Registration now open for CTL fall sessions

Check the CTL events page for a complete list of sessions and descriptions:
https://www.ualberta.ca/centre-for-teaching-and-learning/events

or subscribe to our events listserv
http://www.mailman.srv.ualberta.ca/mailman/listinfo/ctl-events

**Don't enrage, engage: Avoiding obstacles
when creating learning materials**
Graeme Pate, CTL Educational Developer
September 17, 2019 (12:00 PM - 1:30 PM)
Webinar

CTL Lunch and Learn: Gamification for learning
Jessica Ley, Instructional Designer, Faculty of Nursing
October 9, 2019 (12:00 PM - 12:50 PM)
Cameron Library 5-02D

**Book Club: Unsettling the settler within
(Decolonizing your teaching practice)**
Jennifer Ward, CTL Educational Developer
October 17, 2019 (1:30 PM - 3:00 PM)
Cameron Library Basement B-12
offered again on
November 14, 2019 (1:30 PM - 3:00 PM)
Webinar

Student response systems
Graeme Pate, CTL Educational Developer
October 25, 2019 (12:00 PM - 1:30 PM)
Cameron Library Basement B-12

Teaching Lab: Asking good questions in class
Cosette Lemelin, CTL Educational Developer
November 13, 2019 1:00 PM - 2:00 PM
Cameron Library Basement B-12

**Learning and teaching through podcasting:
Examining the academic efficacy**
Graeme Pate, CTL Educational Developer
December 3, 2019 12:00 PM - 1:00 PM
Webinar

TEACHING INSTITUTE
BEYOND SURVIVING
TO THRIVING
AUG 19, 21 & 22, 2019
EDMONTON CLINIC HEALTH ACADEMY (ECHA)

Questions? Contact us:

**Centre for Teaching and Learning
5-02 Cameron Library, University of Alberta**

**Phone: (780) 492-2826
Email: ctl@ualberta.ca**

ctl.ualberta.ca

UNIVERSITY OF ALBERTA
CENTRE FOR TEACHING AND LEARNING

Monday, August 19

- appropriate for new instructors;
- appropriate for experienced instructors;
- appropriate for new & experienced instructors.

9:30 - 10:15 Welcome	Room
Opening remarks David H. Turpin, President and Vice-Chancellor	ECHA L1-190
Treaty acknowledgement and opening prayer Jennifer Ward, CTL Educational Developer and Elder Gilman Cardinal	
Welcome and introduction of keynote: Janice Miller-Young, Academic Director, Centre for Teaching and Learning	

10:15 - 12:00 Keynote	Room
● **Recognizing and rewarding excellent teaching: yes it's hard and yes it can be done** Denise Chalmers, Professor Emeritus, University of Western Australia	ECHA L1-190

13:00 - 16:00 Special Presentation	Room
● **The effective, happy, successful academic** Bailey Sousa & Alex Clark, University of Alberta	ECHA L1-190

Tuesday, August 20 (9:00 am - 3:30 pm) Faculty and Staff Orientation Event offered by Human Resource Services, Lister Conference Centre

Wednesday, August 21

9:30 - 10:30 Concurrent sessions	Room

● **Library services for new faculty: Libraries, your new best friend!** — ECHA L1-140
Janice Kung, Libraries

The University of Alberta Libraries would like to welcome you! Help make the most of your and your students' research time! This session will introduce you to the UAL's collections, teaching and research support services, website, as well as useful tips and tricks to get you on your way.

● **Building your teaching portfolio starting now!** — ECHA L1-150
Janice Miller-Young, Centre for Teaching and Learning

Stephen Brookfield writes in *Becoming a Critically Reflective Teacher* that there are four lenses instructors need to consider while developing their teaching: personal experience, colleagues' perspectives, theory, and students' learning experience. In this workshop we will discuss these as well as possible formats and forms of evidence you can include in your portfolio in order to demonstrate your beliefs, strengths, accomplishments, and growth as an instructor. Participants will leave with an outline, as well as short- and long-term plans for building their teaching portfolio.

● **Redefining student success (and wellness)** — ECHA L1-420
Robyn Wilson, Student Services

The University structure is inherently stressful. A demanding workload, pressure to succeed, and increased competition for coveted opportunities can leave students feeling overwhelmed and isolated. Professors are often the face of the University for students and, as such, bear the brunt of their stress. By redefining what student success looks like, we can work to reduce some common stressors for students and make the classroom a more enjoyable place for all.

10:45 - 11:45 Concurrent sessions	Room

● **Navigating the UofA assessment policies** — ECHA L1-140
Ellen Watson, Centre for Teaching and Learning

Assessment at the University of Alberta is primarily guided by two documents: (1) the Assessment and Grading Policy of the University of Alberta policies and procedures (UAPPOL), and (2) the University of Alberta Calendar. In this session, Ellen Watson will explain the main points of these assessment policies and procedures required by the University of Alberta when grading students and discuss how these may apply to your upcoming courses.

● **The ripple effect: When you start to share teaching experiences...** — ECHA L1-150
Mélanie Méthot, Augustana

Associate Professor Mélanie Méthot (Augustana) will present what happened (and continues to happen) when one shares teaching experiences in formal and informal venues. Participants should come out of the session with concrete ideas to impact their students, their peers and administration.

● **Creating quality multiple-choice exams: The good, the bad and the ugly** — ECHA L1-420
Cheryl Poth, Centre for Teaching and Learning

As you get ready for the coming semester, have you thought about how multiple choice exams could be used to improve your teaching AND assess student learning? Come and learn about the distinguishing features of quality multiple choice items and how you can better prepare students for successful outcomes.

13:00 - 14:00 Concurrent sessions	Room

● **Classroom management** — ECHA L1-140
Cosette Lemelin, Centre for Teaching and Learning

Setting and maintaining boundaries with your students is an important part of teaching. This interactive and practice session will address:
1. What kinds of disruptive and uncivil behaviours can occur in university courses? Why do these behaviours occur?
2. How does the instructor balance being an authority and establishing rapport with adult learners?
3. How do we prevent, dissipate, and manage student disruptions and incivilities quickly and effectively so we can make teaching and learning the focus?

● **Enrich your course using technology: A low-barrier guide for technophobes** — ECHA L1-150
Graeme Pate, Centre for Teaching and Learning

This session will showcase a number of easy-to-use technologies which are easy to implement into your courses. Graeme will discuss effective teaching pedagogies and strategies for implementing these technologies quickly and easily, with the minimum of fuss, and which will encourage students to engage more effectively in their learning.

● **Indigenizing and decolonizing your course** — ECHA L1-420
Jennifer Ward, Centre for Teaching and Learning

Come and join Jennifer Ward, Educational Developer, CTL as we explore ideas, concepts, and strategies for Indigenizing and decolonizing your course(s). We will also unpack an article that uses Indigenous pedagogies and reflect on how we can use these pedagogies in our classrooms. Supporting materials, resources, and examples will be provided.

Wednesday, August 21

● appropriate for new instructors;
● appropriate for experienced instructors;
● appropriate for new & experienced instructors.

14:15 - 15:15 Concurrent sessions	**Room**

● **Free and open teaching materials: When, why, and how** — ECHA L1-140
Krysta McNutt, Centre for Teaching and Learning

In this session, we will explore OER (open educational resources) and the ways instructors are leveraging and/or creating openly licensed materials to create authentic assignments, engage students as partners, or to customize their course materials in a way that best suits their teaching. In addition, we will share examples of last years' OER Awards projects and information for those interested in the next round of applications.

● **Scholarly and evidence-based teaching: The risks and rewards** — ECHA L1-150
Neil Haave, Centre for Teaching and Learning

In this session, Associate Director Neil Haave will discuss the benefits of considering the pedagogical literature when designing our learning environments. We will also consider how to respond when our best efforts are resisted by students.

● **Introduction to eClass (the basics)** — ECHA L1-250
Josh Westlake & Rishi Jaipaul, Centre for Teaching and Learning

Learn about the University of Alberta's learning management system, eClass! Using eClass effectively will make the lives of you and your students easier. Walk out with a clear understanding of how to set up your course, take in assignments and quizzes, utilize the gradebook, and many more valuable resources that eClass can provide you with.

Thursday, August 22

9:30 - 10:30 Concurrent sessions	**Room**

● **Graduate student mentoring** — ECHA L1-140
Victoria Ruetalo, Graduate Studies & Research

What makes a good graduate mentor? Victoria Ruétalo (Associate Dean, FGSR) will lead a session to help supervisors reflect on and navigate their new role as graduate mentors. She will cover topics such as your responsibility as a supervisor, tips for good mentorship relationships, creating a supportive environment, and dealing with conflict.

● **Better writing through AI: Online writing tools** — ECHA L1-150
Roger Graves, Centre for Teaching and Learning

Dr. Roger Graves, Director of the Writing Across the Curriculum program, will provide an overview of online writing tools and how they can improve student (and faculty!) writing outcomes. We'll consider the sub-components of "writing skill" and then map the various software applications currently available onto those components to identify which applications can help and what areas we need to use human power to develop.

● **eClass question and answer (for those who use eClass beyond the basics)** — ECHA L1-250
Josh Westlake & Rishi Jaipaul, Centre for Teaching and Learning

An open session designed to allow instructors to have their own specific questions concerning eClass answered. Some topics that may be of interest include setting up quizzes and question banks, grading assignments through eClass, advanced use of the gradebook, etc. We look forward to answering your questions!

10:45 - 11:45 Concurrent sessions	**Room**

● **What to expect in your first year of teaching** — ECHA L1-140
Cosette Lemelin, Centre for Teaching and Learning

The good news is that more is known about university teaching and learning than at any time in history. New university instructors (both tenure track and contract) tend to approach their first year of university teaching in many of the same ways. To learn more about what commonly works (and what doesn't tend to work) as a new instructor, join us at this session. Interested in learning more about today's university students and how they frequently approach undergraduate studies? The second part of this session shares ideas and trends from current research on the expectations of university students.

● **Dynamic and effective teaching using applied improvisation** — ECHA L1-150
Paul Johnson, Augustana

This session is focused on applying improvisation to the traditional delivery of course materials in the university classroom -- working to solve problems in teaching, regardless of the discipline or style of delivery. Areas of exploration will include: 1) methods to foster connections in the classroom, leading to more effective communication; 2) ways to ensure full involvement by the whole group, yielding a more present and direct learning experience; 3) understanding the power of story and empathy as an ongoing approach to making the subject matter relevant and enduring.

● **Summer library refresher for the well-seasoned faculty** — ECHA L1-420
Patti Sherbaniuk, Libraries

The University of Alberta Libraries are here to support you and your students throughout the upcoming academic year! During this session you will be offered a refresher to seasoned faculty members on the UAL's teaching and research support services, and website. New online resources and collections will be featured as well as useful tips and tricks.

13:00 - 14:00 Concurrent sessions	**Room**

● **Teaching and tenure panel** — ECHA 1-190 (Main Floor)

Susanne Luhmann, Arts; James Kariuki, Augustana; Nathalie Kermoal, Native Studies & Alex Brown, Science
It is important for faculty to understand the expectations of faculty by the Faculty Evaluation Committee (also known as FEC) which can vary from department to department. Panellists will address how FECs view teaching when it comes time to evaluate applications for tenure. Each of our panellists has experience being a member of their respective FEC and will discuss how they understand the relationship between tenure and teaching at the University of Alberta.

14:30 - 15:15 Concurrent sessions	**Room**

● **Tour of facilities** — Cameron Library

Digital Scholarship Centre (Cameron Library 2-10),
Interactive Classroom (Cameron Library Basement B-12) and
Centre for Teaching and Learning (Cameron Library 5-02)

KEYNOTE: Denise Chalmers, Professor Emeritus, University of Western Australia

Recognizing and rewarding excellent teaching: yes it's hard and yes it can be done

Universities continue to struggle with recognising and rewarding excellent teaching, despite over 30 years of exhortations that we should. All universities want their students to have a successful and positive learning experience. Fewer universities consider that rewarding and recognising teaching is critical to achieving this. But how and what to recognise and reward is just as critical. What is excellent teaching and how can universities build a culture to achieve and sustain it?

There is a growing focus on the quality of higher education teaching. There are questions from governments about the quality of teaching in universities and a desire to identify indicators of quality and excellence. Universities recognise they need to reward excellent teaching better but continue to struggle in identifying how to achieve it. In Australia, as elsewhere, universities have been working towards clarifying their criteria and expectations as to what constitutes excellent teaching, as well as clarifying their research and service expectations and criteria. They are reviewing their policies and practices to enable their teachers to access development and support to build quality practices and to provide a pathway for teachers to be rewarded through promotion, with a number of universities now promoting their excellent teachers to professor level.

This presentation will provide an overview of the work that is taking place in Australia on defining criteria and standards for excellence in teaching, research and service, and with the goal of making an impact on students' learning and engagement. However, these on their own are not sufficient to achieve lasting change if they are not embedded into institutional systems and processes and monitored using powerful indicators of impact. Strategic academic leadership at different levels within the university is required if a whole-of-institution culture change is to be achieved.

Related Resources
Chalmers, D. *Recognising and rewarding teaching: Australian teaching criteria and standards and expert peer review*
http://recognisinguniteaching.edu.au
http://uniteachingcriteria.edu.au

Chalmers D., & Hunt, L. (2016). Evaluating teaching. *HERSDA Review of Higher Education,* 3, p 25-55. http://herdsa.org.au/herdsa-review-higher-education-vol-3/25-55

Chalmers, D., & Tucker, B (2018). A national strategy for teaching excellence – one university at a time (Chapter 7) In Broughan, C., Steventon, G., & Clouder, L (Eds) *Global Perspectives on Teaching Excellence: A new era for Higher Education. London:* Taylor and Francis Books.

Denise Chalmers
Denise Chalmers, Professor Emeritus in the field of higher education teaching and learning at the University of Western Australia, was awarded an OLT National Senior Teaching Fellowship on recognising and rewarding university teaching in 2015 and an Australian Award for University Teaching: Citation for Outstanding Contributions to Student Learning in 2014. In 2017 she was awarded Life membership by HERDSA.

She has over 25 years demonstrated leadership in higher education, leading two university Centres of Teaching and Learning as Director and was a Foundation Director of the Carrick Institute (later ALTC) with responsibility for Awards, Fellowships and International Links. She has served as President and then as Vice President of the Council of Australian Directors of Academic Development (CADAD) 2008-2014. She is President of the Higher Education Research and Development Society of Australasia (HERDSA). She has initiated and led several institutional, national and international initiatives and projects including developing and embedding teaching quality criteria and indicators and promoting the use of teaching and learning performance indicators to guide decision making and resource allocation.

http://denisechalmers.com.au

SPECIAL PRESENTATION: Alex Clark and Bailey Sousa, University of Alberta

The Effective, Successful, Happy Academic: Key approaches, tools, and resources

The demands on academic settings and those working in them continue to rise. Publishing, funding, engagement, and mentorship - social media, mass media, leadership, and teaching - the demands on academics increase, diversify, and evolve. Concurrently: jobs, resources, and institutional / research funding are becoming more scarce. More needs to be done better with less and by fewer academics.

In this interactive workshop, engage with and harness the best and latest thinking, research, and approaches to help support you and your workplace be effective in the new realities of the modern academic workplace. Consider how you can meet the diverse demands of the changing academic workplace and take your career, research, and teaching to the next level amidst this complex and demanding context. Develop and consolidate your knowledge, skills, and strategies to meet the challenge of becoming, being and staying effective, successful, and happy.

Alex Clark and Bailey Sousa
Alex Clark and Bailey Sousa, founders of The Effective, Successful, Happy Academic, share a passion for effectiveness, teamwork, and aspiration in work and workplaces. Drawing on their work on professional and work skills, they have led hundreds of interdisciplinary workshops worldwide on research, leadership, personal effectiveness, writing, and academic work - and have been featured in the Guardian, Times Higher Education, and numerous professional journals. Alex, a health services researcher by background, is Professor and Associate Vice President (Research) at the University of Alberta, and is a World Economic Forum Young Global Leader / Young Scientist. Bailey is the Director of the Peter Lougheed Leadership College at the University of Alberta - a lifelong entrepreneur, she was recognized as Edmonton's Avenue Magazine's 'Top 40 Under 40' in 2015 for her contribution in her work and to her city.

http://effectiveacademic.ca