“All pedagogic action is, objectively, symbolic violence insofar as it is the imposition of a cultural arbitrary by an arbitrary power”

- Pierre Bourdieu and Jean-Claude Passeron, 1977: 5 -

My teaching has always been a way to express my commitment to social justice. I believe that teaching students about the dual process wherein society affects individual behaviour, which, in turn, in its totality affects society, can help them better understand the broader sociocultural forces that affect their individual lives. This understanding can serve as the basis for greater self-understanding: reflexivity, which reflexively, fosters student success. Allowing individuals to develop their potential is the best way I know of realizing a socially just world, while minimizing the symbolic violence all too often adhered in teaching and learning. Over forty years ago one of my favorite sociological authors, Peter L. Berger in his 1963, Invitation to Sociology: a Humanistic Perspective, offered what I think is still a poignant expression of sociology’s place in the modern North American mind-set: Berger (1963: 1) points out that unlike our “more favoured second cousins, the psychologists” we in sociology have by and large not done a good job of demonstrating our popular relevance for people’s lives. This is the major goal of my teaching of the discipline of sociology. I attempt to help students realize the relevance of the sociological perspective for their own lives. My desire is that they may use this as intellectual self-defense challenging the stupefying world of the taken-for-granted. My pedagogy, assignments, and evaluation criteria reflect this commitment to reflexivity through the realization of the task of the promise of the sociological imagination.

~ Christopher J. Fries, Sociology (Celebration of Teaching Draw Winner)
The Centre for the Advancement of Teaching and Learning invited all Instructors, Sessional Instructors and Faculty to enter our Annual Teaching Event - The Celebration of Teaching. They were asked to submit either a 250 word narrative or a 1 ½ minute video answering the following question: “In what way does your teaching foster student success?” A draw was held at our Annual Spring BBQ and Christopher J. Fries from Sociology won his choice of an iPad®, and iPad Mini® or a MicroSoft Surface®. In this issue you will find the submissions we received, all offering examples of fostering student success and what works for different teachers.

How would your entry look?
Watch our website and look for our poster announcing the next Celebration of Teaching entry date!
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This is my favourite issue of the publication because it contains the entries of our Celebration of Teaching Contest. I find all the great ideas and diverse perspectives to be highly motivating and inspiring. CATL offers this contest every year. We pose a question and then we wait with great anticipation for the for the teaching faculty member’s responses. At the close of the contest, we put everyone’s names into the bin and pull a lucky winner. For the past 3 years the winners have received a mobile device which is accompanied by all the educational support of the CATL to use the device in their teaching.

This summer we delivered three summer institutes—one focused on Universal Instructional Design (in partnership with Student Accessibility Services), one on Desire2Learn (in partnership with IST) and one for new faculty focusing on the foundational skills required for effective teaching and learning. All of them included so much learning and so much FUN. The synergy that was developed through the interdisciplinary conversations, the learning and the good food energized everyone involved. Maggie Ford shares some highlights of the New Faculty Summer Institute on page 8. Look for the second Annual New Faculty Summer Institute next summer!

Some common concerns in teaching include compliance with copyright (see p. 12) and academic integrity (see p. 22). We have great departments to help faculty navigate the intricacies of both. It was enlightening for me to read the early results of Student Advocacy’s research project on academic integrity at the University of Manitoba (see p. 22). For those of you who love or highly dislike working with D2L we have included some great tips on some common questions we encounter from faculty (see p. 18). I personally appreciated knowing how to change the start and end dates for my course. CATL has hired Jonathan Kennedy (204-474-6471) as a D2L trainer. You will see him leading group training sessions but he is also available to provide Faculty specific training or one on one consultation. Jonathan, Sol and Ryan will also be taking turns facilitating the D2L drop-in sessions. Have a quick question? – drop in at any one of these sessions and our skilled D2L team will help you out.

This publication also includes an article from a student on his perspective using the discussion board in our CHET program blended course (see p. 24). PS: He liked it and learned from it! CATL currently offers two grant programs for educational research. The Teaching with Technology grants (see p. 26) and the Intercultural Education grants. This fall we will be introducing a new grant program for Educational Innovation (p. 27). Details will be available later this fall through posters, our website and email. Feel free to contact us if you don’t see anything in the next 8 weeks.

CATL is hosting two events for our third annual International Education Week Celebration in November (see p. 28). We have two events—one is an opportunity to work through a video case study on culture in the classroom facilitated by an expert from the Faculty of Education (registration required). The second is a drop in session where 3 of our intercultural grant recipients will be sharing their research results. Both sessions are held over the noon hour. It would be great if you could join us!

Happy Reading!
Ms. Brew tackles the prickly business of exploring the relationship between research and teaching in the post-secondary institution. She organizes her argument by first exploring the current relationship between teaching and research and scholarship. She presents a new model of the relationship which is “dynamic, focused on the socially related meaning-making processes of all participants as learners and knowledge-builders whether they are students or academics. It is presented as a hexagon with radiating lines suggesting a network or a series of interwoven, overlapping elements. It is fluid so the lines are insubstantial. It can be interpreted at the individual, group or institutional level” (p. 31).

She follows this by exploring the concept of research-enhanced education including student engagement with research, teaching as research and learning to transform teaching. She suggests the “development of inclusive scholarly knowledge-building communities and argued that working towards such communities is the key to going beyond the divide between research and teaching” (p. 123). She concludes by stating that “the scholarship of teaching and learning thus has the capacity to take both academics and students beyond the research and teaching divide” (p. 122).

The third section of the book speaks to the specifics of moving beyond the teaching and research divide including discussing how teaching informs research and the contextual issues that shape our capacity to work towards an inclusive scholarly knowledge-building community.

This is a thoughtful book which presents diverse points of view, allowing the reader to shift their perspective, reflecting on their own practice as well as their department, faculty and institution.
In August, the Centre for the Advancement of Teaching and Learning held their first New Faculty Teaching and Learning Institute! The Institute was attended by a diverse group of non-tenured faculty whose goals included, exploring the practice of teaching and learning, meeting new colleagues, and preparing themselves for their new, in some cases, first teaching experience. The Institute focused on providing opportunities for faculty to actively engage with the content and to collaborate with each other to develop the necessary foundational skills needed for effective teaching and learning.

The energy of the faculty was evident from the beginning of the Institute, which began with a meet and greet luncheon, and grew significantly throughout the 2.5 day event. With a mix of new faculty to experienced faculty of 25 years plus, all were committed to making this Institute productive. There was no doubt that our integral goal of “building a community of practice” was achieved! Faculty stated that meeting other faculty and exchanging ideas was a highlight, as well as sessions presented on constructive alignment, lesson planning, and assessment and evaluation. When asked how this Institute could be improved in the future the common theme reported was to make it longer. With the success of our first New Faculty Institute fresh in our minds, we are currently planning activities that will allow us to continue the building of communities of practice around teaching and learning. We look forward to the Summer of 2014, and to our next New Faculty Institute of Teaching and Learning event!
From Kramer v. Kramer to Kanye West: Popular Culture is how my teaching fosters student success!

I start my course in family law with music and words to Gold-digger, a song written and performed by Kanye West. I go through the lyrics and separate out each family law issue that is presented. I have the students vote on whether they think Kanye got the family law right. Overall Kanye is a pretty good teacher when it comes to family law. I incorporate some element of popular culture into every class. This year I was teaching the law of custody to 100+ students. I wondered how I could get them involved. I decided to show ten minutes of the film Kramer v. Kramer where a father fights for custody of his son set in the seventies. To get the students involved I divided the class into two law firms- one representing Mrs. Kramer and the other Mr. Kramer. Each student received a blank card and had to write one point that a lawyer could argue to advance the claim of their client. The anonymous cards were passed down to the front of the class to be used in argument. I had a family court judge as a guest that day and she took case for Mr. Kramer and I argued the case for Mrs. Kramer. One student wrote, “I hate my client” on their card and that became a teaching moment on professional ethics. I was worried about going head to head with a family court judge but law “in action” provides an opportunity for deeper learning for our students.

~ Lisa Fainstein, Law
I recently read a response regarding the ongoing concern that students do not have adequate writing skills. It was posted on the Society for Teaching and Learning in Higher Education ListServ (STLHE-L@LISTSERV.UNB.CA). It was offered by a TA whose role was to provide explanations, grading and feedback on written assignments and exams for a student population who consisted of a large number of second language students. He found that the best assignment for assessing writing was the Procedure Assignment.

Procedure Assignment:
The students were given a basic structure but there was plenty of flexibility to add diagrams and photographs. The students were also provided with an exemplar.

1. Students had to write the procedure for a job they had actually held. This was something they found to be very relevant.
2. The second step was to test the procedure with someone else, observe them and then revise their procedural description as necessary. The students were able to see the results of their writing in how the person attempting the procedure was able to complete it successfully or not.
3. They had to then write a report about their written procedure and the changes that they made to their initial procedure based on the response of the reader.

The TA found this to be a motivating assignment to get students to write more clearly as they were writing about something that was familiar to them and it really allowed them to see the impact of their writing on potential job performance.

Teaching Tip: Writing
I try to connect assignments to the “real world” - one example is a writing assignment in my fourth year Community Nutrition Interventions course. Nutrition topics are in the news constantly, and are often controversial or based on incorrect information. One of the assignments is to write an evidence-informed opinion article about any topic that is potentially controversial (e.g. does eating X make you lose weight; should fast food restaurants be located away from schools...). I (try to) bring in a journalist every year to talk to the students about the purpose of an opinion piece, and give them some guidance. Each year I choose the top 4-5 articles and submit them for print in some form of media - in the past they have been printed in the Manitoba Association of Home Economists provincial newsletter; the Human Ecology Student Association newsletter and blog; and even the Free Press!

~ Joyce Slater, Human Ecology (Human Nutritional Sciences)
My teaching fosters student success by engaging students in the course material using short videos, iClickers, hands on research in the community, and small group discussion. These tactics expose students to contemporary social issues, allow them to evaluate community projects, and present them with space to critique the world using a social justice lens. In my Urban Geography course I foreground the importance of mixed methods using assignments and field trips where the students are conduct primary research in and around Winnipeg. These assignments, for example safety audits, have been used by the University and City of Winnipeg to improve their service provision and give students a broader audience to their research. Students in my Social Geography of the Environment class work with Food Matters Manitoba in their on the ground research on inequities in urban food provision. My pedagogical approach stresses the interconnections between research and teaching, starting with critical thinking and encouraging creativity. I think of my students as co-researchers who can question (and strengthen) my theoretical approaches, and give fresh insights to my empirical case studies. Students who are appreciated in the classroom are bound to achieve great successes in their learning. ~ Ann Marie Murnaghan, Environment (Environment & Geography)
Copyright Checklist for Instructors - Flowchart

Does the work have a citation?
- yes
  - Is it your own table, graph, photo, etc?
    - no
      - Is the work in the public domain?
        - yes
          - Include a citation or remove the work.
        - no
          - Is it library-licenced work?
            - yes
              - If course software is permitted & work is cited, no further action is required. If course software is prohibited, use the library-provided permalink.
            - no
              - Does fair dealing apply? See #6 of Copyright Checklist for details.
                - yes
                  - If cited, no further action is required.
                - no
                  - Does the work have a Creative Commons license?
                    - yes
                      - If cited, no further action is required.
                    - no
                      - Is it a Canadian federal government work?
                        - yes
                          - If terms of use allow it and it’s cited, no further action is required.
                        - no
                          - Is the work from the Web?
                            - yes
                              - Check terms of use. If allowed to copy, include a citation & URL. If not allowed, use a link.
                            - no
                              - Is the work more than 10% or multiple works, and part of Access Copyright’s Repertoire?
                                - yes
                                  - Include a citation, Access Copyright’s permission, and upload to the © Access Copyright LOR within D2L (if applicable).
                                - no
                                  - Is it a recording?
                                    - yes
                                      - Recordings containing copyrighted content must be uploaded to a © LOR within D2L (if short-term permission was obtained).
                                    - no
                                      - Did you obtain permission from the copyright owner?
                                        - yes
                                          - Include a citation, permission statement, and, if applicable, upload to a © LOR within D2L (if short-term permission was obtained).
                                        - no
                                          - Use a link, citation, or complete Clearance Request Form http://umanitoba.ca/copyright/.

- no
  - Include a citation or remove the work.
Copyright Checklist for Instructors - Details

1. Keep your course current; remove outdated or unnecessary content.

2. Add a citation to each copyrighted work, or remove the copyrighted work.

3. Create your own original chart, table, diagram, figure, photograph, etc. If you create an original work, acknowledge it as your own. For example: Figure 3.5 French lilac in bloom. © 2011 Zachary Fillion, University of Manitoba. If you create an original work based on someone else’s ideas, facts, statistics, data or news, add a “based on” statement to the citation. Note that modifying or adapting a work requires permission.

4. Use library journals.
   From the Libraries’ Web site, select “E-Journals” under the “Find” tab, enter the journal title and click on the title. From the “Get It @ UML” pop-up window, click the i for licence information. If the licence permits course software, copy the PDF or images from an article and add a citation. If prohibited, or if the licence is “Silent”, copy the permalink and add a citation. Notify students that they will be required to log in with their UM ID and PIN before accessing a Libraries’ e-journal when they are off campus.

5. Use library books.
   Search for books from the Libraries’ Web site. For e-books, copy “Save-a-link” for students. Notify students that they may be required to create an e-book account, and that there may be limits to downloading, copying, printing, etc. For paper-based books, apply the Fair Dealing Guidelines (see #6)

6. Use short excerpt (including images) pursuant to the Fair Dealing Guidelines.
   A paper-based short excerpt can be distributed to students as a handout, or scanned then uploaded to a learning management system. A short excerpt means:
   - up to 10% of a work
   - a chapter from a book
   - an article from a periodical
   - an artistic work (including a diagram, drawing, map, chart, photograph, print, plan and painting from a work containing other artistic works
   - a newspaper article or page
   - a poem or musical score from a work containing other poems or musical scores
   - an entry from an encyclopedia, annotated bibliography, dictionary or similar reference work

Copying multiple short excerpts from a work is prohibited if it results in a substantial amount. Details of the Fair Dealing Guidelines are available from the Copyright Office Web site.

7. Use a Creative Commons work.
   Images and other types of works with a Creative Commons licence can be distributed freely without permission. Check the licence terms for details before adapting or modifying. See http://search.creativecommons.org/. Sample citation: © (Citation in format of your choice, including a URL). Creative Commons licence (name of licence)/

8. Display copyrighted content in class without permission.

9. Use public domain work.
   Most works enter the public domain 50 years after the death of the creator and can be distributed or adapted freely without permission. Some public domain works can be found at http://www/booksforabuck.com/general/pubsources.html and http://gutenberg.ca/. Sample citation/permission statement: Courtesy of (citation in format of your choice).
10. Use a Canadian Federal government work.
   Copying a Crown work doesn’t require permission unless the work notes otherwise. Permission is required, however, to copy a substantial amount of a provincial or municipal work. Sample citation/permission statement: © (Citation in format of your choice). Courtesy of (name of government department).

11. Use an open access work.
   Check the terms of use to determine if distributing an open access work is freely allowed. For a selective list of open access and free works, see the Copyright Office “Resources” Web page. Sample citation/permission statement: Courtesy of (citation in format of your choice, including a URL).

12. Use content from the open Web.
   Whenever possible, replace Web content with a URL or a link, and add a citation. Before copying Web content for your course, check the terms of use. If the site doesn’t explicitly prohibit your desired use, you may share the content as a handout or via a learning management system.

13. Use more than 10% of a book or more than one chapter of a book (including images).
   If copying more than 10% of a book or more than a single chapter, check Access Copyright Look-Up Tool at http://rms.accesscopyright.ca/rplookup/repertoire/RepertoireLookup.aspx. Up to 20% of a paper-based book may be scanned and uploaded to a learning management system. Works copied pursuant to the Access Copyright agreement must be located in the Access Copyright learning object repository within Desire2Learn (see Copyright Office Web site for instructions). Note that if the University does not renew its licence with Access Copyright after 2015, works in the Access Copyright LOR will automatically be deleted. A citation and permission statement is required, for example: © (Citation in format of your choice). Copied under permission from Access Copyright. Further reproduction, distribution or transmission is prohibited, except as otherwise permitted by law.

14. Provide students with citation, reference, or URL; ask them to locate the material on their own.

15. Obtain permission from the publisher or copyright owner.
   If the work you need is not covered by the Fair Dealing Guidelines, by the library or Access Copyright licence, or is not a “free“ resource, you may request permission directly or ask the Copyright Office to request permission on your behalf. The Clearance Request Form is available from the Copyright Office Web site. Sample citation/permission statement: © (Citation in format of your choice. Used with permission from Publisher/Copyright Owner).

16. Use the library’s reserve system.
   You may add a book or journal to library reserve, or add copies of chapters or articles.

17. Request a course pack from the Bookstore.
   Contact Sharon Pearce (204-474-8321) from the Bookstore 6-8 weeks before the course pack is required. Staff at the Bookstore will clear copyright when necessary, pay royalties, and print the course pack on your behalf.

18. Adopt a textbook that students can purchase.
   When selecting a textbook, consider supplementary material which might be included (presentation slides, answers to problems, practice exercises, etc.) If possible, negotiate with the publisher representative to allow you to use the supplementary material in a learning management system.

19. Upload a recording to a learning management system.
   Recordings which contain copyrighted works (lectures, podcast, webinars, etc.) must be located in a date-specific copyright learning object repository within Desire2Learn (see Copyright Office Web site for instructions) or to OPAL. The University will automatically destroy the recording at the end of the course.

20. Contact a librarian for a list of resources on your topic.

GET MORE INFORMATION.
Learn more about fair dealing, journal licences, free resources, using an LOR, Access Copyright, etc. from the Copyright Office “Resources“ Web sit at: http://umanitoba.ca/admin/vp_admin/opf/copyright/resources.html
For more copyright help: um_copyright@umanitoba.ca or 204-474-8644
For help with library resources: http://umanitoba.ca/libraries or 204-474-9844
For help with Desire2Learn, JUMP: support@umanitoba.ca
For help with OPAL: opalhelp@med.umanitoba.ca or 204-789-3796
How to add citation/permission statements to slides, PDFs, etc.

- The citation/permission statements should either be added directly with the individual works, or grouped in a separate bibliography, copyright summary, or syllabus.

- For a slide presentation, you may footnote the individual works and append a “Copyright Permissions” slide with the corresponding list of works and their citation/permission statements.

- To add a statement directly to a PDF, you may use Adobe Acrobat Pro to create it as a watermark, header, footer, footnote, etc. Copyright Office staff can do this for you upon request.

- To add a statement directly to a paper-based work, you may create a separate cover sheet for it then scan the cover sheet with the work.

- To add a statement to a work document, you may type it in the document above or below the work.
As an educator, I position myself as a co-learner with my students. I believe that we should work hard together to find more than one way to learn the material, and that once we have learned something new, we should celebrate! Fun and hard work must go hand in hand to allow people’s strengths and learning styles to shine.

~ Stephanie Yamniuk, Education (Social Fdn.)
Desire2Learn is the University of Manitoba’s current Learning Management System and working under a new operational model, we strive to provide the best support for you and your students around its use. Whether you’d like a student orientation session, a one-on-one session answering your specific questions or are interested in attending one of our training sessions, we are available to assist and in the coming months, there will be many opportunities for us to meet with you.

Because we are well into the new academic year, below are some of the commonly asked questions we have received around the use of Desire2Learn and will continue providing more of these resources in future newsletters.

### Changing Your Course’s Start and End Dates

When your course start and end dates are entered into Aurora, that information is automatically transferred into your Desire2Learn course. These dates are important because they control your student’s access to the course; If you have added a course syllabus or assigned pre-readings, your students won’t have access to this information until the start date and likewise, your students will not retain access after the end date.

As an instructor, you can modify these dates and extend your student’s course access beyond the original start and end dates. To do this, please follow these steps:

1. Log in to Desire2Learn and select your course.
2. Select **Edit Course** (located on the upper right corner).
3. Select **Course Offering Information** (located on the right side).
4. Locate the **Start Date** option and change both the date and time settings.

5: Locate the **End Date** option and change both the date and time settings.

6: Select **Save** (located at the top or bottom of the screen).

Your students will now have access to the course with the new start and end dates that you have specified!

### Adding a Teaching Assistant to Your Course

As an instructor, you can add anyone into your course; whether it is a teaching assistant, a colleague or an auditing student, the steps below are the same. **The only caveat is that they must have an active UMNetID** (i.e., they must be a registered student, employed by the University of Manitoba as a TA or instructor – for instructors, they must have taught at least one course in the last 2 years for their ID to exist in the Desire2Learn system).

If you are trying to add someone who is not employed or studying at the University of Manitoba, you can sponsor an account by completing a form located here: [http://umanitoba.ca/computing/ist/accounts/media/form_sponsorship%281%29.pdf](http://umanitoba.ca/computing/ist/accounts/media/form_sponsorship%281%29.pdf)

To add an ID into your course, please follow these steps:

1. Log in to Desire2Learn and select your course.
2: Select Classlist (located at the top of your screen).

3: Select Add Participants (located under the Classlist heading).

4: Select Add existing users.

5: Under the heading Add Existing Users, enter the full name into the Search For field and click Search.

6: In the search results, select the person by clicking on the checkbox beside their name then select the role that you'd like to grant them by going through the dropdown list. The only roles widely used are Instructor, Course Editor, Teaching Assistant, Student.

Your selected user has been added into the course with the role you've specified!

**Adding a Date & Time Release Condition on Content**

When you add content into your Desire2Learn course, it is immediately available to your students. But, Desire2Learn does provide the ability to hide content and can automatically release it on a date and time specified through the release condition options.

A big advantage of this is that with careful planning, it will free up your time that can be spent supporting students or focus on your teaching and/or research!

To set a release condition, please follow these steps:

1: Log in to Desire2Learn and select your course.

2: Select Content and decide on which content item you'd like to set a release condition to. Click on the pencil icon (located on the right hand side) of the content item and we will be editing it.

3: Select the Restrictions tab.

4: In the option Date Availability, enable Has Start Date then enter a date and time for when you'd like this content to be available to your students.

5: In the option Date Availability, enable Has End Date then enter a date and time for when you'd like this remove this content from your student's view.

i: Enabling just the Start Date: Content will be available from the start date and remain available forever (Forever until the content is removed from the course or students no longer have access to the course).

ii: Enabling just the End Date: Because content is immediately available to students, content will be available now until the specified end date.

iii: Enabling both the Start and End Dates: the content will be available between these date ranges.

6: Select Save.

Your content item will have a release condition on it and when you revisit the Content area, you will see clock icon ( ⌚️ ) indicating this.

**Student View of Your Course**

When your course is ready or you would like to see how your course looks for your students, Desire2Learn offers the ability to preview a course from a variety of perspectives (the most popular being Student view).

To view your course as a student, please follow these steps:

1: Log in to Desire2Learn and select your course.

2: Select Course Home (located at the top of your screen).
3: In the course home screen, you should see a **Role Switch** widget with a drop-down window. Select **Student** then click on **Change Role**.

![Role Switch widget](image)

You will begin to view your course from a student’s perspective, noting that some of the tools at the top of the screen are no longer available to you (such as **Classlist**). If you have added release conditions on your content, they will not be visible until the condition has been met.

When you are done with the **Student** view, you will need to revert back to your original role. To do this, please follow these steps:

1: Select **Course Home** (located at the top of your screen).

2: In the course home screen, you should see a **Role Switch** widget with a drop-down window. Select **My Role…** and click on **Change Role**.

You are now back in your original role and can continue to work in your course.

*We hope you find these tips useful and look to providing more as we continue to build your expertise around the effective use of Desire2Learn. In the coming months, we will continue to add online resources ([http://www.umanitoba.ca/catl/desire2learn/](http://www.umanitoba.ca/catl/desire2learn/)), provide opportunities for you to attend our training sessions or sit down with you at our drop-in sessions.*

*Please contact Jonathan Kennedy for all your D2L questions. We look forward to working with you!*

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### My objective is to engage the class (50 students) in an atmosphere of respect so all can succeed on the 100% comprehensive final exam and be competent in the substantive law.

I collected tips from students and law professors. These foster student success:

1. Identify and make use of U of M teaching resources (e.g., D2L, teaching seminars)
2. Keep class interesting: as a practicing lawyer use real world examples
3. Respect time of students: start on time, finish on time, and break on time.
4. Learn all or no names of students to avoid appearance of “favorites”
5. Do exam quality questions in class for discussion; post questions in advance
6. Set and keep office hours for availability; post any changes on D2L course calendar
7. Post sample exam on D2L for exam review class; keep list on D2L of any topics that have been covered but are “non-examinable”
8. Use D2L to communicate. Post: syllabus, weekly reading, course announcements, weekly problems, cases not in casebook, sample exam
9. Use tools in smart classrooms: have relevant statutes on smart board
10. Encourage class discussion but do not let students “high jack” class by long, irrelevant or off topic questions
11. Look for constructive criticism: solicit feedback from students, implement constructive suggestions from SEEQ

If all else fails, have students eat the case book (made into cake) to digest the material.

*~ K. Eleanor Wiebe, Law*
STUDENT ASSIGNMENT

3. Bibliography & Report using Zotero (30%) Due: June 15th, 2012

Purpose: The process of writing annotated bibliographies teaches several important writing /research skills a) how to sort through research and select appropriate citations, b) how to summarize and paraphrase selected literature, especially for particular, focused purposes, and c) how to present summarized material.

An annotated bibliography gives an account of the research that has been done on a given topic, choose this topic as if you were choosing a topic for a research paper, phrasing the topic in the form of a research question such as: What environmental factors increase the rate of breast cancer? What are some kinds of therapies that are used to help survivors of domestic violence heal and thrive?

In addition to bibliographic data, an annotated bibliography provides a concise summary of each source and some assessment of its value or relevance. An annotation of an academic source, for example, typically identifies a thesis (or research question, or hypothesis), the methods of investigation (e.g. literature review), and the main conclusions. As with the outline, this exercise is to prepare students to write a final paper, to developing a strong sense of the main issues/arguments within the published peer reviewed literature that pertain to women's health. To begin writing an annotated bibliography you may wish to review: http://lgdata.s3-website-us-east-1.amazonaws.com/docs/1744/238672/annotated_bibliography.pdf

Each student must prepare an annotated bibliography of 10 academic sources using Zotero (http://www.zotero.org/support/quick_start_guide) notes (http://www.zotero.org/support/notes). The bibliography is to be submitted by email attachment from “generate a report for collection” (http://www.zotero.org/support/reports) and “create bibliography from collection” (http://www.zotero.org/support/creating_bibliographies).

INSTRUCTIONS FOR zotero

1. Download Zotero add on for Firefox
   http://www.zotero.org/support/3.0
   If you do not use Firefox (although this browser works best with Angel and Zotero) you can download the standalone. Notice the appearance is similar to iTunes with column and choices.

2. Once you have restarted Firefox after downloading, move your mouse to the bottom right corner and click on Zotero to open.

3. At the top right, move your mouse over the file folder icon and click on new collection.

4. Type the title you wish to use e.g. NURS 3330 annotate bibliography for the folder or collection.

5. Move the mouse to the 6th icon to the right at the top that is add item by identifier when you hover over it. Click on the icon and enter the doi from an article you have found (you can copy or type in). Now check the metadata that accompanied the doi on the right column under info. – is it correct? do you need to add or correct any information? – due so if needed as some metadata can be incorrect.
   You can manually enter data, you can drag and drop a pdf and right click and choose enter metadata and a range of other ways to input articles other than the doi or ISBN or PMID numbers.

6. On the far right column beside info, click on notes.
   Click on add and enter the notes you wish to include for the annotated bibliography assignment.

7. Right click with the mouse on the folder of sources you have collected, left click on generate a bibliography from selected. Choose APA 6th edition and copy to the clipboard. Open a new Word document and paste the sources, check to ensure the metadata is correct and there are no formatting errors, check the margins and font.

8. Right click with the mouse on the folder of sources you have collected, left click on Generate Report from Collection. Copy and paste the information in the same Word document below the reference list you created. Send as an e-mail attachment to the instructor when ready to submit the assignment.
The Student Advocacy office is in the process of completing a detailed analysis of the quantitative and qualitative data received on all 5 surveys, to be shared with the university community at a later date. However, some preliminary results from the "Faculty" survey can be provided here.

For example, 40% of the faculty respondents felt that cheating was a serious problem on our campus, while 34% were “unsure” if it was a problem on our campus. Most faculty respondents observed more than one instance of the following examples of cheating:

- Working with others on independent assignments (inappropriate collaboration)
- Copying information from a written or electronic source without footnoting
- Copying word for word from a written source

In addition, most faculty indicated that they do provide information to students about plagiarism in their course syllabus, and also discuss writing and citing on individual assignments, in the syllabus, as well as at the start of the semester.

In fall of 2012, the U of M participated in a Canada-wide research study on academic integrity. This was a 10 year follow up to our participation in the same research in 2002. Both times, the Student Advocacy office coordinated the administration of surveys during Academic Integrity Week to various populations at the U of M campus. This included first year students, Undergraduate Students, Graduate Students, Teaching Assistants, and Faculty. The purpose of this research is to obtain a better understanding of academic integrity and cheating behaviours on our campus, as well as how we as an institution respond to academic integrity issues.

Heather Morris, Student Advocacy and Brandy Usick, Director of Student Advocacy and Accessibility
Based on the qualitative comments provided by faculty, there is much variation in terms of how matters of academic dishonesty are handled at the university, as well as what the role of instructors should be in promoting academic integrity among students. For example, some faculty felt that penalties given for academic dishonesty are too lenient, while others were reluctant to report cheating because of the severity of the penalty and the implications for the student’s academic career. Further, faculty members offered a wide range of suggestions of how academic education and promotion can take place. This included discussion/education for students, increased vigilance and technology, as well as the design of evaluative tools within courses.

In sum, it is clear that there is a need to examine academic integrity on our campus from an institutional perspective. An Academic Integrity Working Group has been established to help move forward on this. This working group consists of representation from faculty members, administrative and support staff/ offices, and students. Taking a multi-faceted approach, the working group will be looking at educational strategies and resources for students and for teaching staff, as well as examining the current policies and procedures for reporting and investigating allegations of cheating or plagiarism, as well as the disciplinary outcomes.

The Student Advocacy office is, and has been, committed to academic integrity promotion on campus. In addition to our annual Academic Integrity Week, which is now entering its 17th year, four years ago we created a student leadership program called “Academic Integrity Ambassadors”. Students volunteer to participate in outreach and workshops across campus to help spread the message to fellow students about the importance of academic integrity, and understanding the policies and expectations for students.

We also have a suite of tutorials on our website called “Academic Integrity and Student Conduct”, which can serve as a further educational tool for students to access about various areas including plagiarism, test/exam cheating, inappropriate collaboration, fraud, and student conduct.

This year’s Academic Integrity Week was held from September 30-October 4, 2013.

For more information about the initiatives of the Student Advocacy office or the Academic Integrity Working Group, please contact Brandy Usick, Director, Student Advocacy and Accessibility, at Brandy.Usick@umanitoba.ca (204) 474-7423

My primary goal as a teacher is to increase my student’s self-confidence in their ability to learn.

As an instructor of an Introductory Accounting class for Continuing Education, many of my students have been out of school for years and are overwhelmed with going back to school. The goals of my students tend to range from completing this one course to attaining a Certificate, Degree or an Accounting Designation. I strive to foster student success by teaching confidence and commitment and encouraging passion, perseverance and personal bests. My aim is to create a safe environment by genuinely caring about my students. I want to foster engagement in the learning process and I feel that creating a safe environment and developing positive relationships with my students will improve their engagement and therefore, improve their success. My job as a teacher is not only to teach the curriculum but to motivate and inspire students to believe in their success and to set their goals high. I want my students to learn that they have the power to reach their goals through hard work and dedication. I strive to be a role model as I, too, began taking Continuing Education courses as an adult. I started off with one accounting course and ambiguous long term goals. I continued on with my studies as I was inspired by many of my instructors along the way. I am now a Certified Management Accountant.

~ Laura MacBride, Continuing Education
Discussing the Discussion Board

In the context of education certainly nothing is more personal and captivating as the interaction of a face-to-face classroom environment. The familiar student-teacher atmosphere makes learning efficient and productive ... well, in an ideal setting. However sometimes the ideal setting is out of reach, as is the case for online courses. In these cyber classrooms it becomes more difficult for teachers to establish their personalized touch. Fortunately there are tools teachers can use to enhance online learning.

Last semester I was enrolled in the Centre for the Advancement of Teaching and Learning CHET course, The Teacher in You – Helping Students Learn. This course is a hybrid of traditional face-to-face and modern cyber sessions, designed for the busy graduate student. Having enrolled in one online course before in my undergraduate studies, I was somewhat skeptical of the CHET course. The reason being was that I did not enjoy the online environment in my previous course, which was designed to be no more interactive than reading a text on a screen... at least that is how it seemed to me. Nevertheless I entered the CHET course with an open mind and sure enough I was pleasantly surprised by the outcome.

The CHET course had two features which I believe to be the defining properties that made my second online experience much more enjoyable. The first and obvious feature was that the course was not solely online, but also included several face-to-face sessions. That made the course more interactive and real. The names of your classmates listed online actually became people with faces, and the teacher turned out to be real as well!

The second feature was how the online site was designed and the tools it incorporated. The teacher made sure to update the site regularly with friendly and informative messages on the main page. And the overall layout of the site was intuitive and accessible. Yet the most valuable asset of the online course was the interactive discussion board. Unlike in my first online course that had a deserted discussion board, the board on the CHET course site was buzzing with activity.

There are two items a productive and meaningful online academic discussion board needs, and luckily for us the CHET course had both. The students of the site had to be motivated to write on the forums in the first place. Although there was a participation mark for the participation in the online discussions, most students far exceeded the minimum quota. So what motivated the students to be active on the boards? I’d argue it was due to the incorporated spaced out face-to-face sessions.

Often after a particular discussion was started and ongoing online among my classmates, it would be continued in person at the proceeding face-to-face session. This offered a seamless transition from the online environment to the real classroom. Regularly the discussion would also continue for weeks on end, so people could contribute over a long period of time.

The other important feature for the discussion board was a moderator who led the discussions. For the CHET course the moderator was the teacher, who by asking appropriate questions on the discussion board stimulated the students. The dynamics of the discussion board worked quite well due to these two main factors, namely motivated students and a balanced moderator.

Now I could imagine a discussion board on which the students themselves are the moderators, and the teacher is more of a passive observer (to keep things in check in case of a large digression for example). The boards could either have a designated student say by rotation each week. Or, depending on the motivation of the group, the board would be self moderated by the students. Sort of like a group without a direct leader.

To be fair, the students of the course were
all graduate students who generally tend
to be more motivated academically than
the average undergraduate. Hence I would
anticipate that at an undergraduate level,
the online discussion board would be more
effectively moderated by the teacher than
at the graduate level.

In retrospect it becomes apparent to me as
to why my first experience with an online
course was unsatisfactory. There was little
moderation coming from the teacher or
elsewhere and the students themselves
had no motivation to write on the board.

Evidently it would have been a major
improvement to have at least a few face-
to-face sessions. Interestingly enough the
CHET course had all of these factors that
were missing in the other course.

So it is obvious that having a discussion
board is a great tool and asset for an online
website of an academic course. Discussion
boards make the course more personal
and interactive, which in turn makes it
interesting. Finding the balance between
motivating students, moderating them and
incorporating the cyber classroom with

**Teaching in a practice based professional program provides some challenges at times.**

*We want students to gain an appreciation of an academic stance but have practical abilities when they graduate.*

In teaching the nursing undergraduate
research course, the students are really
more interested in learning how to insert
an intravenous than learning about the
research process and I acknowledge this. I
like to group the students based on their
identified clinical interests so far in the
program. This means that students are
grouped according to a topic of relevance
to them. As we approach topics such as
sampling in the research content, I have
the groups of students discuss the article
they have chosen that represents a clinical
problem, to illustrate various ways to do
sampling in research. We discuss how
this can be successful, problems that
may be encountered, ethical concerns.

When students complete the course,
they are able to anticipate that when
they are working in a clinical area, they
could feel empowered to also discuss
this with interdisciplinary colleagues.

I hope to develop a beginning interest
in best practices with knowledge of the
research process for critiquing literature.
The emphasis for success of this course
is on their future appreciation of how
important their use of evidence is in their
nursing practice. There is more work
to be done in this regard but I am
changing and developing with student
feedback each year.

~ Beverley Temple, Nursing

Mathias Pielahn
Graduate Student, ECE
CHET Student
At the Centre for the Advancement of Teaching and Learning we support the teaching and learning mission at the University of Manitoba. In Spring 2013 and as part of its initiatives to support the effective use of technology in teaching, we invited proposals for the 2013 Teaching and Learning with Technology (TLT) Grants Program from all University of Manitoba instructors.

CONGRATULATIONS TLT GRANT RECIPIENTS

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Chasing aurora: Bringing STEM to Life in Manitoba
Dr. Richard Hechter
Faculty of Education

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iPads, Apps and Evaluation: Using “Look For” to Support and Assess Teacher Candidates
Dr. Jerome Cranston
Faculty of Education

Dr. Melanie Janzen
Faculty of Education

Dr. Reynold Redekopp
Faculty of Education

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Creation of an Interactive 3D Pelvis Anatomy Teaching Tool
Dr. Sabine Hombach-Klonisch
Faculty of Medicine

Dr. Bertram Unger
Faculty of Medicine

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The Q(a)R(t) Code Public Art Project
Liv Valmestad
Art Libraries
I teach a difficult introductory course and the course is difficult because of the vast volume of material.

Three aids that I use to help students learn the material are firstly, giving them every day or humorous analogies and applications for the material. Secondly, constantly referring back to the “big picture” and how the particular topics fit in. Over the years of teaching, I have learned that students tend to miss out on the big picture which makes learning the material even more difficult because they are too busy “focusing on the trees and missing the forest”. Finally, I do make an effort of learning the student’s names which shows them that I care about them and hopefully they feel responsible for the subject material since I can trace a grade to a name. The learning of student names not only helps students in the course but it may also help them become successful after the course because they may require a reference letter for a job or professional school and they are likely to seek faculty members who at least know their name and can comment directly on their performance. These three aids are just some of the techniques I use to encourage student success in my courses.

~ Horace Luong, Science (Chemistry)
Join us as we explore intercultural aspects of teaching and learning at the University of Manitoba.

**Tuesday, November 19th** - a discussion on intercultural considerations in the classroom

**Friday, November 22nd** – project highlights from Intercultural Education Grant recipients

**Centre for the Advancement of Teaching and Learning**
12:00 – 1:15 pm
207 Isbister Building

Please register at: [www.umanitoba.ca/catl/interculturaleducation.html](http://www.umanitoba.ca/catl/interculturaleducation.html)
Centre for the Advancement of Teaching & Learning Library recommended reading
I see the process of fostering student success as requiring two ingredients: engagement and excitement. Students need to be engaged with learning to ensure they see how to apply their new knowledge or ways of thinking to their lives, their work, and their other classes. I do this by including activities in my classes, privileging discussion, and overall making student participation a focus (both in my lesson preparation and in my grading scheme).

Excitement I find easier to encourage because it’s contagious. I genuinely love what I do and am fascinated by my field. I don’t pull back my excitement about the topics we study and I encourage my students to do their assignments on subtopics they find exciting. Then they encourage excitement in others! When you are excited, you can’t help but be learning and are motivated to learn more. You also want to understand, which invariably leads to greater success. Hopefully by then though, the focus on external measures of success has fallen away and all they want is to understand, which is really what success is. ~ Jennifer Theule, Arts (Psychology)
Today’s students are experts in acting since, by age 18; they have watched thousands of hours of television and movies. Whenever they have to present in one of my courses, with their permission, I record them with a video camera. This has two desirable effects: as they know they are “on camera”, the presenters use their best speaking and “acting” skills; second, it allows us to watch the recorded video together with the other members of the class. Then I can stop the recorded presentation to make remarks and correct them at leisure – interrupting them during the live presentation is not a good idea, and the presenters are made aware of how to hone their presentation skills. Pedagogically, this method also fosters the review of important content in a format that is not “boring” since the students feel as if they were watching a TV program, and, even if it is the same presentation, it feels different. ~ Enrique Fernandez, Arts (French, Spanish & Italian)
I am involved in a graduate class in Engineering that deals with the philosophy of design rather than the technical details. We meet every second week over both terms for 3 hour sessions. Students are required to read a specific book and submit two questions they have as a result of reading that book. All questions are shared (anonymously) a day and a half before class. In class, the questions provide the basis for discussion. Over the following two weeks students must prepare, and submit, personal responses to two questions (not their own) from the previous class. Again this material is distributed and forms the basis for discussion in the subsequent class. Maximum class size is set at 12. Typical class size is between 8 and 9. Grades are dependent on participation, submission quality, meeting deadlines, creativity. Two professors (myself and one other), meet with the class. The class has just finished its 10th offering. ~ Ron Britton, Engineering (Design)

The teaching I do is student-directed (as a librarian); thus, it is the student who decides how much they need to be taught in a session. This approach to teaching fosters student success by allowing the student to determine who much and at what speed. I think that this way, they learn more for the long-run. Also with this approach to teaching, I work along with the student rather than guiding them through the process. I think when a student feels that they are in control of their own learning than they achieve not only their academic goals but also personal goals of confidence and self-esteem. Thus as a teaching librarian, I foster a student’s overall success as a person. ~ Vickie Albrecht, Libraries (Science & Technology)
I have always passionately loved and greatly enjoyed the teaching practice, both as a hobby and as a profession, and, as an enthusiastic learner. I have over the years realized that Teaching and Learning are indeed unbreakably linked in an eternal duality. For this reason, I often tend to refer to the whole experience as “Teaching/Learning” for short. As a teacher, I see myself as an eternal learner and a role model for my students, and I therefore believe that I have to continuously learn for myself and for my students. That is why; I constantly update and improve my knowledge through research, reading and collaboration with my colleagues.

For each course, I teach the course materials with every detail, and with embedded examples for each topic so that the students get to immediately apply theory as it is taught. I also focus on the applications of the theories using real-life data. I give constructive feedback after each assignment and test so that the students can correct their mistakes. I speak to the students in person with their individual problems in understanding the course materials. I constantly update and explore the new developments of the methodologies of the subject area being taught. I believe these strategies help my students succeed in their academic endeavours.

~ Saumen Mandal, Science (Statistics)
All great teaching moments essentially boil down to teachers making connections with students, one teacher and one student at a time.

I try to create an environment in my classroom in which these connections can happen more easily. I do this by ensuring that I appear happy to be in the classroom, even or perhaps especially when I am having a bad day. If the students observe a bad attitude in their instructor, they will mirror that attitude through their interactions with the course. I also make a point of learning all of my students’ names, or when the enrollment of my classes exceeds my abilities, as many of their names as I can. I can usually match up and remember about 80 student names and faces by the end of term. When the students know that I know who they are (or even suspect that I know who they are), they become more involved in classroom activities because they realize that their involvement is noticed and linked to them as individuals. A positive attitude, and treating the students as individuals goes a long way towards engaging students in the course, and engagement is the foundation for fostering student success.

~ Jeffrey Marcus, Science (Biological Sciences)

As a teacher, you are regularly reminded of how important feedback is for student learning. However, the utility of the feedback is limited without also allowing students the opportunity to demonstrate newly acquired skills. To accommodate this next important step, I evaluate students and provide feedback at several points during my course. It is not particularly useful to provide feedback as an endpoint to a task. That is, providing a student with a mark on a paper without giving the student the opportunity to revise and resubmit the paper according to the feedback only provides a limited learning opportunity. I have designed my Methods and Concepts for Community Health Sciences course around this component of my teaching philosophy. For example, in my course, I have divided a research paper into two parts so that the students can hand in the first sections of a large paper (literature review and research questions) for feedback and evaluation. This feedback is intended to allow students to understand how their work can be improved and provides the opportunity to incorporate these changes in the final research proposal (i.e., literature review, research questions, methods, and potential implications). Providing students with feedback and evaluation at several points in the course allows for self-reflection and can build confidence. When you provide students the opportunity to understand their strengths and weaknesses and to apply this knowledge, you see student growth within your classroom during the duration of the course.

~ Traci Afifi, Medicine (Community Health Sciences)
Teaching Workshops

Assessment & Evaluation: Moving the Learning Forward  
**October 30**

Online Discussion Forums: Maximizing Effect, Minimizing Load  
**November 1**

The Theory & Practice of Blended Learning at the U of M  
**November 6**

Organizing Course Content  
**December 9**

Desire2Learn Drop-In Sessions  
**October 8, 25**

Desire2Learn Exam Success  
**October 16**

Setting up Gradebook in D2L  
**October 23**

For full details and to register, please visit: [umanitoba.ca/catl](http://umanitoba.ca/catl)
