



Catalyst

CONNECTING with YOU!
Issue 29, October, 2011

College Teaching Certificate & JumpStart Model

By Chris Hinton, Director

It is difficult for someone who is hired out of industry to become a faculty member. Not only do they have to remain proficient in their field of expertise but they are now expected to become an educator. This is a whole new field of learning and will take time, experience, and effort on the part of the faculty member to become proficient. If the new faculty member isn't supported to develop and grow their skill set then this affects their job satisfaction and stress level and also can be the source of student dissatisfaction.

It is with this in mind that Durham has continually reviewed and revised the orientation and support activities for new faculty. The expectations of what types of professional development they will begin once hired has increased and become more focused over the years. Unfortunately, while there are some good choices for learning about education, there has not been that much that was college specific.

Starting this year we have addressed this need by developing a series of five courses that comprise a Durham College, College Teaching Certificate. (Upon the Board of Governor's approval). The first three of these courses are mandatory for new faculty to take and pass in their first year. We believe so strongly about investing in quality that these faculty are given explicit time in the week to attend classes and they are charged no tuition. After the first three they have the option of taking two more additional courses to qualify for the Certificate.

The first three courses are **Teaching Methodologies, Curriculum Design and Development and Assessment and Evaluation**. The two optional courses are **Diversity in Teaching and Learning and Professionalism and Scholarly Practice**.

This is a huge step forward and one that will benefit both faculty and students. The courses will be hybrid and model our teaching philosophy of student engagement through active and collaborative learning and the recognition of different learning styles. They will be rigorous and challenging but will also foster a powerful community of learners.

The principles of Universal Design for Learning will be embedded in the curriculum and will become the norm in instructional design.

We are utilizing a model of learning based on Kolb's learning styles that supports active learning and is equally effective in face-to-face and online instruction. We call it the JumpStart model and it was developed by Ruth Rodgers, Durham's Teaching & Learning Specialist. This model provides a solid structure that supports breaking the learning into units and varying the learning modes to suit a broad base of learning styles.

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Our commitment to the JumpStart model is such that we teach it to all part-time faculty in a weekend session prior to the start of classes.

This spring we developed and delivered an Online Institute for those faculty who were developing an online or hybrid course. The model we followed was the JumpStart one. With the support of the Academic Leadership Team we expect to continue delivering the Online Institute to faculty new to the online world.

We have raised the bar on expectations for faculty teaching skills but we continue to put the supports in place to assist them in developing their skills. All of this activity reflects our commitment to the *Durham College Faculty Teaching Skills and Abilities* and our desire to help faculty develop these skills and abilities throughout their career.

A Durham College faculty member strives to:

Design curriculum:

- Craft course learning outcomes that support and reflect the related program learning outcomes.
- Design teaching and evaluation methods that support the achievement of course learning outcomes.

Respect and accommodate the different learning styles of the learners:

- Incorporate a variety of teaching and learning strategies into the course delivery designed to meet the needs of the learners.
- Appreciate and accommodate diversity in all its forms.
- Use Universal Design for Learning strategies to support the course learning outcomes.

Engage and motivate learners in active and collaborative learning:

- Actively encourage learners to solve problems, answer questions, discuss, explain, or brainstorm.
 - Engage learners in team work designed to ensure positive collaboration and individual accountability.
 - Foster effective and timely communication.
- ### Incorporate effective assessment strategies:
- Provide timely feedback on progressive mastery of course content.
 - Implement appropriate assessment strategies to determine the learner's ability to achieve the stated course learning outcomes.

Use technology in teaching and learning:

- Provide course material online encouraging the learner to fully prepare in advance for an instructional session.
- Guide learners to relevant online resources.
- Enhance communication between the learner and the professor as well as between learners through the use of synchronous and/or asynchronous tools.
- Use appropriate technological tools that support the learning environment and engage learners in active learning.

Engage in reflective practice and ongoing faculty development opportunities:

- Engage in scholarly teaching, by reflecting on his/her teaching practice and by seeking continuous improvement.
- Seek solutions to professional challenges such as classroom management issues, teaching large classes, disruptive behaviours, plagiarism and more.
- Share successes with colleagues in order to build an ongoing collaborative learning environment.
- Remain current in his/her field of knowledge and in the field of education.
- Engage in the scholarship of teaching and learning through formal action research, including the dissemination of results to the educational community.

JumpStart Your Teaching!

By Ruth Rodgers, Teaching & Learning Specialist

Many of those reading this have been exposed to the “JumpStart” model of unit/lesson planning during a weekend contract teacher training session, in the online course development institute last spring, in an ALT meeting, or in a continuing education class. For those who haven’t, here’s a brief overview of the model, which is being recommended by Durham College for the following reasons:

1. It organizes the learning experience into a cycle that addresses the variety of student learning styles.
2. It ensures the integration of active learning approaches, thus providing students with ample time to practice new knowledge and skills.
3. It is structured and sequential, and builds in repetition, all of which are characteristic of a Universal Design for Learning approach—which addresses the diversity of learning needs among our student population.
4. It ensures that classes include variety and appropriate pacing, thus attracting students to attend.

The JumpStart model is built upon Kolb’s learning styles model, but you don’t have to be familiar with Kolb to use it. If you are interested in how the model is related to Kolb, please contact Ruth Rodgers for more details.

In this model, each *unit of study* (related to one topic; could be one class or many) is delivered using the following sequence:

Connection Activity: Designed to provide an overview and a motivation for learning; one Connection Activity per unit.

Content Activities: Designed to deliver small “chunks” of content in a variety of ways (lectures, readings, field trips, multimedia), and alternated with Practice Activities; many Content Activities per unit of study.

Practice Activities: Occur immediately after each Content Activity, and are designed to provide hands-on practice with the knowledge or skill just delivered (case studies, clicker quizzes, buzz groups, application exercises); as many Practice Activities as there are Content Activities in the unit.

Summary Activity: At the close of the unit, an activity designed to synthesize all the parts of the unit of study before students are graded (mock quizzes, co-creation of grading rubrics, co-creation of study guides); one Summary Activity per unit of study.

Here’s how it works:

Step 1: Introduce the unit with a CONNECTION activity designed to pique curiosity and review what students already know about the topic.

Step 2: Break the unit into manageable chunks of content, and for each “chunk”, design and deliver.

- A CONTENT activity wherein the actual content is delivered to the students (short lecture, reading, multimedia, field trip, demo).
- A PRACTICE activity wherein students get an opportunity to individually (or in groups). DO something with the material just presented (application exercises, case studies, mock quiz questions, hands-on practice).

Step 3: Once all the pieces of content for the unit (which could be a single class or a multi-class series) have been delivered and practiced, put the learning back together through the use of a SUMMARY activity, wherein the students have an opportunity to review the key ideas of the unit and gauge their readiness to be evaluated through a non-graded activity (mock test, co-creation of grading rubric, group analysis of sample assignments, etc.)

You might like to try out this approach! We have posted a PowerPoint presentation and a blank unit planning template to the C.A.F.E. Web site (<http://enrichment.durhamcollege.ca/>) under the Teaching & Learning section, and I would be happy to meet with you to answer any questions you may have about its use.

Marking in Communications: Paperless is Possible! By Kathleen Stewart, Faculty, School of Justice & Emergency Services

You never know what is going to happen when a computer literate, WebCT loving friend invites you for a coffee. Somehow, that invitation turned into an experiment in electronic marking in the winter 2011 semester (perhaps there was something in the coffee). The experiment resulted in more benefits than I could have anticipated.

I had three hurdles to overcome. The first was my general distrust and dislike of most things involving technology. The second was my lack of knowledge with respect to the WebCT Assignment tool. The final hurdle was figuring out how to mark up assignments with the usual proofreading marks that are part of every communication teacher’s life. To get over hurdles one and two, I attached myself to my computer literate, WebCT loving friend. If I was going to plunge headlong into this experiment, I was taking the instigator with me.

Having a mentor who really knew his way around the technology was critical to me persevering. I knew that I would bail on the experiment if I encountered a problem that could not be dealt with quickly and easily. I used the WebCT Assignment tool to facilitate the collection and return of assignments and only experienced minor issues, most of which were related to me moving too quickly through the assignment creation process and being a newbie. My mentor helped me handle the few minor technical problems that came up.

The final hurdle was more of a speed bump. I tapped into the expertise of the C.A.F.E. staff and within a few hours of making the inquiry, I had a link to a product site for the Bamboo Pen & Touch and a YouTube video demonstrating how the product worked. Within hours of that, I had the gadget in my hands after a quick trip to the store. It took a little bit of practice to develop the hand-eye coordination required, but for my purposes, the tool worked very well. I used it exclusively for making proofreading marks and used the ‘review comment’ feature in Word to make longer comments relating to content and style issues. I surveyed first, second, and third year students who were part of my experiment and their responses speak volumes.

- Over 75 percent preferred electronic submission.
- Over 90 percent found assignment submission and accessing graded assignments easy and recommended that I continue to use this process.
- Students cited convenience as the biggest benefit but also noted that they were more likely to use the feedback and make corrections because it was easier to do so.
- They found comments much easier to read.

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For me, the benefits were equally obvious:

- Virtually eliminated excuses (printer had no ink, no print credits left, no computers to use, etc.)
- Electronically stamped submissions noting late and missed submissions.
- Increased traffic in WebCT where I post materials, make announcements and send e-mail.
- No volumes of paper to collect and haul back and forth every day - saved 1960 pieces of paper (not to mention the toner).

The magical tool to reduce time spent marking does not exist anymore than the magic diet pill exists. However, using technology increased the volume and quality of feedback I was able to provide students in the same amount of time and had unanticipated benefits for the students and for me.

Electronic Marking - Tip Sheet By Kathleen Stewart, Faculty, School of Justice & Emergency Services

- Secure a 'life line' so you can 'phone a friend' for help.
- Be clear with your students about why you are moving to this method of submission, what your goals are for the process, and how that will be assessed.
- Have both written and visual instructions for students to access and keep them as simple and clear as possible.
- Review frequently at the beginning of the process and before you have them submit their first assignment.
- Start with something small such as an in-process activity so students can 'practice' the submission process and you can practice managing the assignments.
- HAVE A PLAN B! There has to be a reasonably easy alternative in the event technical issues arise with your chosen platform for submission.
- Persist with students who play the 'I can't figure it out' card.
- Check in with your students after the first few submissions to see if your goals are being met.
- Be sure to continue to 'take up' assignments in class - it's easy to forget about the assignments when everything is being done electronically.
- You may want to remind students about upcoming submissions deadlines - it's easy for them to forget when everything is being done electronically.



Flipping the Classroom

By Ruth Rodgers, Teaching & Learning Specialist

I have been thinking about how illogical the usual approach to the balance between face-to-face (f2f) and online content has been. Essentially, the traditional approach is to deliver lectures during the class time, and have students do interactive exercises online as homework. This is illogical for a variety of reasons:

- F2f time is when you have students together, so having them all sit silently listening to the teacher is a waste of potential interactivity.
- F2f time is when you (the teacher) are available to answer questions, provide examples, explain a concept in different ways for different learners—but if the time is spent delivering the content for the first time, students don't yet know what they are going to struggle with, and haven't formulated their questions by testing their understanding.
- Online, a student can re-play a lecture or re-read a document, or view a learning object as many times as needed, at their own pace, and when they have the time and attention to devote to it; in class, of course, it's a one-shot deal—as the radio ad for Bay-Bloor Radio says "if ya miss it, ya miss it!"

As a result of these realizations, I have become intrigued by a concept known as the "inverted" or "flipped" classroom. The idea is that, instead of using up your f2f time in content delivery, you design objects and exercises that the students complete online PRIOR to class; then, the class time is completely about troubleshooting, application exercises, interactivity—all of which provide formative feedback on mastery for the students.

Ok, I hear your objection, "My students just won't do the work before class! I can't even get them to do the readings now!" I get that, but I am also aware that we often don't provide much motivation. Inevitably, we assume that students haven't done the readings, and we end up delivering the content in class after all (right? c'mon, be honest). In the end, we train the students not to bother.

So, how to make it a **real** requirement? This is the first question I pondered as I took the leap into creating a "flipped" version of my Intro to Psych class for this fall. The structure is this: the students (about 75 of them) are assigned two hours online, and one hour of tutorial with a subgroup of about 25 students. I will still teach three hours, but it will be with three smaller group tutorials focussed only on the kind of intensely interactive exercises mentioned above—no big lecture session. The advantages, from a College perspective, are as follows:

- Cost-neutral (prof is still assigned the same number of hours and students).
- Allows tutorial classes to be scheduled into smaller rooms, freeing up scarce large lecture halls.

The advantages to the students, suggested above, are as follows:

- Availability of content online allows for anytime, anywhere access and repeated exposure as needed.
- Smaller group tutorials allow for better access to the teacher, plus more opportunities for formative feedback on their own mastery of the content.
- Fewer in-class hours on their schedule provides more flexibility in their lives and work.

Now back to that challenge: how to make sure the students actually review the content before their tutorials? Well, there's no absolutely fail-safe way to do it, of course, but here's what I'm going to try:

Each student must complete two assignments (in addition to three unit tests) in this course. I've written in previous articles about my

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approach of allowing the students to choose two assignments from six options (all equivalent in difficulty and grading weight). This year, the students will still get to choose one assignment, but the second one will be common: a learning journal (formerly one of the six options). This learning journal has templated entries for each week that ensure the student reviews the text and online content for the unit—it's like a worksheet that will require them to type out the important concepts in their own words, complete diagrams, fill in charts, etc. This journal will be the concrete proof that they have completed the content review each week, and it is their "ticket to class." The completed journal entries must be put in the online dropbox by midnight the day before their tutorial, and a hard copy brought to class so they have it on hand for the debriefing part of each tutorial session (the first 10 minutes will be spent reviewing the journal questions ONLY to discuss ones they had trouble answering—we won't take up all the answers!) The journal entries, collectively, will be worth 10 percent of the final grade. Each week I'll "check them off" and give participation marks to ensure they are completing them regularly, and twice in the term (midterm and near the end) I'll actually grade the journals for completeness and accuracy.

What will I do if students come to tutorial without their completed journal entries? Well, the first time I'll give a warning. The second time, I won't allow them into class. I'm hoping this does the trick—we shall see! And what if students work together to fill in the journal sheets? I'll warn them that this practice will reduce their individual learning, but I won't forbid it—some students learn best through conversation. If they are simply printing off another student's work without doing the work themselves—well, their lack of personal learning will show up on the tests, and I'll catch the cheating when I review the journals as a group, I expect. I'm not going to abandon a good approach just because some students will cheat—that's true no matter what we do!

The process of preparing for this experiment has been intensive: all summer I've been researching various online resources for my topics, creating the journal templates, and having our C.A.F.E. multimedia students create a variety of online exercises (crosswords, matching exercises, fill-in-the-blanks, etc.) to make the content review more engaging and interactive. I will post a brief Camtasia video plus some PowerPoint slides for each unit, but it will not be a full lecture—more an overview of the activities they'll complete in their content review, and an explanation of any really tricky concepts they might struggle with. This will be a hybrid course, but with all the content delivery being online, the prep has been the same as for a 100 percent online course. There's no doubt that it has taken lots of up-front time to prepare, but once it is done, other sections of the course can be run in this way with a lot less effort on the part of the teacher.

I'll report on my progress in future issues of Catalyst, but if you'd like to know more details about this approach, please give me a call—I'd be happy to share what I've learned so far!

Focus on ... Open Educational Resources (OER)

By Jordanne Christie, Learning Technologies Specialist

What are OER?

OER are digitized materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research. OER can include textbooks, course readings, and other learning content; simulations and games; syllabi, quizzes, and assessment tools; and virtually any other material that can be used for educational purposes. OER materials are generally released under a Creative Commons license and some materials may only be used in their original form; in other cases, the resources can be modified, remixed, and redistributed. The OER movement gained visibility in 2001 when the Massachusetts Institute of Technology (MIT) committed to making all of its course materials freely available. There are currently over 2500 open

access courses available from over 200 universities in China, France, Japan and the United States.

What is Required to Begin Using OER?

You can find OER using the following search engines:

<http://www.oercommons.org>; <http://www.oerrecommender.org>;
<http://www.ocwfinder.org>; <http://www.ocwconsortium.org>;
<http://wikieducator.org>

How Are OER Being Used by Other Educators?

An OER Commons survey of over 11,108 teachers and learners in 2008 revealed that:

- 59 percent use OER to expand knowledge or learn a new topic
- 36 percent use OER to stay current
- 35 percent use OER to get ideas for lessons or coursework
- 30 percent use OER to supplement lessons or coursework
- 28 percent use OER to improve teaching methods
- 19 percent use OER to connect with teachers or learners who have similar interests
- 10 percent have other reasons why they use OER
- 9 percent use OER to complete a class assignment

Want to Find Out More?

To find out more regarding OER, please visit the following web sites:

- **7 Things you should know About OER -**
<http://net.educause.edu/ir/library/pdf/ELI7061.pdf>
- **Creative Commons OER -**
<http://wiki.creativecommons.org/OER>
- **101 Open Educational Resources -**
<http://www.slideshare.net/zaid/101-open-educational-resources-presentation>
- **Introduction to Open Education Resources -**
<http://cnx.org/content/col10413/latest/>

Faculty Cyber Connections

Are you looking for an opportunity to learn and to share teaching tips and strategies with colleagues who work at other colleges? Do you want to learn without having to leave the comfort of your own home or desk? Then Faculty Cyber Connections may be for you.

Faculty Cyber Connections is a successful online faculty development program which has been running within the Eastern Region Colleges for the past six years. This academic year, we are offering nine modules which can each be completed in 6 to 8 hours over a four week time period. These modules will be delivered through Fleming College's MyCourses online learning management system (WebCT). The modules are designed so that you can work on them over the four-week time period when it is convenient for you. There is no cost for you to participate.

The following modules will be offered from November 1 - 26, 2011.

- Making the Most of Group Work
- Universal Design for Learning

For descriptions of these modules as well as the modules that will be offered in the winter 2012 and spring 2012 semesters, please visit <http://fcc.flemingclt.ca/index.htm>.

Note: A short orientation period will be offered before the start of each module for those who would like to familiarize themselves with the learning environment one week prior to the start of the modules.

For additional information or if you wish to participate in the Faculty Cyber Connections program, please contact Janice MacMillan, Manager, Faculty Development by e-mail at Janice.Macmillan@durhamcollege.

Reflections: Close Encounters of Ani Kind

REFLECTIONS: CLOSE ENCOUNTERS OF ANI KIND

By Ani Abdalyan, Faculty, School of Business, IT & Management

I was delighted when I was invited to join Durham College as faculty. My immediate question to myself was how to facilitate the students' college age development? How was I going to effectively respond to learners in my business law class who would be asking, "What's law got to do with it"?

- 1. Icebreakers** - I used short and relevant icebreakers dealing with ethics, wisdom and truth as warm up exercises, to build trust. The exercise emphasized living honestly, and bringing integrity, justice and wisdom into our lives. The icebreakers were lead-ins, eliminating some of the barriers to learning. They paved the way for the main discussions on various aspects of business law.
- 2. Classroom Presence** - Student-faculty interactions can greatly enhance the learning environment and create a classroom presence. We established expectations up front. I came to know my students and my students came to know me. I learned about the students, including their names and personalities. If a student struggled with language, I stepped in to help as I knew that cognition was not occurring.
- 3. Diversity** - To accommodate different learning styles and learning levels, I embraced diversity. I asked what the students were looking for and incorporated new teaching techniques. For a change of pace, we discussed poetry on classic legal cases to reinforce the discussions.
- 4. Assessment Tool** - For classroom assessment and instructional improvement, I used the One Minute Paper, an assessment tool to facilitate student participation and active learning. Periodically, I asked members of the class to respond anonymously, during a brief period, to "What was the most important thing you learned today" and "what things still remain unclear." I then summarized the responses and shared same with the class. The exercise revealed to learners the variety as well as the commonality of responses.
- 5. Technology** - I relied on technology to create a welcoming environment. Learning management systems are a new platform for learning, providing equal access to all. They also dovetail with the ongoing technological developments of learners, facilitate discussion and create student-centered learning. I also provided information on numerous legal and law related web sites.
- 6. Student Engagement** - To enhance student engagement, I used small and large group discussions to develop social skills. The students paired up and shared thoughts.
- 7. Self-Reflection Exercise** - By way of assignment, I used the Learning Journal to help learners take ownership so as to create and improve their own learning. Learning is a complex process that entails various levels of reflection. The learners picked their own topics for reflection and journal writing so as to enhance their own development and career paths.
- 8. Rubric and Self-Assessment** - To communicate expectations of quality as well as to facilitate self-assessment, I shared with the students a rubric which incorporated employability aspects. Rubrics eliminate subjectivity and facilitate the coding and banking of comments in a score sheet.
- 9. Supportive Feedback** - I provided ongoing and supportive written feedback, including on assignments to support learning. The feedback was diagnostic and not evaluative. There were no stakes and it was risk-free self-reflection and writing. In addition, it gave learners evidence of the progress they were making. It facilitated their own self-assessment, buttressing their need for achievement. It also helped them understand the relevance and

utility of legal skills beyond mere tests and exams, extending into their future careers and indeed throughout their lives.

- 10. Enjoyment** - The key to motivating learners beyond the intrinsic motivation to achieve primarily hinges on internal attraction and enjoyment. In this regard, it was helpful to share stories and create an emotionally safe learning atmosphere. Generally speaking, I explored the takeaways from the learning in business law as the students would continue to progress through their lives and careers. The learners were able to regularly respond to "What's in it for me?" in studying business law.

A Student's Perspective By Matt Patton, Multimedia Student, School of Media, Art & Design

Working at the C.A.F.E. as a summer student was such a great experience. I was very fortunate to have found work in my field here, where I could express my creativity in projects provided. My fellow co-workers here at C.A.F.E. have been wonderful to work with. Everyone here is hardworking and down to earth.

Jamie Weir has been a great multimedia design supervisor; ensuring projects were completed with maximum creative detail for clients. I thoroughly enjoy working with Jamie on video projects whether production or post-production work. I enjoy filming educational videos for professors and editing them to their satisfaction. Animation has always been one of my interests as well, so working with programs such as Adobe Flash is great. Some of my favourite projects include the paramedic videos and faculty interview videos.

Overall I couldn't have pictured myself working anywhere else for the summer, but here. I've had plenty of fun this summer with my co-workers. It's been a joy to work here, and will be missed.



Robin Pereira

The Centre for Academic and Faculty Enrichment (C.A.F.E.) to display new artist's photographs!

Our featured artist this term is Robin Pereira, faculty, School of Media, Art & Design, now seconded to the Centre for Academic and Faculty Enrichment (C.A.F.E.) as an Educational Developer. Robin will be sharing his latest photographs with the college community from September through December, 2011. Come and admire Robin's gorgeous photographs from places close to home and far afield!

Proposals from other artists for future shows are welcomed. For additional information, please contact Ruth Rodgers.

Artist's Profile

I've had an interest in photography since my early teens. I enjoy photography because I enjoy technical things and taking pictures is, in my experience, a technical pursuit. I use Nikon equipment including a Nikon D80 DSLR, 18 – 200mm VR zoom, 10 – 24 mm wide-angle zoom, 60 mm macro lens and SD-600 flash. My spare time can easily be consumed with the technical details capturing pictures.

My photographic subjects vary and they're usually determined by my surroundings. I also look for details within the environment, like interesting light, patterns, colours or shapes. I get my inspiration from other great photographers and photographs and although I prefer "original" photographic works, I have started to experiment with digital image manipulation to enhance an image or focus the viewer's attention on some detail. From a creative perspective, I try to compose an image with consideration for its balance, line, frame, point of focus, light, etc. However, I think my best photographs just happen. **It's magic!**



Schedule of Events

Promoting Discussion: Face-to-Face and Online

Facilitated by Ruth Rodgers, Teaching & Learning Specialist / Jordanne Christie, Learning Technologies Specialist

Tuesday, October 18 - 1:00 p.m. to 2:00 p.m.

Effective discussions can provoke profound learning, yet they can be challenging to create and sustain. In this session, we will explore strategies for initiating discussions and keeping them lively. Questions considered will include: What are effective methods for starting discussion? What to do if a discussion starts to fall flat? How to manage students who dominate discussion? How to encourage students who do not join in the discussion? How to foster a discussion environment in which students feel free to share diverse viewpoints? Please feel free to bring your lunch.

Designing for Student Engagement: Face-to-Face and Online

Facilitated by Ruth Rodgers, Teaching & Learning Specialist / Jordanne Christie, Learning Technologies Specialist

Tuesday, November 15 - 1:00 p.m. to 2:00 p.m.

Join us for a one-hour session that will provide more than a dozen ideas for engaging your students in their learning. This session will focus on identifying active learning techniques for use in the face-to-face classroom, and will present ways to use these and other active learning techniques in an online environment.

Grading Forms and Groups

Facilitated by Jordanne Christie, Learning Technologies Specialist

Tuesday, October 4 - 2:00 p.m. to 3:00 p.m.

Thursday, October 6 - 11:00 a.m. to 12:00 p.m.

Ever wonder how to use a grading rubric in WebCT? Would you like to mark discussions or assignments using a standardized marking scheme and have the marks automatically inputted into grade book? Perhaps, you have group assignments to mark? Then we have some ideas for you. Come and discover the flexibility of creating groups and creating measurement rubrics for both the facilitator and students for peer review.

Extending the Collaborative Environment Using the WebCT Discussion Tool

Facilitated by Jordanne Christie, Learning Technologies Specialist

Tuesday, October 11 - 2:00 p.m. to 3:00 p.m.

Thursday, October 13 - 10:00 a.m. to 11:00 a.m.

As a means of furthering evolving the student's ability to converse and develop outside of the classroom setting, the Discussion tool offers a variety of functionality as an asynchronous collaborative tool for students and professors.

The tool offers threaded conversations, blogging and journaling as mediums for thoughtful exchange of ideas both inside and outside the classroom setting. Peer review and automatic mark submission of discussion threads adds to the functionality for educators as well.

If you would like to create an environment for thoughtful exchange of ideas between small or large groups, then this is the tool for you. Join us to see how you can move collaborative communication strategies forward in your classroom and beyond.

WebCT Vista Support @ Whitby Campus - Mon. Sept. 12 to Mon. Dec. 12 - 1 to 4 p.m. Rm. 2-15

Exporting Grades to Banner

Facilitated by Robin Pereira, Educational Developer

Tuesday, October 18 - 10:00 a.m. to 11:00 a.m.
Tuesday, October 18 - 2:00 p.m. to 3:00 p.m.
Wednesday, October 19 - 10:00 a.m. to 11:00 a.m.
Tuesday, December 13 - 10:00 a.m. to 11:00 a.m.
Tuesday, December 13 - 2:00 p.m. to 3:00 p.m.
Thursday, December 15 - 10:00 a.m. to 11:00 a.m.

This session will walk you through the process of submitting your mid-term and final grades to Banner, including how to change your column settings, how to create a backup of your files, and how to export your grades to the Banner system.

Creating and Evaluating Quizzes/Tests in WebCT Vista

Facilitated by Jordanne Christie, Learning Technologies Specialist

Tuesday, October 25 - 3:00 p.m. to 4:00 p.m.
Thursday, October 27 - 9:00 a.m. to 10:00 a.m.

Tired of marking by hand until 2 o'clock in the morning? Find yourself giving the same feedback over and over again? We can help. Have you considered offering your tests/quizzes in WebCT?

Membership has its privileges ... benefits are:

- Automatic marking.
- Paperless environment.
- Selective release to select groups or individuals.
- Randomization of questions.
- Use of test banks in WebCT.
- Portability of tests between sections or classes.

Creating Online Assessments with Respondus

Facilitated by Robin Pereira, Educational Developer

Tuesday, November 1 - 10:00 a.m. to 11:00 a.m.
Thursday, November 3 - 10:00 a.m. to 11:00 a.m.

Respondus is a Windows application that makes it easy to create, import and publish WebCT Assessments. With Respondus, you can import entire tests or question banks directly from text and Microsoft Word files, and publish them to any WebCT course. This can greatly save time for faculty using previous paper-based assessments. This session will provide an introduction to Respondus, and will demonstrate how to import questions from a text file, add questions within Responds, publish assessments to WebCT Vista, and retrieve tests from WebCT Vista.

Creating Interactive Presentations with Prezi

Facilitated by Jordanne Christie, Learning Technologies Specialist

Tuesday, November 1 - 2:00 p.m. to 3:00 p.m.
Thursday, November 3 - 2:00 p.m. to 3:00 p.m.

Prezi is a Flash-based presentation tool that allows users to create dynamic, interactive and engaging presentations. It is a great alternative to PowerPoint if are looking to offer a non-linear presentation which networks your concepts together and presents the big picture. This session will provide a hands-on introduction to Prezi and will offer participants the opportunity to experiment with the tool and create their own presentations.

Visit <http://prezi.com> for additional information.

Creating Flash-based Activities with StudyMate

Facilitated by Jordanne Christie, Learning Technologies Specialist

Tuesday, November 8 - 2:00 p.m. to 3:00 p.m.
Thursday, November 10 - 10:00 a.m. to 11:00 a.m.

Would your students benefit from interactive practice activities to help learn course content? StudyMate is a Windows-based authoring tool that makes it easy to create interactive Flash-based learning activities and games for your students. Formats include Fact cards, Pick-A-Letter, Fill in the Blank, Matching, Crosswords, and Glossaries. You can import items from Microsoft Word and publisher test banks, making it simple to create interesting, interactive activities from existing content. You can also publish activities directly to WebCT. This session will provide an introduction to StudyMate and will demonstrate how you can create Flash-based learning activities without any knowledge of Flash programming or HTML.

Turnitin.com

Facilitated by Robin Pereira, Educational Developer

Tuesday, November 15 - 2:00 p.m. to 3:00 p.m.
Thursday, November 17 - 10:00 a.m. to 11:00 a.m.

Durham College has purchased a licence with the plagiarism detection service Turnitin.com. This training session will cover the basics of setting up an assignment, submitting papers and analyzing the originality reports.

Extreme WebCT Makeover

Facilitated by Jordanne Christie, Learning Technologies Specialist

Tuesday, November 22 - 2:00 p.m. to 3:00 p.m.
Thursday, November 24 - 10:00 a.m. to 11:00 a.m.

In this session you will learn how to customize the look of your WebCT Vista course including layout, color, images, headers, footers, add custom links, icons, and more!

WebCT Gradebook

Facilitated by Robin Pereira, Educational Developer

Tuesday, November 29 - 2:00 p.m. to 3:00 p.m.
Thursday, December 1 - 10:00 a.m. to 11:00 a.m.

Are you tired of students constantly asking you for their grades? Would you like your students to be able to track their own progress and have immediate access to their grades? The Gradebook tool in WebCT Vista provides an easy, convenient and secure way for faculty to manage grades and distribute them to students.

In the first part of this session, participants will be introduced to the WebCT Gradebook and the process for adding columns, creating formulas, entering marks, and displaying marks to students will be demonstrated. In the second half of this session, participants will have the opportunity to set up their Gradebook to meet their individual needs. Please ensure you bring a copy of a current course outline with you to class.

Teaching & Learning Technology: One-on-One

Can't find time to attend a scheduled workshop? Well, here's the perfect solution. Take a workshop when YOU have the time. Just call the C.A.F.E. and make an appointment (Monday to Friday, 9:00 a.m. to 6:00 p.m.) to see one of our specialists who will provide one-on-one training to meet your needs. We can help you with WebCT as well as many other teaching and learning technologies to enhance your course.

About Us

The Centre for Academic and Faculty Enrichment (C.A.F.E.) provides teaching and learning expertise and support to all Durham College faculty. Our goal is to foster collaborative relationships with faculty to empower them to create richers learning environments, whether it is in the classroom or online. Promoting excellence in teaching and learning has a direct impact on the quality of the learning experienced by our students.

Our team of professionals provides:

- Leadership in teaching and learning, and teaching with technology.
- Encouragement and support for faculty to explore new strategies and methods.
- Active learning techniques.
- Research partnerships with faculty in the development of new learning units/packages/modules.
- New leaning technologies that are evaluated and promoted while recognizing the value of traditional techniques.

What we do:

Whether faculty members want to enhance their teaching skills, redesign a course, incorporate technology into their teaching or create a multimedia masterpiece, we can help take great ideas and turn them into reality.

The Centre provides a wide range of services to Durham College faculty, including:

- One-on-one consultations about any teaching- and learning-related issues, including pedagogical techniques, assessment strategies and course evaluation.
- Evaluation and piloting of technology to improve learning.
- Workshops, seminars and presentation on a variety of topics pertaining to teaching and learning.
- Facilitation of group discussions on issues and best practices relating to teaching, learning, and technology.
- Resources for faculty, including web site and Catalyst newsletter.
- Design and development of learning objects, simulations, and games.



Curriculum development:

- A highly-skilled curriculum team provides leadership and guidance in program review.
- We offer instructional design and curriculum development support for new academic courses and programs and the enhancement of existing ones.
- All full-time and part-time faculty members, sessional instructors, lectures and other professional teaching staff, whether they teach on-campus or online, are invited to participate in the pgorams, events, and services that are made available through the Centre for Academic and Faculty Enrichment (C.A.F.E.)

Research and innovation:

The Centre for Academic and Faculty Enrichment (C.A.F.E.) has partnered with college research teams to provide resources and support for various funded research projects. These projects not only benefit the educational environment, but also contribute to the scholarly knowledge produced in these particular fields.

How to contact us:

Web site: <http://enrichment.durhamcollege.ca>

E-mail: enrichment@durhamcollege.ca

Phone: 905.721.2000 x.2593

Fax: 905.721.3096

Visit our office in the Gordon Willey Building, Room SW101. Our hours of operation are 8:30 a.m. to 4:30 p.m., Monday to Friday. All training will be held in the Centre for Academic and Faculty Enrichment (C.A.F.E.) unless otherwise specified on our training registration web site at <http://treg.dc-uoit.ca>.

Faculty development opportunities:

Some sessions are subject to cancellation if a minimum quantity of three (3) participants is not reached. Any cancellations will be posted on the Professional Development Web site and participants who are currently enrolled in a session(s) will be notified by e-mail. Some sessions require the use of a laptop computer. If a participant does not own a laptop, one will be provided to them during class courtesy of the Centre for Academic and Faculty Enrichment (C.A.F.E.)

Newsletter Information:

Editor-in-Chief: Ruth Rodgers, Teaching & Learning Specialist

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