarism, particularly international students.

Envisioning ePortfolio Use for Personal Leadership Development in a MBA Program: Towards Best Practices
Session P10

Natalie Nayoung Yun University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

This research focuses on the vision of creating 21st century leaders at a medium-sized Canadian research university. From analyses of survey responses and interviews investigating student perceptions of ePortfolios for the personal leadership development, we suggest that ePortfolios are effective tools for teaching and learning reflective practices to enhance leadership skills despite students' relatively low commitment to sustaining its use beyond the course context. The objectives of the presentation are to summarize the findings on the influence and impact of ePortfolio use to lead change in higher education and to demonstrate through strategic action plans the best practices for its implementation at the program level. The audience will gain deeper understanding the role of the ePortfolio in supporting transformative learning through reflection. The presentation will also invite the audience to engage in an interdisciplinary discussion on how ePortfolios can be effectively implemented by adopting the models in different disciplinary contexts. Recommendations to improve ePortfolio use to enhance personal leadership development and reflective learning practices as well as models to embed the tool across the curriculum in a MBA program will mainly be presented in an interactive poster session with findings and illustrations from the study.

Expose Yourself to the Scholarship of Teaching and Learning Session P11

Michael Potter University of Windsor
Jessica Raffoul University of Windsor
David Andrews University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

In this poster, the human body will function as a metaphor to explain how educational leaders can use familiar entry points to ease their transition into the scholarship of teaching and learning (SoTL). As a universal and inherently meaningful feature of life, the body is a uniquely relatable metaphorical source of identity. In the academy, our identities as researchers are similarly crucial to our sense of who we are and how we navigate and explore our own and other disciplines.

This poster highlights visual representations of the connections between the elements and systems of research with their analogues in the human body, as well as the connections between systems within each member of that metaphorical pair, to help educational leaders and other academics entering SoTL better situate themselves in this new field.

Guiding Students to Fulfill Educational Goals Using a Distributive Perspective Session P12

Virginia Krolczyk Siena Heights University
Jenny Tatsak Walsh College

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

This poster session will report the findings of a study designed to understand the impact of leadership styles on K-12 education. The session's participants will gain valuable insight into how the well-publicized challenges to school districts, including the intense pressure for higher standardized test scores and drastic budget cuts, are impacting students. This formative education shapes students' attitudes and expectations of their college experience.

Spillane, Halverson, and Diamond (2004) recommend a distributive model to reshape students' early educational experiences. Students are viewed as assets and respected as individuals, to build a stronger link between the college student and faculty members, in the distributed leadership model. Instead of expecting the instructor to serve as the purveyor of knowledge, privileged in the K-12 systems studied, the findings support a distributed leadership approach to higher education to encourage the shared learning most responsive to diverse learning styles and necessary for student retention.

How Do You Engage Students in a Large First Year Undergraduate Course? Using the Principles of Problem Based Learning to Encourage Collaboration and Self Directed Learning Session P13

Sherry Fukuzawa University of Toronto Mississauga
Cleo Boyd[†] University of Toronto Mississauga

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

The Monthly Virtual Mystery was developed to increase student engagement in a large (N=725) first year undergraduate class in Anthropology at the University of Toronto Mississauga. The teaching challenge was to encourage self directed learning and collaboration

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

without additional resources. This project incorporated the principles of problem based learning and comprised 6% of the final grade. It was a case scenario that was posted on a discussion board each month. Students submitted comments or questions each week to identify the information they needed to solve the mystery. Collaboration between students was online in groups of approximately 50. A facilitator oversaw the discussion board to guide students in collaboration and resource acquisition. Students examined and discussed the actual specimens in weekly labs. 77.8% of students successfully completed the mystery (N=297), however there wasn't a significant difference in course outcomes compared to students who viewed online videos (N=347).

Increasing the Quality of Teaching and Learning Through Targeted Evaluation: SEGATA Session P14

Hoda Eiliat University of Windsor
Daniela Pusca[†] University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Canadian undergraduate engineering programs move towards an outcome-based curriculum that requires the implementation of a continuous improvement process. Therefore it is necessary that GAs/TAs receive feedback regarding their teaching skills. The results of their performance and overall experience of the students can be used as a platform to improve the undergraduate curricula. Also, GAs/TAs can use this information to build up their teaching dossiers as they are completing graduate school while also gaining professional development of instructional skills. Furthermore, it allows course instructors to assess the quality of students' learning under the GAs'/TAs' guidance, their role in facilitating the learning, their strengths, and areas in need of development. This research will discuss how the evaluation method was developed and piloted at the University of Windsor to better serve the needs of those providing the feedback and those receiving it.

Leadership Development Program Session P15

Melec Zeadin McMaster University
Lori Goff McMaster University
Arshad Ahmad[†] McMaster University

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

To foster a culture at McMaster University that values the quality assurance process as a means for continued program enhancement, we have conceptualized a new Leadership Development Program. With this program, we aim to build leadership capacity in teaching and enable faculty to lead their departments through curriculum renewal and development. The program is grounded in the idea of fostering leadership through the development of micro-cultures (Mårtensson, Roxå, & Stensaker, 2014) and is modeled after the Leading Academic Teachers program at Lund University in Sweden (Mårtensson & Roxå, 2015). We are designing McMaster's program such that participants will: (1) initiate change that enhances teaching and/or learning; (2) broaden their leadership network grounded in trustful conversations and collegial supports; and (3) disseminate the outcomes of their educational change initiatives. We hope to gather feedback from other conference participants on our Leadership Development Program and discuss potential inter-institutional collaborations.

Leading Change Through Institutional Assessment: Analysis of Maclean's University Rankings (2011-2015)
Session P16

Kenneth Cramer University of Windsor
Sarah Mackay University of Windsor
Chastine Lamoureux University of Windsor
Rebecca Pschibul University of Windsor
Victoria Pedri University of Windsor
Vanessa Burrows University of Windsor
Stewart Page[†] University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Maclean's Magazine, in November 2014, published its 23rd annual rankings of Canadian universities. Indeed, the ranking of universities (at least in North America) has become a popular exercise with which to assess and promote higher education. The ranking approach is similar to that used by publications such as Consumer Reports, in which goods or services are assigned scores, and then assigned relative rank standings. We present a data-based perspective on a multi-year (2011-2015) analysis of Maclean's rankings of Canadian universities, including Spearman rank correlations, Wilcoxon rank sums, and a cluster analysis. Trends and results across five years of data will be compared. More importantly, we outline the relative social impact of these rankings on student success, self-esteem, and general welfare as they attend (and later exit from) university. By the end, participants will understand the greater role of institutional surveys and comparisons beyond merely selling magazines.

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Plagiarism and Executive Function Processes: How Educators Can Help Students Avoid Plagiarizing Session P17

Julia Colella-Sandercock University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Plagiarism, a type of academic misconduct, is an issue in higher education. Research on plagiarism examines plagiarism engagement rates as well as reasons why students plagiarize. Some of the reasons why students plagiarize include procrastination, disorganization, and poor planning skills. These reasons are related to executive function processes, particularly initiation, planning, organization, and response to feedback. This poster presentation will share how helping students with these executive function processes can reduce their engagement in plagiarism. Further, this poster presentation will allow participants to evaluate recommendations for educators with respect to helping combat plagiarism in their classrooms. Participants will be given the opportunity to reflect on their current teaching practice and consider how assignments can be modified to help students refrain from plagiarizing.

Pop Goes Sociology: Popular Culture as a Tool for Engaging the Sociological Imagination Session P18

Danielle Soulliere University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Through its various forms, popular culture provides a valuable tool with which to spark and nurture the sociological imagination. This interactive poster presentation aims to demonstrate how popular culture is used in an introductory sociology course to guide students in making sense of sociological concepts, theories, and issues by engaging with diverse forms of popular culture through instructive examples and application-based assignments. Undergraduate students are encouraged to 'think sociologically' when engaging with literature, film, television, art, and social media both inside and outside the classroom. The development and sharing of an accessible online teaching and learning resource is also highlighted.

Programs in Higher Education to Teach Behavioral Interventions and Supports for Children With Autism Session P19

Melissa Parent University of Windsor
Debra M. Hernandez Jozefowicz University of Windsor
Stephanie Cragg University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Autism and Behavioral Science programs are becoming a growing and expanding area of training programs in the education field. The many programs, university and college level, that offer certificates and degrees for Applied Behavioral Analysis (ABA) and Intensive Behavioral Intervention (IBI) will be examined as well as their improvement within the school system. ABA has been applied in the education system as a result of PPM-140 which states, "School boards must offer students with ASD special education programs and services, including, where appropriate, special education programs using ABA methods." Interaction among attendants will allow for the discussion of how autism training programs can create professionals with specific sets of skills and how they can employ these methods to improve the learning experiences of children within the school. These programs will be measured for effectiveness through employment success as well as through employer satisfaction in regards to these new professionals.

Project BLAST (Breaking Barriers, Loving Yourself, Accepting Others, Similarities not Differences, Totally Inclusive Experience): Impact on Adolescent Resilience and Sense of Belonging in Secondary Schools Session P20

Kelli Sirianni University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Project BLAST stands for: breaking barriers, loving yourself, accepting others, similarities not differences, and totally inclusive experience. Its philosophy is that when one feels accepted, capable, and competent, they are able to achieve success of various facets. BLAST promotes and provides students with a voice, and for some, guidance and support. It is a day-long event run for the last 4-years at both the secondary and post-secondary level, that research has proven increases resilience, sense of belonging, empathy, respect and compassion/acceptance. BLAST takes a social justice approach to issues such as mental health, bullying, marginalization, stereotyping, SES, race/culture and other inequitable practices.

This workshop will provide a general overview of the program, research and future plans through visual aids, as well as a chance to partake in a shorten version of one of the program's activities. Participants have the right to pass from partaking in this activity if desired.

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

School Social Work in Canada and the United States: Implications for Training and Programs to Improve Higher Education for Students With Disabilities Session P21

Stephanie Cragg University of Windsor
Debra Hernandez Jozefowicz University of Windsor
Melissa Parent University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

School social work practice within elementary and secondary schools has transformed and developed in Canada and the United States over decades due to various changes in the education system and government legislation. These changes have impacted the ability of students with disabilities to obtain higher education. This poster presentation will detail a brief history of school social work in Canada and the United States, as well as a comparison of its current implementation in higher education in both countries. Current issues faced by school social workers will also be discussed, in addition to suggestions on how to alleviate such concerns. Conjectures of the future of school social work practice will also be examined. An interactive component will also be included; allowing conference attendants to discuss their experiences with school social work in higher education as well as write suggestions regarding current concerns and future directions for the field.

Strategically Intentional Associative Learning Session P22

Serena Kuang Oakland University
Serena Guan[†] Indiana State University

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

This is a poster presentation to illustrate how a learner can strategically and intentionally utilize his/her brain circuits to facilitate associative learning. Pavlovian classical conditioning is a good and well-known example of associative learning. The association of a conditioned stimulus (e.g., the bell in Pavlov's experiment) with an unconditioned stimulus (e.g., food) takes place unconsciously, while the consequence of the association often enters our conscious awareness. A famous saying characterizes this process vividly: "Once bitten by a snake, one shies at coiled rope for ten years." By illustrating and analyzing the brain circuits responsible for the association and for orchestrating behavioral responses, we 1) recommend learners to consciously, intentionally, strategically, and creatively utilize these brain circuits to facilitate and promote associative learning; and 2) share some practical examples of how to do so.

The Impact of Applying the Principles of the New Teacher Induction Program (NTIP) on Mentoring New Early Childhood Educators Session P23

Sara Shahbazi University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

The Greater Essex County District School Board (GECDSB) supports the early childhood profession by recognizing the importance of early childhood educators' (ECE) contribution through a pilot mentorship study. The implementation of the Full Day Early Learning Kindergarten (FDK) Program has reintroduced ECEs in the kindergarten classroom. To monitor professional growth and support the initiatives of ECEs in the FDK program, the GECDSB applied the mentoring component of the New Teacher Induction Program on first year ECEs in FDK and investigated the program's impact from the perspective of the mentees and mentors. The poster presentation will highlight the common themes, challenges, and the appreciation and optimism expressed by the participants of the study. Overall, we hope that our research will raise awareness of the importance, professional value, and knowledge of all educators in our board.

The Promoters of Experiential and Active, Research-Based Learning (PEARL) Network: Investigating Instructor Beliefs and Barriers to Online Teaching and Learning Practices in Sciences Session P24

Florida Doci University of Windsor
Nobuko Fujita University of Windsor
Nick Baker University of Windsor
Chitra Rangan University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

There is increasing demand at both institutional and provincial levels to improve student experience and access to online education. However, attitudes towards e-learning in sciences remain conflicted. Scientists have been leaders in developing and introducing innovative instructional technologies to improve online learning experience, yet participation in initiatives that support e-learning in sciences is fairly low.

The PEARL network at the University of Windsor is working on a project that aims to understand why adoption of e-learning in science disciplines is fairly low at UWindsor. We will present an overview of the current landscape of online education in sciences, as well as an outline of our research approach. The goal is to collect and assess the current perception of science faculty with regards to e-learning.

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
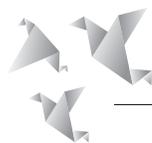
Identifying preconceived notions and beliefs against online learning will help us develop the necessary tools to address the problem, and transform the e-learning experience in sciences.

Threshold Concepts and How to Teach Them Session P25

Stephen Loftus Oakland University
Suzan ElSayed Oakland University

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Threshold concepts have been generating much interest in higher education in recent years. They offer a powerful way to conceptualize what really needs emphasis in the curriculum and how we can provide that emphasis to students in supportive ways. We also present one supportive pedagogy, designed to help faculty and students interactively engage with threshold concepts, that we have called the "Read-Fill" approach. The Read-Fill approach is a technique to enhance didactic lectures and make them more interactive.

To Visualize or not to Visualize in Programming Education, That is the Question! Session P26

Xiaobu Yuan University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

This poster discusses the use of visualization to help students with different levels of knowledge and skills to learn computer programming. To separate algorithm design from program implementation, a balanced approach is proposed to promote the design of algorithms before coding by making use of the dynamic features of flowchart in lectures, and to teach programming language by requiring students to exercise algorithm implementation in homework and lab exercises. As the use of flowchart also imposes additional learning, it is recommended not to require students drawing flowcharts during quizzes and/or exams. After the author introduced visualization to a first-year programming course in the School of Computer Science two years ago, the way of using visualization tool has been under refinements according to students' feedback. Overall, students have given a positive 7.1 out of 10 when asked if flowcharts helped their understanding of computer algorithms.

University Leaders' Approaches to Quality Assurance Session P27

Lori Goff McMaster University

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Drawing upon various conceptions of quality (Harvey & Green, 1993; Harvey, 2006), this poster reports the results of a recent a qualitative investigation conducted to better understand university leaders' approaches to quality assurance (QA). Three main approaches were identified: (a) Defending Quality, characterized by thinking about quality as exceptional and focusing on administrative accountability; (b) Demonstrating Quality, characterized by thinking about quality as fitness for purpose and value for money and focusing on accountability to students; and (c) Enhancing Quality, characterized by thinking about quality as transformation and focusing on reflection and learning experiences. I use the results from this study to propose a revision to Biggs' (2001) model of QA approaches. Participants will be asked to reflect upon their own experiences, to give thought their own conceptions of quality, and to and consider how their QA approaches relate to the shared beliefs, values, and practices within the broader institution.

Using a Faculty Learning Community to Develop an Interprofessional Program Session P28

Laurie Richlin WMU Homer Stryker M.D. School of Medicine

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Inter professional education (IPE) is now a requirement for medicine, health professions, and many other disciplines. Unfortunately, negotiations between institutions, departments, and agencies often fall victim to hierarchy and relative power of the professions involved. This poster will describe how to avoid those pitfalls by using a faculty learning community (FLC) model to design and implement an IPE program for your campus. Observers will be able to adapt our FLC results to create their own programs.

UWill Discover! Building Bridges Between Teaching and Research Session P29

Simon Du Toit University of Windsor
Daniel Tarade University of Windsor
Claudia Cheng University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

UWill Discover 2015 was the University of Windsor's first annual university-wide undergraduate research conference. It was a collaborative production of the University of Windsor's Centre for Teaching and Learning, the Office of Research and Innovation Services, and the Outstanding Scholars program, with significant contributions from the Office of Open Learning and the Leddy Library.

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

This poster will describe the process of developing an undergraduate research conference, in order to build links between teaching and research. The aim of this conference was to contribute to the development of models and best practices for supporting and expanding undergraduate research. Topics include: the theory and benefits of undergraduate research; administrative and practical aspects of creating a research conference; faculty and student perspectives; and the outcomes and benefits of presenting undergraduate research online.

Validating a Measure of Academic Entitlement Session P30

Chelsea McLellan University of Windsor
Dennis Jackson University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Academic entitlement is defined as the tendency to possess expectations of unearned academic success, unearned/undeserved academic services, and/or the expectation of unrealistic accommodation (Chowning & Campbell, 2009; Singleton-Jackson, Jackson, & Reinhardt, 2010). It is a pervasive problem in today's university environment and in recent years has been increasing in popularity as a topic of research. Academic entitlement appears to be a multidimensional construct; however, this dimensionality of academic entitlement and the corresponding measurement tools have yet to be solidified.

In this poster we will present evidence of validation for a new multidimensional measure of academic entitlement. Confirmatory factor analysis will be used to validate the eight suspected factors of academic entitlement. Additionally, future directions regarding research and intervention will be discussed.

"Will This be on the Test?" Consequences of Grade Orientation in University Students Session P31

Kathryn Lafreniere University of Windsor
Ashlyne O'Neil University of Windsor
Joan Craig University of Windsor
Kenneth Cramer[†] University of Windsor
Rosanne Menna[†] University of Windsor

Wednesday, May 13, at 4:00 PM
Ambassador Auditorium, CAWSC

Learning orientation (LO) and grade orientation (GO) represent two contrasting approaches that students may adopt toward their education. Students who are low in LO but high in GO are motivated to get high grades, but tend to approach their studies in a concrete and inefficient manner, while students who are high in LO and low in GO are typically seen as the students whom professors most like to teach. The current study examined this typology in a sample of 200 undergraduate students who completed an online survey. Students who were high in LO and low in GO showed the highest levels of "grit", or perseverance, while those who were high in GO but low in LO tended to procrastinate and engage in risky academic behaviour. Students high in both LO and GO showed the highest levels of academic entitlement. Strategies for addressing counter-productive focus on grade attainment are discussed.

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Notes

Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

36
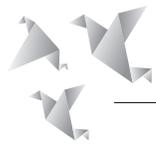
Conference: Day Two

Thursday, May 14, 2015

Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
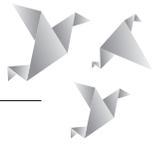
Closing Plenary

Thursday, May 14, 2015, 11:15 a.m. - 12:45 p.m.
Ambassador Auditorium, CAW Student Centre

Dr. Geoff Scott, Emeritus Professor of Higher Education and Sustainability at the University of Western Sydney, Australia

Learning Leaders in Times of Change

In this session Dr Scott will seek to highlight the key themes that have emerged during the conference and note the ways in which they relate to each other using an internationally validated Quality & Standards Framework for Learning and Teaching in higher education. He will then locate these within the broader higher education Learning and Teaching trends underway around the world along with the key themes emerging from his Australian National Senior Teaching Fellowship on 'Assuring the Quality of Achievement Standards in Higher Education'.

Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
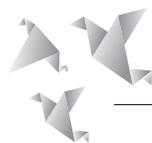
Thursday, May 14, 9:30 AM – 10:10 AM
Series 5a: Concurrent Sessions

Code	Title	Presenters	Location
C25	Leading Change in Teaching and Learning: The Perspective of Two Teaching Leadership Chairs on How Their Roles and Research Can Impact Teaching and Learning	Judy Bornais, David Andrews	Dillon Hall 350
C26	Starting Lean and Venturing Forward: A Case Study of Undergraduate Experiential Engineering Entrepreneurship Education	Francine Schlosser, Zbigniew Pasek[†], Nira Roy	Dillon Hall 353
C27	Using the Two-step Exam to Add a Collaborative Component to Student Assessment	Julie Smit, Silviya Ivanova	Dillon Hall 253

Leading Change in Teaching and Learning: The Perspective of Two Teaching Leadership Chairs on How Their Roles and Research Can Impact Teaching and Learning Session C25

Judy Bornais University of Windsor
David Andrews University of Windsor

Thursday, May 14, at 9:30 AM
Dillon Hall 350

As Teaching Leadership Chairs (TLCs) our primary goal is to improve student learning by enriching and enhancing teaching practises. In order to achieve this goal, we must address a number of issues which are acting to oppose the advancement of teaching and learning practises, including the pressure to advance research - a primary, and defining function of many university faculty. In this presentation, a conceptual model of teaching and research expectations will be introduced as a means of exploring participants' perceptions of the relationship between teaching and research, as well as how research can have a positive influence on teaching practices. Several specific goals, the accomplishment of which guide our work as TLCs, will be described and put into context with respect to the link that we see between teaching and research, and the role that research can play to affect change in student learning.

Starting Lean and Venturing Forward: A Case Study of Undergraduate Experiential Engineering Entrepreneurship Education Session C26

Francine Schlosser University of Windsor
Zbigniew Pasek[†] University of Windsor
Nira Roy University of Windsor

Thursday, May 14, at 9:30 AM
Dillon Hall 353

We profile a course collaboration that introduced business and engineering students to multi-disciplinary innovation and entrepreneurship, using team-teaching, e-learning, stress-testing, and flipped classroom strategies. This "starting lean venturing forward" experience was one of the first in North America to combine multi-disciplinary entrepreneurial teams at the undergraduate level in a large team-taught on-campus class. 310 students participated in 52 teams to develop and assess innovative new product ideas. Students applied alternative business models and processes, including the "deep dive" and the lean start-up models of business development. Data were collected at two times, allowing us to evaluate the relationship between attitudes, project delivery and subsequent interest in entrepreneurship. We conclude that the relationship between attitudes and interest in entrepreneurship decreased through course delivery, even though post-course interest in entrepreneurship increased. Consequently, experiencing the development of new technology diminishes the importance of pre-disposition, and supports the concept that entrepreneurship can be taught.

Using the Two-step Exam to Add a Collaborative Component to Student Assessment Session C27

Julie Smit University of Windsor
Silviya Ivanova University of Windsor

Thursday, May 14, at 9:30 AM
Dillon Hall 253

Collaboration has been found to improve student learning within (and outside of) the classroom. Can collaboration be incorporated into the exam process? Recently an increasing number of course instructors have incorporated the "Two-step Exam" (also called a "Group Exam"), where the first step requires students to write an exam individually (in the traditional testing format) and the second step immediately follows and requires students to write the same (or similar) exam in groups. There is accumulating evidence that the two-step exam provides benefits, including increased student learning. In this session I will describe my experience using the two-step exam in a second

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Leading Change in Teaching and Learning: Vision, Influence, Action
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University of Windsor - Windsor, Ontario

year Biology course, providing evidence of the positive student experience through video and student feedback. Information to assist with incorporating this technique into courses will also be provided and participants will have the opportunity to experience a mini two-step exam.

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario
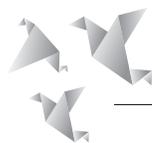
Thursday, May 14, 9:30 AM – 11:00 AM
Series 5b: Workshops

Code	Title	Presenters	Location
W03	Building Influence: What's your Evidence?	Allyson Skene, Michael Potter	Dillon Hall 366
W04	Knowing When. . . : 21st-Century Choices in University Leadership	Douglas Kneale, Beverley Hamilton[†]	Dillon Hall 256
W05	Structured Controversy: Student Engagement, Active Learning	Beth Archer-Kuhn, Sean Davis	Dillon Hall 359
W06	Transfer of a Different Kind: Matching Academic Success With Developmental Reading and Writing	Alice Horning, Reuben Ternes[†]	Dillon Hall 368

Building Influence: What's your Evidence? Session W03

Allyson Skene University of Windsor
Michael Potter University of Windsor

Thursday, May 14, at 9:30 AM
Dillon Hall 366

One major challenge in advocating for change in educational institutions is persuading others from different disciplines, who have quite varied ideas about what constitutes good evidence of effective teaching and learning practices. This workshop will offer an opportunity to explore strategies for advocacy through a critical examination of the role that evidence, broadly conceived, plays in program design, assessment, and decision-making.

Evidence-based programming often privileges the methods and analysis of the social sciences (e.g., Fink, 2013; Wilson-Doenges & Gurung, 2013), excluding significant forms of knowledge development from other disciplines, and discounting common limitations found in the design, data, and analysis of statistical results (Ioannidis, 2005). In this workshop, we aim to generate a more nuanced approach to the evaluation of a wide range of evidence relevant to program design and assessment, without sacrificing rigour, and consideration of the many functions that evidence can effectively perform in advocating for change.

Knowing When. . . : 21st-Century Choices in University Leadership Session W04

Douglas Kneale University of Windsor
Beverley Hamilton[†] University of Windsor

Thursday, May 14, at 9:30 AM
Dillon Hall 256

In 1992, Lee Iacocca launched Chrysler's famous advertising slogan: "In the car business, you lead, follow, or get out of the way." As a philosophy of leadership, the mantra took on a life of its own in the corporate world of the 90s. But there was really only one choice, not three: "In the years ahead," Iacocca said, "we don't plan to follow. And we sure won't have to get out of the way. That means there's only one alternative left."

The educational leadership that enables 21st-century universities to thrive is clearly different from this corporate model. Drawing on personal leadership experiences in Ontario institutions and current approaches to postsecondary institutional administration, this session re-envisions leadership today as knowing *when* to lead, *when* to follow, and *when* to get out of the way, and explores the implications of these strategies for participants trying to effect change in their own institutions.

Structured Controversy: Student Engagement, Active Learning Session W05

Beth Archer-Kuhn University of Windsor
Sean Davis University of Windsor

Thursday, May 14, at 9:30 AM
Dillon Hall 359

Structured controversy, is an active learning activity similar to a debate in design, that some relate to inquiry based learning (IBL) (Hudspith & Jenkins, 2007). The research literature acknowledges the benefits of active learning activities including the development of critical thinking skills (Bay & Macfarland, 2011; Biggerstaff, 2005), a primary goal post-secondary education.

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Leading Change in Teaching and Learning: Vision, Influence, Action
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University of Windsor - Windsor, Ontario
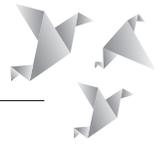
The objective of this workshop is to provide participants with the knowledge and skills to facilitate a structured controversy in courses from their discipline. The content of the workshop includes instructions for completing the structured controversy, all materials that are required for the activity, and student feedback about their learning through mini video clips of prior student engagement.The format includes a simulation of a structured controversy. A brief PowerPoint presentation provides the background knowledge.

Transfer of a Different Kind: Matching Academic Success With Developmental Reading and Writing Session W06

Alice Horning Oakland University
Reuben Ternes[†] Oakland University

Thursday, May 14, at 9:30 AM
Dillon Hall 368

The goal of this session is to show how improving students' reading can contribute to overall academic success in every course. The session will begin with the results of a small five-year follow-up research study involving students who completed a developmental reading course at the beginning of their undergraduate careers (the study was reviewed and approved by an institutional IRB). The results show that developmental reading can be helpful to some students based on background, advising and other factors, but it is not helpful to ALL; most students need to be stronger readers. In addition, the session will help participants understand some key features of the reading process that every instructor can use to help students read better. Specific strategies for improving student reading in every course will also be presented. The session will be divided into presentation, audience participation exercises and paired and small-group discussion of options for program development and teaching strategies.

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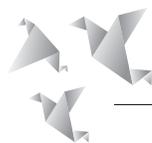
Thursday, May 14, 10:20 AM – 11:00 AM
Series 6: Concurrent Sessions

Code	Title	Presenters	Location
C28	Aligning Courses Into Programs: A Collaborative Effort to Improve the Instructional Power of Teacher Education Graduates	Anthony Tuf Francis, Mark R. Olson, Amanda Stearns-Pfeiffer, Paul J. Weinberg	Dillon Hall 353
C29	Leading Educational Change Through Documenting and Transforming Institutional Teaching Culture	Florida Doci, Kaitlyn Gillard, Hoda Eiliat, Erika Kustra	Dillon Hall 350
C30	Reflecting on Undergraduate Student Assignments: A Graduate Student Perspective	Adam Goodwin, Stephen Kirzinger, Laura Chittle	Dillon Hall 253

Aligning Courses Into Programs: A Collaborative Effort to Improve the Instructional Power of Teacher Education Graduates Session C28

Anthony Tuf Francis Oakland University
Mark R. Olson Oakland University
Amanda Stearns-Pfeiffer Oakland University
Paul J. Weinberg Oakland University

Thursday, May 14, at 10:20 AM
Dillon Hall 353

We present a scholarship of teaching case that describes how we have shaped Oakland University's Secondary Teacher Education Program (STEP) to more effectively prepare teacher interns. Amidst policy makers' efforts to improve schools, none have focused on one of the core problems: improving classroom instruction. Recent efforts in teacher education have focused on creating a set of high leverage teaching practices, or common standards on which to base instructional improvement efforts. Our reform is built around refocusing STEP on interns' teaching practice. We share our efforts to tighten linkages between clinical placements and courses and create powerful opportunities for collaboration across students, mentors, and faculty instructors. Additionally, we share strategies we used and lessons we have learned to enact this reform within existing programmatic structures and without alienating current team members. We aim to stimulate a discussion about collaborative and programmatic faculty work in teaching and how to sustain it.

Leading Educational Change Through Documenting and Transforming Institutional Teaching Culture Session C29

Florida Doci University of Windsor
Kaitlyn Gillard University of Windsor
Hoda Eiliat University of Windsor
Erika Kustra University of Windsor

Thursday, May 14, at 10:20 AM
Dillon Hall 350

Institutional culture helps define the nature of reality for the educators and learners within the institution, providing a lens through which its members assign value to the various events and efforts (Berguist & Pawlak, 2008). The success of educational leadership initiatives is influenced by the context of an institutional culture. Students in particular have an influential role and insight on institutional culture, and can be a powerful factor on the ongoing enhancement of teaching and learning, and embedded leadership.

This session provides an overview of a project by nine Ontario institutions, working collaboratively to develop indicators and a survey tool that will help define and assess the value placed on an institutional teaching culture. Participants will explore some of the indicators of a teaching culture; consider how teaching is valued in their own environment and how culture impacts leadership; and suggest ways to involve students in enhancing a teaching culture.

Reflecting on Undergraduate Student Assignments: A Graduate Student Perspective Session C30

Adam Goodwin University of Windsor
Stephen Kirzinger University of Windsor
Laura Chittle University of Windsor

Thursday, May 14, at 10:20 AM
Dillon Hall 253

This session presents the unique perspective of graduate teaching assistants on using reflective writing as a learning opportunity. Reflective writing can be useful for student learning (Chirema, 2007). While reflection papers are typically used for undergraduate learning and

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

assessment, these papers are not always seen as a teaching tool for graduate students who are primarily responsible for evaluating these assignments. This session will discuss how, through reading, editing, and marketing undergraduate assignments, graduate students can improve their own knowledge, skills, and critical thinking of their own writing (e.g., McGarr & Clifford, 2013). Graduate students can be a positive influence on undergraduate students. Through being involved with undergraduate teaching and learning activities, graduate students can broaden their knowledge base, which can later transcend into their own personal learning.

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Leading Change in Teaching and Learning: Vision, Influence, Action
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University of Windsor - Windsor, Ontario
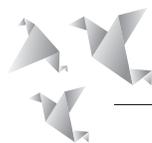
Index of Presenters and Authors

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Leading Change in Teaching and Learning: Vision, Influence, Action
Ninth Annual Conference on Teaching and Learning
University of Windsor - Windsor, Ontario

Leading Change in Word Searches

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Action	Educational	Innovation
Advocate	Evidence	Leadership
Ambassador	Formal	Mentor
Challenge	Grassroots	Networks
Change	Heroic	Support
Charismatic	Improvement	Transactional
Collaborate	Influence	Values-Driven
Distributed	Informal	Vision

University of Windsor

LEADING CHANGE IN TEACHING AND LEARNING:
VISION, INFLUENCE, ACTION

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Conference Parking
A Visitor parking: Free

Legend
- ♿ Wheelchair accessible entrance
- ♿ Wheelchair accessible entrance with ramp
- 🅷🆃 Handi Transit pick-up/drop off area
- ···· Wheelchair accessible route

Campus Parking Lots
Parking on surrounding neighbourhood streets requires a City of Windsor residential permit. The City of Windsor fine for parking illegally in a permit area is $30 per ticket. Please respect the parking restrictions.

- **P** Staff Permit Lot.
- **P1** Staff Permit Lot, Special night parking available. Entry after 4:30 p.m.
- **P2** Student Permit Lot.
- **P3** Visitor Lot.
- **P4** Pay & Display OR Student Permit Lot.

Additional Parking
In addition, metered parking is available on city streets bordering the main campus—Huron Church, University, Wyandotte, Sunset and Patricia—and in the U-shaped driveway in front of Vanier Hall, as well as the Parking Garage.

More Parking Information:
Contact Campus Parking Services.
Phone: 519-253-3000, ext. 2413

Campus Buildings
1 Aboriginal Education Centre (Turtle Island) E5
2 Alumni Hall and Conference Centre G5/H5
3 Assumption University Riverside Campus A4
4 Assumption University D2/D3
5 Biology E4
6 CAW Student Centre D3
7 Campus Community Police Services E5
8 Canterbury College A4/B4
9 Canterbury College Administration B4
10 Cartier Hall F2
11 Central Receiving I4
12 Central Refrigeration Plant F5/F6/G5/G6
13 Centre for Engineering Innovation G5/H6
14 Centre for Automotive Research & Education (CARE) . G5/H6
15 Chrysler Hall Tower D4
16 Chrysler Hall North D4
17 Chrysler Hall South D4/E4
18 Clark Residence G4/H4

19 Community Legal Aid E3
20 Computer Centre/IT Services C5
21 Dillon Hall D3
22 Dramatic Art Centre E3
23 Education D5
24 Education Gym D5
25 Electa Hall B4
26 Energy Conversion Centre D4
27 Erie Hall E4/F4
28 Essex Hall E3/F3
29 Faculty Association (Kerr House) D5
30 Forge Fitness Centre J4
31 Great Lakes Institute for Environmental Research . . E5
32 Grad House E5
33 Health Education Centre D5/E5
34 Human Kinetics J4
35 Office of Human Rights, Equity and Accessibility . . . I2
36 Lambton Tower E4

37 Laurier Hall E3
38 Law C4
39 LeBel/Visual Arts J2/K2
40 Leddy Library Main C4
41 Leddy Library West C3/C4
42 Macdonald Hall E2/E3
43 Maintenance Services I4
44 Medical Education Building/Schulich School of Medicine & Dentistry . . D3/D4
45 Memorial Hall E5
46 Music F4
47 Odette School of Business E5/F5
48 Odette House – Entrepreneurial Services C5
49 Psychological Services Centre D5
50 St. Denis Athletic & Community Centre J4/K4
51 Stadium J3/K3
52 Union House I5
53 Union Hall E2/E3
54 Vanier Hall E2/E3

Accessible washrooms:
♿ Men's washroom or stall   ♿ Women's washroom or stall   ♿ Universal washroom   B/1 — Floor number(s)   B – Basement

Campus Services
Bookstore – CAW Student Centre, Basement D3
Career Services – Dillon Hall ground floor D3
Cashiers – Chrysler Hall North, 1st floor D4
Educational Development Centre – Dillon Hall D3
Liaison and Student Recruitment (Campus Tours) – Odette School of Business, 2nd floor E5/F5
International Student Centre – Laurier Hall, 2nd floor . . E3
Registrar's Office – Chrysler Hall North, 1st floor D4
Student Awards and Financial Aid – Education, 1st floor . D5
Student Disability Services – Dillon Hall, ground floor . . D3
Student Health Services – CAW Student Centre, 2nd floor . D3