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In This Issue

Eunice Friesen, Educational Innovation, C.AT.L.

One of the great benefits of editing this publication is the opportunity for learning. I had the privilege of spending some time with our Celebrating Teaching and Learning winner – Sarah Clark to learn about GoAnimate, the software she used to create her entry (see p. 5 & 38). I am continuing to learn more and more about Blended Learning as our Centre positions itself to support an increasing number of teachers who are exploring a blended approach for their courses (see p. 6-8). I learned a little about coming to the University of Manitoba from another country, and the challenges in teaching in a new culture in a new way to unfamiliar students (see p. 9). I learned that you can use music to teach politics – go figure! (p. 10-11). I learned that others like team based learning too! (p. 12). I learned that landscape architecture uses snow-and I thought it was about green space! (p. 13). I was humbled to learn that the Centre does have an impact on teaching – yeah for us! (p. 14). I learned that vocabulary can be visual – I like that because I am a visual person (p. 15). I learned that technology is helpful in teaching international students (p. 16). I learned that teachers are creative in promoting pre-class readings (p. 17). I learned that learning to use the Desire2Learn technology can be self-taught! (p. 18). I learned again that mistakes are opportunities for growth (didn’t you intensely dislike it when your mother said that?!) (p. 19) I learned that technology is not so new as there is a History of Digital Culture course! (p. 20). I learned that others also try new instructional approaches – see facilitated learning (p. 21.) I learned that librarians love to teach (p. 22). I learned about someone who has taught more than 100x at our university in the last 10 years – that’s a hard worker! (p. 23) I learned about how writing instruction can make a huge difference for undergraduate students (p. 24-28). I learned how education in social action shines brightly at We Day (p. 30-32). I learned that if an instructor orders their textbooks and course materials through the Bookstore, students will receive a custom booklist when they register. Students can also use an app which lists their books. The app allows them to purchase their books online and have them delivered to their homes! What a great service, especially for all of our rural students (p. 29-33). I learned that short, informational videos are great to watch when the brain has used up its thinking potential (p. 34-36). I learned that I can follow an easy checklist to make sure I don’t miss anything when I set up my D2L course (p. 37). And finally, I learned there is a whole lot more to learn! (p. 39-40).
The Centre for the Advancement of Teaching and Learning provides an annual opportunity for teachers to respond to a question about teaching.

This year the question was:

*Please describe how you have challenged yourself in your teaching recently...
why you took the risk and the outcome.*

There was a good cross-selection of submissions. Sarah’s name was randomly chosen as the successful submission.

Congratulations to Sarah Clark, Reference Librarian from the Elizabeth Dafoe Library, as the happy recipient of the Celebration of Teaching iPad™.

What a great example of using technology in teaching!
Check out GoAnimate at http://goanimate.com/

Click image above to view Sarah’s YouTube video!
Courses and programs at the University of Manitoba are delivered primarily in face-to-face classroom, laboratory and clinical environments. We do have a significant number of online offerings, however, as well as a small but growing number of courses offered in a blended format (face-to-face and online). Furthermore, the technologies available to support teaching and learning are changing rapidly and offer a range of possibilities to enhance learning across delivery modes. Dr. Janice Ristock, Vice-Provost (Academic Affairs) established a Task Force on Blended and Online Learning in late 2012 to take stock of the current state of blended and online learning at the University of Manitoba and to make recommendations regarding future developments in these areas. The Task Force delivered its report to Dr. Ristock in May 2014.

There are at least four factors that combined to make this an appropriate time to undertake such an assessment. First, we are committed to making learning accessible to Manitobans, which has meant, among other things, that we have a long history of delivering many of our courses at a distance. Second, there now exists two decades of academic literature on the effectiveness of blended and online learning that suggests, on balance, that learning outcomes are similar for face-to-face and online delivery while slightly better in a blended mode. Third, many programs and individual instructors across the institution are experimenting with various blended and online approaches. And fourth, we are in what may or may not be a pivotal moment in the history of online learning in higher education with the current fascination with Massive Open Online Courses (MOOCs), which is prompting many universities to consider the place of online learning in their institutional strategies. It seems prudent, therefore, for us to reflect on our own experience and future direction in this area in order to ensure we are creating high quality learning environments for our students. Such as maintaining and enhancing our commitment to accessibility, providing appropriate supports for the various delivery modes that we use for our courses and programs, as well as making informed choices about our place in the broader online educational environment.
The Task Force Report shows that the University of Manitoba has an established infrastructure for delivering online courses and that about 8% of our undergraduate credit hours across a variety of courses and programs are offered in this delivery mode. Furthermore, a handful of programs are offering some courses in blended format and are experimenting with various forms of blended delivery. In addition, the university now has one institutional learning management system (Desire2Learn) that has a number of advantages over previous systems as well as a number of challenges as identified by members of the university user community. And our Wi-Fi infrastructure is in the process of being upgraded across the campus to the highest current standard.

In its report the Task Force established some guiding principles and then produced a number of specific recommendations to assist the University of Manitoba to develop an ongoing process to enable academic programs—and the academic staff members who develop and deliver those programs—to make delivery-mode choices that will result in the best possible learning outcomes for students.

The following principles guided the Task Force’s deliberations:

• Delivery-mode decisions should be made at the program level.

• Delivery-mode plans should be integrated into the academic and strategic plans of the units and the institution.

• Programs and academic staff members should have the support they require to deliver courses in a variety of delivery modes.

• Decisions about delivery modes should be evidence-based and should be made with due consideration to improving student learning as well as course and program flexibility and accessibility.

• Courses and programs should be subject to the same quality assurance and approval processes regardless of delivery mode.

• The same financial and compensation system should be applied to all delivery modes unless a decision is made to apply differential systems to achieve a specific strategic objective.

• No delivery mode should be considered inherently superior or inferior to any other and there should be no delivery-mode bias in any university policy, procedure or practice that is not evidence-based.

• Units should consider the balance between cost-effectiveness and appropriate pedagogy in all delivery modes and no delivery mode should be considered inherently more or less cost-effective than any other.

• Course and program delivery-mode planning should be a continuous process that is integrated with virtual and physical learning-space planning (i.e., learning technologies, classrooms, laboratories, informal learning spaces, etc.).

• Students should be provided with the support they require to successfully engage in all delivery modes.

The Task Force then made 32 recommendations in a range of areas, including governance, teaching and learning support, quality assurance, research about student success across delivery modes, faculty development and workload, financing and compensation, services for students, and fostering innovation and sharing experiences.

Highlights among the Task Force’s recommendations include the following:

• The renewed Strategic Planning Framework should include reference and support for multiple course and program delivery modes and learning technologies.

• Academic officers should be involved in decisions regarding learning technologies.

• Academic users of learning technologies should provide input and advice regarding learning technologies.

• Dedicated research capacity should be developed to compile data and conduct analyses to allow us to make evidence-based decisions about learning strategies across delivery modes.

• Support for teaching and learning across delivery modes should be coordinated within the institution.

• Sufficient and appropriate support should be available for developing blended and online courses in collegial teams.

• Develop a policy and procedures for the collegial judgment and approval of online courses, building upon practices currently in place in Extended Education.
• A course should be developed to provide training to academic staff members in teaching across delivery modes.

• A course should be developed for academic administrators in the selection and management of learning technologies and delivery modes.

• Existing incentives for offering online courses should be reviewed.

• Ensure services for students are available and comparable regardless of delivery mode, develop a plan to enhance student services and resources where necessary, and assess their utilization and outcomes.

• Central funds should be made available to foster blended and online learning innovation.

Dr. Ristock, the Vice-Provost (Academic Affairs), established an Implementation Working Group in June of this year to guide the process of reviewing and implementing the recommendations in the Blended and Online Learning Task Force Report. Members of the university community should expect to learn more during the 2014-15 academic year about the Working Group’s activities.

The full Task Force report is available under “Reports” at: http://umanitoba.ca/admin/vp_academic/documentation.html

If you have any questions or comments about the recommendations or any aspect of the Task Force’s work, please feel free to contact Jeff Taylor, Task Force Chair, at Jeff.Taylor@umanitoba.ca
Great teachers challenge themselves and do not hesitate to take risks. *Teaching is like sailing a big ship with a diverse group of students in a mighty ocean of knowledge,* with the intention of reaching the destination of success. As different people have different capacities and their own pace of learning, it is not an easy task to teach a group of students coming from different disciplines. I, a PhD student in Plant Developmental Genetics was given an opportunity to take up this difficult task of teaching Molecular Genetics to a group of undergraduate students last year. I had the knowledge, capacity and few years of experience from teaching in my home country. However, I had to think twice. It was my first time teaching in University of Manitoba or precisely in Canada. The challenge in front of me was whether I am confident to teach U of M students and whether the quality of my teaching and the techniques I used in my home country will impress the students here. The strategy I employed was basically to look at my students as my friends and teaching them as merely helping them towards achieving their goals. The course content covers a variety of different topics and my task was to make them learn and understand the concepts and the applicability of these concepts in real world situations like genetic diseases including cancer. I tried to be friendly and approachable as much as I can and therefore, we were able to build up a good teacher-student relationship. Whenever they had a difficulty I was able to be in their shoes and extending help to my students going out of the way was what made them like me as a teacher. The student evaluations I received were very interesting and will definitely motivate me to improve my weaknesses as a new teacher. My first teaching assignment at U of M was therefore a challenging, yet wonderful experience and if I did not take this risk I would not have been able to identify the “teacher in me in Winnipeg, Canada”.

Dilukshi Fernando, Biological Sciences

“The teacher from afar becoming the teacher in me in Winnipeg, Canada”
Pedagogy at its best

Andrea Charron, Political Studies

You are sitting, writing this exam, and someone yells out, “zombies are coming to attack us!” What would you do? What theory best describes your reaction and actions? (Note, offering your professor to the zombies as a sacrifice is NOT an option. Also, you will not be judged on the “ethics” of your response… this is strictly about applying theory).

or

Come up with the title of a song or film (either an existing one or make up one) that reflects a theory. Provide the title of the song/film, the name of the theory represented and why the title is reflective of the theory.

These are just two of the types of exam questions I have used for my Introduction to International Relations Course. Why? They are fun to write, require the student to synthesize and analyze a deceptive amount of material and inject some creativity. The result? The student remembers the theories because the emphasis is on practical application. Plus, I enjoy reading the answers. Pedagogy at its best.

Furthermore, during the course, I introduce each new IR theory with a popular song or movie. “Welcome to the Jungle” becomes the theme for Realism and Sesame Street’s “The Cooperation Song” teaches one everything they need to know about Liberalism, and the movie Hairspray is a wonderful tool to see social constructivism in action. The mantra for teaching is real world applicability which even includes the occasional quiz on identifying countries by a fact or border outline.

Student responses

Zombie Attack Responses

Students tended to divide into one of two main groups. The Realists would literally kick and punch their way out of the gym, aiding no one and only looking out for number one in a dog-eat-dog, zero sum world.

The second, smaller group, would attempt to organize the students into a collective to defeat the zombies together reflecting Liberalism. Their mantra was cooperation and mutual gains. Behaving only to benefit the individual is a short-term gain, they argued, that will fail in the end when one is facing a “global” (well the gym at least) crisis.

Both groups were very creative with how their pens, exams and water bottles could be used as weapons, barriers or bartering tools.

My favourite responses, however, were the ones that applied a totally different perspective. One student (who, let’s face it, is now my favourite!) actually decided to continue to write the exam because they argued that the Realists created the zombie hoax to get everyone to stop writing the exam which meant only those who completed it would pass the course.

Another student tried to apply constructivism to suggest that zombies are what you make of them. Ergo, if one chooses not to be afraid of them, they are not a threat.

Most importantly, the students obviously wrestled with the application of the various theories considering the ontological and methodological differences in order to compose their answers.
Songs and Theories

As for the songs and movies, students have provided me with lots of suggestions. Many were more contemporary. I liked the idea of Lorde's song “Royals” as a Constructivism song (and same for the Police's “Don't Stand so Close to Me”)
Aretha Franklin's “RESPECT” is a common suggestion for Feminism. (Even more interesting if one remembers it was originally sung by a man, Otis Redding).
Realism seems to have no end of songs on offer – many are about the world coming to an end. (e.g., Imagine Dragon's “Radioactive” or Temptations' “Ball of Confusion”)… and the number one song for Liberalism…“Give Peace a Chance” by John Lennon.
Best of all, we get to listen to some pretty great songs in class which provides an injection of newness and energy.
The MedClass 2017 course on ear, head and neck used team based learning to create multiple choice questions. The rationale for student designed multiple choice questions included the following perceived benefits:

- if you are able to create a question on a topic, then you better understand the topic
- you will learn how MCQ tests are created, which will better prepare you for your Medical Council of Canada Qualifying Exam and other exams in medical school
- at the end of the session, your class will have a great resource of more than 100 high-quality MCQs to use for studying

The class also used a flipped classroom approach which required the students to come prepared having watched PowerPoint lectures and videos on the topic. In class, students completed the Individual Readiness Assurance Test and the Team Readiness Assurance Test (see books by Larry Michaelson on team based learning for details). Then the class time is spent developing multiple choice questions in their team. Each team puts forward one question to be peer reviewed by the group. After vetting by each other and the instructor the questions were organized in practice quizzes that could be used for formative assessment. Students completed all of their team and individual work in the Desire2Learn platform.

This is an instructional strategy worth repeating! Student feedback was overwhelming positive. For additional information on TBL in medicine see the Duke University School of Medicine embraces team-based learning - https://www.youtube.com/watch?v=gW_M426V2E0

Click image below to view Adrian's YouTube video!
I am a gardener. I have an apprenticeship in 'landscape garden & construction', a degree which is not highly rated in the academic ranking system ;-). But digging in the ground and having some mud underneath your finger nails is an unforgettable treasure trove of experience. I still thrive on this today. I am not afraid of mud and I love to share this experience with my students.

My students are invited to gain hands-on experience using Manitoba snow and Winnipeg clay in construction. They are involved in snow carving and ice shaping, in tree pit paving and asphalt painting. To attend my design studios, specific safety equipment is required: hard hat, steel-toed boots, high-visibility vest, safety glasses.

The aim is always to have a real architectural intervention. Many decisions on design and execution are made with concrete materials and concrete spaces. We are working through the typical sequence of “ideas - drawings - real space” in reverse order. Precise drawings are following the real space intervention. The means are simple but the design considerations are surprisingly complex and the realized spatial transformations are bloody cheap but sexy!

I use this model to narrow the gap between theory and practice and to create a closer relationship between my research and teaching. I admire how the students approach these studios, and how they apply the knowledge gained from execution to drawings made with pencil, marker, cutter and computer. And all of this is done with humour and passion.

Designing and Laughing

Dietmar Straub, Landscape Architecture
Melanie Brydges Down, Extended Education

The class I led on the evening of Wednesday, March 12th involved taking several risks.

In the classroom I use a short video given by a leadership expert. Feedback from my students indicated the video’s message was important. Ryan Nicolson of CATL kindly brainstormed with me, ideas for bringing this noted speaker from TED Talks, into my classroom. After considering a number of options we identified Skype to be the best technology solution. AV Services ensured the installed classroom computer was prepared and supplied a webcam/microphone ideal for our application. The technology worked perfectly for the class.

In addition to the new technology there was something else unorthodox about the evening. We invited all of my former students. Would they come? Some had attended my classes on campus, while others had taken my online course. It was an opportunity for my former online students to meet, and for me to meet them! The final group included my current online students. The outcome of bringing all of these students together was an hour of noisy conversation and networking after class.

Perhaps the most significant risk taken was to put the content of the class in the hands of the students. The Skype guest was the recipient of the student-created and delivered content. My only direction to them was to share the impact the guest’s teaching had on them personally. That evening, one by one, students volunteered and stepped to the front of the room to tell the famous Tedtalk speaker why his teaching had been important to them. This was unrehearsed and unscripted; it was entirely spontaneous content. Had students been reticent or too afraid to speak, the content would have been benign and the learning experience, nonexistent. The students’ messages were well-delivered and powerful. The Ted talk speaker said he was ‘blown away’ and expressed (and Tweeted) how thankful he was for their messages.

Why did I take these risks? I am teaching about leadership. “Role modeling and real experience are more important than passing along sage lessons.”

Thank you to Diane Kristjansson, Acting Area Director, Extended Education for her moral and the department’s financial support of the evening. Thank you to Ryan Nicolson of C.A.T.L. for his expertise and assistance.

Vocabulary modeling

Randall Spenst, English Language Centre, Student Services

In the spring of 2013, the English Language Centre hosted a conference which supported a refreshed approach to vocabulary development within our EAL population of students. Through the three terms following this presentation, I have taken on the challenge to significantly increase the vocabulary the students acquire and retain in class. The students have learned new methods for studying and retaining the vocabulary from within a context. Students are encouraged to self-identify key terms and phrases from the text in addition to a prescribed list of vocabulary. They then work in small groups with instructor guidance to create models which aid them in grasping not only the meaning of the words but relationships between these and other words in the lexicon. The models may include simple comparisons or more complex structures like collocations, word families or clause construction. The groups then create a visual display of the models which are subject to peer evaluation and formative assessment. This change has received a most favourable response from the students who have demonstrated that this enables them to incorporate the vocabulary into regular usage more readily than the traditional rote memorization they have employed in the past.
I have international students in practically all my course. To take advantage of their knowledge of other languages and cultures, I always try to find materials that are pertinent to our class but that are written in languages spoken by these students (Russian, German, Chinese, etc.). Then I offer them the opportunity to present the materials in front of the class not merely as translators but as cultural interpreters and mediators. They have to extract the main ideas of the materials and explain them to the other students. They have to include asides to explain why people in their country perceive some issues different from the way we do in Canada.

This exercise serves several purposes: the international students feel more integrated in the class as their diversity is appreciated and welcomed; the students are enriched by having first-hand experience in internationalization, which makes their interest in other cultures and countries widen.

Two practical pieces of advice: the students presenting these materials can choose to have their work count towards their participation component in the final grade or, in some cases, to fulfill the programmed presentation that every student must deliver in front of the class. Secondly, the kind of materials the international student presents is not limited to scholarly articles written in a foreign language. Something as simple as a video from YouTube, or a piece of news from a foreign newspaper from the internet can be also be appropriate, depending on the level of the class.
I teach public health nutrition and noticed that many students were not reading assigned materials. This year I cut back on the readings (a scary move!) and implemented the Socratic Discussion method, which allows individual students to set their own interpretations of written materials along with those of other participants. The aim is a clearer, wider and deeper understanding of the ideas, issues, and values in the text. Students engage in shared inquiry with the goals of: 1) analysis and clarification of the readings; 2) critique of the readings; and 3) connection to other readings and broader issues. Students took turns facilitating small group discussions based on a group of readings. Discussions were based on literal, interpretive and evaluative questions identified by the facilitator, who also had to write a summary of the readings. Non-facilitating students had to write one question per set of readings, plus note an area for which they would like further information. The small group work was followed by a class discussion. Students received marks for their questions and summaries. The discussions were a great way to get materials read and engage the students in purposeful dialogue.

Feedback from a student:

“...The small group discussions were a great way to take part in a relaxed conversation with fellow students regarding the readings and current nutrition-related topics. They allowed us to speak openly about our opinions and ideas, which led to lively discussions. Hearing varying views allowed individuals to form their own personal stance on the issues which will be beneficial as we move into the workforce.”
Carla D’Andreamatteo, Human Nutritional Sciences

In my most recent teaching session I challenged myself to engage the use of technology to assess students. Typically I have used a paper/pencil method for conducting tests. I have been aware of the technology available to administer tests but have been too hesitant to take on the task of learning how to use this approach and quite honestly felt comfortable with “the good old way” of doing things. However, I decided it was time to embrace the new. I taught myself how to set up a test using the technology platform available and made it happen. I was nervous that things would be a disaster as I had to “trust” the system. There were a few glitches but they were manageable and no one was hurt! After the first attempt I spoke with students in class to gather feedback on what went well and what could be improved. I was fortunate that I had another opportunity with the same group to try this process out again with the recommended changes per feedback. The second use was fully a success and now I am very pleased that I have embraced this technology. The time saving from an instructor’s perspective alone is phenomenal. Students are also able to receive immediate feedback on their results! I am happy I have moved forward with this technology. Now I may even attempt to upgrade from my cassette tapes to these new “CDs” I’ve heard about!

Needing a little help to get started with technology? Check out our D2L drop-in sessions and our Blended Learning sessions at: umanitoba.ca/academic_support/catl/workshops/
Making a Positive out of a Negative

Dominique Rey, School of Art

This year I had the opportunity to teach a course that I had proposed titled *Staging Action*, a studio exploring the interstitial space between photography and performance art. I was very excited about this course, but I was concerned about the potential pitfalls of teaching performance art in an academic institution, seeing as performance art is a radical form of art that aims to break established boundaries. In most ways I had nothing to fear and benefited from a group of students who were intensely engaged and willing to take the very real risks of exposure and possible embarrassment that are part and parcel of performance art. Just when I thought the studio would go through without any major mishaps a student devised a performance without my consent or the class's. This performance was very distressing and left many people in a state of shock. The trust that had been built over two months between all the members of this class was suddenly shattered and put into doubt. At that moment I paused all class proceedings in order to discuss what had occurred, encouraging all the students to express how this action had affected them as well as the student who had performed the piece. This exercise was very valuable and made it possible for the class to continue, but the atmosphere had shifted. I knew we were not finished with this experience yet. Throughout this studio, my students participated in various workshops which gave them the opportunity to experiment with new techniques and concepts in their live action performances. With this in mind, I devised for the next class to have my students do a series of live performances that addressed the concept of healing. It was a transformative experience that brought us all to a new level, taking a negative experience and using it as a learning experience that made each one of us richer as artists and human beings.
Helping students find their voices

Greg Bak, Archival Studies, History

Our students often are described as immersed in technology, adept and at ease in its use. This may be true for some, but many are self-conscious of their lack of understanding of how these technologies actually work, and of the ways in which digital technologies are products of, and productive of, culture. In my course on the History of Digital Culture students come to understand digital technologies, like all other technologies, in cultural terms – and in the process themselves become critical and historically aware users of technology.

To boost students’ confidence and provide a solid grounding for class discussion, my students are required, the day before class, to post comments to a D2L discussion forum about the class readings or assignment. Students come to class ready to participate in guided analysis activities in pairs or small groups. These two steps help students to refine their ideas and find their voices for the whole class discussion that follows. Allowing students to build their confidence in this way helps them feel safe and supported in the classroom as we explore new ideas together.

Observing small group discussions and moderating whole class discussions allows me to gauge my students’ level of understanding of a particular topic, and to address any misunderstandings or areas where their comprehension is not sufficiently deep. While I do not often lecture in any formal sense of the term, our whole class discussions allow me to address gaps in student knowledge and analysis through spontaneous mini-lessons on specific topics. The end of class does not bring an end to the discussion, as I encourage students to log back into D2L to follow up on specific points of interest or controversy.

Books on Discussion available in the Centre’s Book Collection - http://bit.ly/1gX9wLM
Bender, Tisha. (2012). Discussion-based online teaching to enhance student learning: Theory, practice and assessment. Sterling, Virginia: Stylus Publishing
Facilitated Learning

Byron Bahniuk, Athletic Therapy

Last year I had attended a workshop to assist me as an instructor. I learned about facilitated learning and how to better define learning outcomes to evaluate how and what I teach. My class, as an ELC (experiential learning class), has a large component of practical/hands-on work. I guided the students with a topic area and facilitated their learning process by challenging them to think about the next step. I initially had self-doubt with “losing control” of the direction of the learning, but found that I was able to direct them to learn as opposed to just telling them. They were more engaged for the entire process as well.

In addition to this I also utilized self-evaluation on practical skills. My thought here was to have the students evaluate themselves under supervision with one specific practical skill in which they would be responsible to understand being evaluated, and evaluating others. The students were critical but fair with their peers (on the evaluations). I believe providing these additional responsibilities and viewpoints aided the students in better understanding how to perform the chosen skill and the reasons why they performed the skill.

Additional Reading:

One Minute Paper

Vickie Albrecht, Sciences and Technology Library

Often librarians are asked by faculty to discuss citing/referencing with their class. This popular topic is often taught lecture style with an activity to reinforce the concept and/or with an introduction to a citation management software such as RefWorks. Previously, I had provided a third-year undergraduate course with a session on RefWorks but found that students were not interested and resulted in low attendance even when I had worked with students for two consecutive weeks prior. This year I challenged my teaching of citing/referencing by allowing the students to guide the content for this lecture. I got the content from students by asking students to complete a one-minute paper asking what they found difficult/challenging about referencing/citing and I told the students that their difficulties/challenges with citing/referencing would be covered in next week’s class. I took the risk because I knew that students would know something about citing/referencing since it was a third-year course but also wanted to increase the attendance for this class. The outcome was two-fold. Firstly, I found out that students needed more basic information about citing/referencing; in fact, the session I taught included making them write out by hand a citation and reference from a sample journal article I provided them with. Secondly, all students attended the session and every student was more engaged with the content, asking lots of additional questions, putting effort into the in-class activities. Taking this risk was rewarding and I am willing to take on new challenges with my teaching.

Check out the Libraries Subject Guides (http://libguides.lib.umanitoba.ca/browse.php) for an abundance of great Reference Resources!
Learning Together  Oleksandr Kondrashov, Social Work

Personal Motto: Education for All and All for Education

I always think of teaching as an opportunity to inspire and empower and that education should be equal and accessible for all. In my teaching I am constantly trying to reflect professional social work values and I think by demonstrating unconditional positive regard and empathetic understanding towards every student helps to build their success.

I had an experience of teaching more than 100 times at the University of Manitoba over the last 10 years using a number of course delivery formats (face-to-face, hybrid, and/or fully online courses) and no matter how the course is being structured I believe that the learning process is successful when we work with students as one team. At the beginning of each new course I am scheduled to teach I always ask both students and myself how each of us can create a classroom environment that is stimulating and respectful of diverse views and experiences and how we can learn the most together to achieve stated course objectives. There is no one way to answer that question as each classroom experience is very unique, but I know I am successful in my teaching when students tell me, sometimes after a number of years from the course completion date, that they have learned “to apply the knowledge from classroom in their everyday life” and “they keep learning new things every day.”
Targeted Learning Sessions

Kenneth MacKendrick, Religion

In conjunction with the Academic Learning Centre and funding from the Dean’s Office and the Department of Religion, I hosted a series of “targeted learning sessions” (TLS’s) for the course RLGN 1440 Evil in World Religions.

As a (W) class with a high enrolment (90-180) it is always a challenge to provide students with quality feedback on their writing in addition to providing personalized writing support. This past year we kicked it up a notch. In discussion with Kathy Block (ALC) we came up with the idea of having course-specific tutors. Students were given their writing assignments well in advance; one week prior to the due date of the assignment students were asked to bring a draft of their paper to a TLS.

The TLS’s were held in ArtLab space at round tables. In three waves, each wave lasting one hour, students were divided into groups based on the topic of their paper and how far along they were in its development. Typically this meant about four to six students for each tutor. Tutors worked with the students to develop their writing skills. Those participating in the TLS’s on average received a mark one grade higher than students who did not. Participation was voluntary and just over half the class took advantage of these sessions. We hosted TLS’s for two of the four essay assignments.

We came up with the idea of TLS’s to rise to the challenge of taking a “W” credit course to the next level - not only to provide the required feedback on written work, but to provide dedicated support for the writing process itself.

A more detailed account of the TLS’s can be found on page 25.

Additional Resources on Targeted Learning Sessions

Facilitated Writing Groups in a High-Enrolment Undergraduate Course

Kenneth MacKendrick, Religion
Jason Redden, Religion
Kathy Block, Learning Assistance Centre

This past fall, in a collaborative effort involving a professor in the Department of Religion and staff of the Academic Learning Centre (ALC), we implemented a new classroom-based strategy to support undergraduate students with their writing. Twice during the term we organized small group discussions facilitated by ALC writing tutors focusing on the writing assignments in the course Evil in World Religions (RLGN 1440). This was a class with just over 70 students. Our goal was twofold: to provide individualized support to students in a high-enrolment course with their writing assignments and to foster writing-related practices and techniques that will be useful to the students through their undergraduate degrees. Informal feedback indicates that this is a promising support strategy for undergraduate students in their development as academic writers.

This article describes how we designed the writing groups and explains how our strategy fits with the literature on supporting undergraduate students as emerging academic writers.

BACKGROUND
The initiative to support students in the writing process was inspired by the University of Auckland’s Targeted Learning Sessions. The University of Auckland’s Faculty of Arts website describes Targeted Learning Sessions in this way:

Targeted Learning Sessions for two Stage One courses bring together librarians, student learning staff, tutors, and [first year experience] mentors all under one roof. The sessions take place in an open plan area of the General Library, and offer students specific help with a major assignment. Whether they are stuck getting started or just putting the final touches on references, there is someone there to answer questions and get them to the next stage. The sessions are hugely popular, with hundreds of students taking advantage of one-stop shopping for academic help.

(Faculty of Arts, at Auckland, 2013)

continued on pg. 26
This targeted approach to supporting students enrolled in first year courses fits well with the aims of the ALC. Through conversation with Dr. Kenneth MacKendrick, who was interested in exploring ways of supporting his students as academic writers, and Dr. Jason Redden, who is an instructor in the Department of Religion and works one-to-one with undergraduate student writers at the ALC, we adapted the strategy to work with the writing tasks in Dr. MacKendrick’s RLGN 1440 class. From the Targeted Learning Sessions, we drew the principles of providing timely support in an informal environment for undergraduate student writers working on specific assignments. Our focus, however, was on the thinking/writing process grounded on readings in a course pack and not on a search for sources. The classroom strategy that emerged through our planning process was the organization of facilitated writing groups.

Our Facilitated Writing Groups
Since Evil in World Religions meets the writing (W) requirement, students must complete several writing assignments. In the fall 2013 offering, students were required to write four short essays. ALC writing tutors worked with students on the second and third papers. Each of these assignments offered students a choice of themes on which they could focus. The facilitated writing groups were scheduled to take place one week before each assignment deadline. Students were asked to attend the group sessions having completed the readings for the assignments and were asked to bring an outline or draft of their paper.

A few days before the group meetings, the writing tutors and an instructor from the ALC met with Dr. MacKendrick to learn more about each assignment and the direction he was looking for in the papers. Dr. MacKendrick also made relevant course readings available for the tutors to skim. At the beginning of the class on the day of the group meetings, students were organized into small groups, based on their chosen theme and their progress in the writing process for the particular assignment. The groups were scheduled to meet in three waves over the subsequent three-hour period.

The writing groups met in a large classroom in the ARTlab, space that turned out to be ideal. The classroom had a feel that was very different from the large lecture hall in which RLGN 1440 was usually scheduled. The ARTlab classroom is large and contains tables instead of desks, and overall, the set-up was conducive to peer-to-peer and student-tutor conversations. At one sitting, the space accommodated six small groups with an average size of four students and a tutor.

The focus of the group discussions varied depending on the progress and questions of the students. Some groups focused on understanding the assignment guidelines and discussing relevant concepts and examples from the readings. In other groups, students shared and received feedback on the direction they were considering for their papers. In a few instances, tutors walked students through the general organization and format of academic papers. Where students were the most prepared, they discussed their drafts with their peers and tutor. We noted that, in addition to the discussions about writing, these groups offered students the opportunity to discuss course content apart from the assignments.

Dr. MacKendrick attended the writing group sessions and offered additional support for the students. He responded to questions that the tutors were not equipped to handle, especially questions related to content. Having the course instructor at the sessions was very helpful as students who might not have asked their questions in the formal lecture hall had the opportunity to discuss their questions with their peers and a writing tutor and then to ask them of their professor.
Preliminary Observations
Below, we have listed a few of the benefits that we observe so far in the facilitated writing groups.

(1) Writing groups encourage students to extend time spent thinking about the writing task.
Research shows that the more time a student spends mulling over content and considering the various directions a paper could take, the more successful the paper. (See for example Griffin, 1998.) This means that starting a paper in advance is an important factor for success. However, Bean (2011) points out that “No matter how much we exhort students to write several drafts and to collaborate with peers, most of our students will continue to write their papers on the night before they are due unless we structure our courses to promote writing as a process” (p.10). Scheduled one week before the assignment deadlines, writing groups encourage last-minute writers to get started early and to approach writing as a process. The writing groups also give last-minute writers the opportunity to see firsthand the advantages of increasing their time with the writing task as they interact with their peers.

(2) Writing groups give students the opportunity to talk about ideas during the drafting process.
The value of talking about ideas and discussing drafts is supported by research. Bean (2011) writes, “Good writing ... grows out of good talking” (p.8). The Council of Writing Program Administrators and the National Survey of Student Engagement (NSSE) lists “[encouraging] interactive writing activities” as one of the best practices of writing instruction for deep learning. Interaction includes creating opportunities for students to talk with peers, their instructors and writing tutors about ideas and drafts (Anderson, Anson, Gonyea, & Paine, 2009, p.1). Facilitated writing groups give students the opportunity to experience the value of talking about their ideas with peers and writing tutors.

(3) Writing groups are a strategy for embedding writing in a dialogic situation.
Work on learning and literacy has persuasively shown that embedding writing in a dialogic situation can have a significant impact on the development of student writing (Hunt, 2013). By providing a specific social context in which students are able to witness the motives and intentions of readers and writers, a writing group is one strategy enabling students to discuss through writing. In this case, students are encouraged to engage in written conversation with each other and with course materials on the theme of Evil in World Religions. Thus, students are creators and participants in the written conversation in a way that mirrors scholarly participation in academic conversation.

(4) Writing groups provide students with preliminary feedback.
Receiving feedback on ideas during the writing process is recognized as a component of effective writing instruction. (See for example, Anderson, Anson,
Gonyea, & Paine, 2009.) However, research by Graves, Hyland and Samuels (2010) at a Canadian university college shows that undergraduate students have few opportunities for preliminary feedback.

“We looked to see how many syllabi described assignments that formally incorporated feedback to students on the assignment before it is handed in for grading. This feedback could be in the form of peer review during class, a scheduled office visit with the professor or TA, or written notes. We found few assignments that described these kinds of feedback: 86% indicate no such provision. (Graves, Hyland & Samuels, 2010, p. 304)”

Facilitated writing groups give students the opportunity to receive feedback on their evolving ideas and drafts. The groups also have the advantage of introducing students to writing tutors, whom they can meet with for feedback on future papers.

**Future directions**

Our positive experience with the facilitated writing groups is confirmed by Roger Graves, the director of the Writing Across the Curriculum Program at the University of Alberta. Graves (2013) is working with writing groups in numerous classrooms and writes, “small, targeted interventions such as the small group tutorials have measurably improved student writing” (para. 3).

Given these positive experiences with facilitated writing groups, our plan is to implement them in two first-year courses in the Department of Religion in the 2014/15 academic year. Supported by the Teaching and Learning Innovation Fund, we will more formally investigate the benefits and limitations of facilitated writing groups and develop a framework that would enable us to implement this strategy to place writing tutors in the classroom in more and diverse courses.

**References**


**Acknowledgements**

We would like to thank Eunice Friesen with the Centre for the Advancement of Teaching and Learning for introducing us to the Targeted Learning Sessions and Dean of Arts, Dr. Jeffery Taylor, for the support he provided for the project last fall. In addition, we would like to thank Miriam Unruh with the Academic Learning Centre and Dr. Ian Whicher with the Department of Religion for their support on our TLEF proposal.
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SOCIAL JUSTICE AND EDUCATION IN ACTION AT **WE DAY**
Alex Kozelko, C.A.T.L.

“There is no such thing as a neutral educational process. Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes the ‘practice of freedom’ – the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.” – Richard Shaull, drawing on Paolo Freire, 1968, *Pedagogy of the Oppressed*

**What Is We Day?**

Having previously volunteered for Free The Children’s (FTC) **We Day**, I knew what to expect when I registered to volunteer again: a packed MTS Centre filled with 16,000 youth, their educators, over 1000 volunteers and FTC staff – all bursting with excitement to celebrate their achievements and hard work over the last year to help put an end to social injustices in their local, national, and global communities.

For those who are unfamiliar with FTC, it is an international charity and educational partner founded in 1995 by 12 year-old Craig Kielburger of Thornhill, Ontario. Kielburger noticed an article in the *Toronto Star* about the murder of a 12 year-old Pakistani boy named Iqbal Masih who had been sold into slavery at the age of four and spent six years of his life chained to a loom before escaping and becoming an advocate against child labour. Craig started FTC with a group of his classmates with the aim of raising awareness about child labour and encouraging other youth to get involved in social justice issues. Their message was simple: “Free the children from poverty. Free the children from exploitation. Free the children from the notion that they are powerless to effect change.” (Free the Children, 2013) FTC was founded on the premise that by awakening the spirit of volunteerism and community service in youth, anything is possible – injustices can be stopped and prevented, local and global communities can be changed for the better, and hope for the future can continue to grow and be sustained. This original mission statement continues to guide FTC’s work and today, more than 1.7 million youth are involved in FTC’s innovative education and development programs in 45 countries and the movement continues to grow.

**We Day** is part of We Act, FTC’s full-year engagement program for youth, schools, families and companies to participate in service learning and innovative projects to enact local and global change and begin to understand a variety of social injustices in our world (Free the Children, 2013). **We Day** began in 2007 with 8000 youth and today, over 160,000 youth will take part in 11 different **We Days** in three countries. Schools enroll in We Act and must complete one local and one global action in order to earn their ‘ticket’ to **We Day** – a full day filled with inspiration, education, and encouragement. The day includes speeches from speakers such as Martin Luther King III, Mikhail Gorbachev, and Spencer West, inspirational videos that show the impact of local and global initiatives from FTC partners and schools, opportunities to meet and network with other youth and educators who are working on similar projects, and plenty of opportunities to celebrate by doing the **We Day** Dance.
What is Social Justice?

The concept of social justice is contentious and it can encompass and involve many different ideas and goals. While social injustices are often easy to identify, this does not mean that they can easily be defined as they include a variety of social, economic, and cultural issues (e.g., income inequality, lack of healthcare, access to clean water, inadequate nutrition, etc.). Attaining social justice in our world can mean achieving a variety of goals – attaining equality of opportunity, access to food, water, and shelter for all, universal healthcare, confronting and dismantling oppressive systems and regimes, or developing recognition and respect for the values and identities of all people (to name a few).

Those who advocate for social justice see the general increase in inequality in our world as alarming and deplorable and desire to take action to change the status quo. Learning about social injustices and advocating for social justice begins with learning about the world, questioning common sense assumptions about the way things are, realizing and embracing the need for change, and reflecting on one’s role in making that change a reality. Regardless of one’s conceptualization of the term itself, the universal dimension of social justice is humanity – human beings are affected by injustices all over the world every day and it is only by working together that we can effect positive change towards a just world.

How Does Social Justice and We Day Relate To Education?

Social justice and equality is something we are continually striving for, and, in our world today, providing a solid foundation for social justice education is as critical as ever. Youth are increasingly presented with problems about injustices in their world at school. However, beyond learning about the issues, youth often wonder how they can become involved in their communities but may feel powerless, unsure where to start, or simply lack the confidence to start an initiative on their own. Educators need to consider how to move students from the simple awareness of social injustice in the K-12 curriculum to post-secondary education, where critical thought, activism, and community engagement are supported and encouraged.

Developing a vision for change and garnering hope for the future and a more socially just world becomes the catalyst for persistent engagement beyond Grade 12. Youth need specific strategies for engagement in social justice issues so that they can apply these strategies throughout their lives as they continue to grow. We need to create and embed a pedagogy that engenders the notions of hopefulness and possibility. Preparing the next generation of students to be active and informed about the complexity of social injustices and the range of issues affecting humanity helps prepare them for their emerging responsibilities as active and engaged global citizens in adulthood – in university, in their careers, and beyond.

FTC’s innovative approach to empowering and engaging youth proves that teaching, learning, and pedagogy can be structured in ways that promote learning about social equality and social justice issues. It is one thing to ‘teach’ students about poverty, hunger, and disease in the world, it is another to take education to the next level where educators and students are learning and making plans to effect change together. The social context in which youth learn about these issues should be one where youth begin to reconceive who they are and what they may be able to accomplish as a positive agent of change. Youth need to connect with issues like poverty, hunger, and disease by making personal commitments and connections and also need the skills to engage in active citizenship.

The focus of education about social justice issues is strengthened by the educational resources of We Act that use real world examples and clear explanations that explain why these issues are important and how they affect millions of people every day. FTC’s focus on completing one local and one global action per year helps students see that social injustices also exist in our own backyard and youth can begin to understand that social injustices exist at all levels. FTC shows youth that anyone can change the world and their approach educates, engages, and empowers youth to become agents of change and We Day inspires youth into action. Furthermore, We Day helps youth become knowledgeable, skilled, and committed to working toward social justice goals with a
very simple message – no goal is too big or too small and everyone can make a difference. One person can make a difference, but when youth team up with organizations like FTC, dedicated educators, and community members, anything is possible. While engaging youth and keeping them engaged is no easy task, FTC has accepted this challenge and continues to expand their mission and vision to new schools, new cities, and new countries every year.

**Impacts of We Day**

Events like We Day are an investment in our youth, the community, and our world. The immediate impacts of We Day are obvious: millions of dollars raised, tons of food donated, and hours volunteered. The long-term impacts of We Day are less obvious. On their impact page, FTC states that evidence shows that young people who are engaged and educated about social injustices are more likely to volunteer, vote, and give for years to come (Free the Children, 2013). FTC believes that we are the first generation that can truly end the worst forms of poverty and injustice in our world. We need to embrace ‘we’ thinking and ‘we’ acting and remove the barriers that youth face in seeing themselves as agents of social change. We Day is only part of a trajectory of socially conscious education that can start in elementary school and continue into post-secondary education and beyond. While post-secondary institutions may be the best place to advance social justice goals through activism, involvement in student groups, and research, learning about social justice issues at a young age and instilling the message that everyone has a role to play in making our world a better place is an excellent place to start.

I am grateful for the opportunity to volunteer at We Day. Many of the other 1000 volunteers that attend also take a day off work. There were parents of youth who had attended or were attending, or were employed by sponsor companies such as RBC and Telus. Volunteering is a great way to balance work life, learn new skills, meet new people, and make a contribution to a cause that you care about. It is also an opportunity for professional development where volunteers help teach others by using their expertise and also learn more about the cause and organization by learning from the expertise of staff members and other volunteers. As the University of Manitoba seeks to serve and honour its commitment to the community, I was able to apply my skills in the wider community by volunteering at We Day and share what I had learned with my fellow employees, faculty, and students at the University of Manitoba.

Maybe this year is the year to volunteer with your students or your colleagues and participate in We Day 2014- October 29, 2014.

**References**


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Earlier this year, Cosette Taylor, Coordinator of Teaching and Learning at the Faculty of Nursing and I presented an introductory workshop on blended learning as part of C.A.T.L.’s spring 2014 workshop series. Path to Pedagogy invited us to record our presentation as a way to demonstrate one blended strategy and share our information with readers. The following recording is an overview of: where blended learning is occurring in the world as well as in which post-secondary faculties; a definition of what blended learning is; an examination of the benefits and challenges of incorporating blended learning in your courses; and an overview of how the College of Nursing has been working to make blended learning courses part of their programs. We also include a list of works cited in this presentation for your reading pleasure.

If your interest is piqued after exploring one or more of these recordings, we invite you to register for a live session in order to take the discussion further. C.A.T.L. offers these workshops on a regular basis. Please check their website for dates and the opportunity to register: www.umanitoba.ca/academic_support/catl/workshops/.
WHAT'S YOUR BLEND?
AN INTRODUCTION TO BLENDED LEARNING

Part 2 – Where is it taking place?

Part 3 – What is it?

continued on next page
WHAT'S YOUR BLEND?
AN INTRODUCTION TO BLENDED LEARNING
Part 4 – Benefits and Challenges

WHAT'S YOUR BLEND?
AN INTRODUCTION TO BLENDED LEARNING
Part 5 – Experiences from the School of Nursing

BENEFITS OF BL

- enable students to take greater responsibility for their learning & improve learner autonomy
- Oliver, 2010; Swain, 2012; Dawson, York, & Murdoch, 2012; Smyth et al., 2012; Shoa & Bidjami, 2010

EXPERIENCES FROM NURSING

- Individual BL early adopters
- MN Blended Delivery approaches
- Nurse Practitioner MIX
- A Blended Learning Strategy:
  - BL Series
  - Technology Series
  - Blended Learning Coaches
# Instructor: Course Start Checklist

**What is the Instructor: Course Start Checklist?** This guide outlines the steps required prior to the start of the term for a successful launch of your D2L course.

## Course Shell Verification

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify course shell exists</td>
<td>Your course shell is automatically created, from Banner, four months prior to the term start date.</td>
</tr>
<tr>
<td>Confirm name</td>
<td>Edit your course name to make it clearer for you and your students.</td>
</tr>
<tr>
<td>Confirm dates</td>
<td>Ensure your course is available for the exam study period by setting the start and end dates.</td>
</tr>
<tr>
<td>Request course ‘crosslisting’ if required</td>
<td>Multiple sections of the same course, taught by the same instructor, can be crosslisted to reduce overhead. Send request to <a href="mailto:support@umanitoba.ca">support@umanitoba.ca</a> including course name, sections, and semester.</td>
</tr>
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## Enroll

<table>
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<th>Task</th>
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</thead>
<tbody>
<tr>
<td>Enroll other roles (i.e., TA, Librarian)</td>
<td>Enroll (add participants) non-students, such as teaching assistants and librarians, in your class via the ‘Classlist’ tool in your course</td>
</tr>
<tr>
<td>Update class groups</td>
<td>Set-up any groups that are required.</td>
</tr>
<tr>
<td>Check ‘Classlist’ statistics</td>
<td>View user enrollments, and withdrawals.</td>
</tr>
<tr>
<td>Send welcome email to students</td>
<td>Send welcome email to students inviting them to explore their course in D2L once classes have begun. Email sent from D2L ‘Classlist’ will go to the student’s official university email address.</td>
</tr>
</tbody>
</table>

## Build Course Content

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Import/copy course content</td>
<td>Import, or copy course content from previous course offerings using the ‘Import/Copy Components’ tool from the ‘Edit Course’ or ‘Content’ areas.</td>
</tr>
<tr>
<td>Copyright</td>
<td>Ensure that each copyrighted work in your course has a citation. Use a permalink for electronic journal articles or confirm that the library licence allows for course software. Copy no more than 10% of a paper-based work or one full article/chapter (whichever is greater). Before adding web content to your course, confirm that the terms of use allow it. For more information, please see <a href="http://umanitoba.ca/admin/vp_admin/ofp/copyright/media/Copyright_checklist.pdf">http://umanitoba.ca/admin/vp_admin/ofp/copyright/media/Copyright_checklist.pdf</a>.</td>
</tr>
<tr>
<td>Update content release dates</td>
<td>Use the ‘Manage Dates’ tool through ‘Edit Course’ on the Navbar.</td>
</tr>
<tr>
<td>Update dates in course files</td>
<td>Confirm correct dates in course outline, syllabus, and any other dated documents.</td>
</tr>
<tr>
<td>Update course content</td>
<td>Consult with your liaison librarian for current content on your topic. Update course materials, and confirm links to external sources.</td>
</tr>
<tr>
<td>Prepare the ‘Gradebook’</td>
<td>Set-up a new grade book, or confirm that an imported gradebook matches the course outline or syllabus.</td>
</tr>
<tr>
<td>Check ‘Dropbox’ folders</td>
<td>Confirm correct dates, release restrictions, and links to gradebook items.</td>
</tr>
<tr>
<td>Add &amp; check ‘Quizzes’</td>
<td>Confirm correct dates, release conditions, and links to gradebook items.</td>
</tr>
<tr>
<td>Update ‘Discussion’ area</td>
<td>Set-up a news forum, or confirm that an imported forum has the correct conditions. Introduce yourself to the course participants.</td>
</tr>
<tr>
<td>Add welcome ‘News’ item</td>
<td>Add a welcome message in the ‘News’ widget explaining that this course will be using D2L.</td>
</tr>
</tbody>
</table>
Liaison Librarians: Supporting Faculty needs in an ever-changing environment

Recognized as a key consultant throughout each stage of the research process, liaison librarians continuously strive to meet a wide range of needs that vary depending on users’ interests, skill levels, and disciplines. As a liaison, each librarian concentrates on providing specialized resources and services to suit all users within a particular department, faculty or discipline.

As experts in research, liaison librarians can help you navigate through learning encounters such as creating alerts, locating specialized resources, or working with innovative technology in order to cultivate a valuable research experience. For those working in Health Sciences, liaisons can also provide literature searches, covering an extensive range of sources delivered online or in print formats.

With support from instructors, liaisons play a vital role in building on students’ understanding of research, providing classroom or lab-based tutorials. Determined by the instructor and liaison, instruction may involve the development of effective search strategies, use of citation management software, or ability to locate appropriate resources, among other aspects of research and information literacy. Liaisons can also work with instructors to produce specialized research guides and create graded assignments which can be tailored to suit any course. Beyond the classroom, liaisons deliver library and research assistance for all users through a variety of methods, including email, phone, text messaging, or online chat formats, and are available for one-on-one consultations.

With all of this in mind, liaisons still participate in more traditional activities, including face-to-face reference encounters and collection development. While such practical aspects of library work remain relevant, the role of the liaison librarian continues to evolve, adapting to suit a culture that is constantly advancing. In an effort to deliver service in innovative ways, liaisons continue to familiarize themselves with new tools, and maintain an awareness of emerging trends in fields like education, research, and technology. As a result of these new discoveries, liaisons are inspired to invest in new projects, such as creating web-based tutorials using software such as Camtasia or GoAnimate, working with QR codes and mobile apps in research capacities, and using platforms such as Pinterest or Piktochart in order to convey information in exciting, non-traditional formats. Liaisons are also able to embed themselves in non-traditional spaces, such as learning management systems like Desire2Learn, cementing a commitment to lifelong learning, and demonstrating a passion for providing exceptional service for all users.

To learn more about the benefits and opportunities available to you, be sure to connect with your liaison librarian. A complete list of liaisons can be found by subject: http://bit.ly/WcEbA1 or by name: http://bit.ly/1tJ0bB4 Additional information about liaison roles is also available: http://bit.ly/1rlp6q2
Certification in Higher Education Teaching

The CHET program, offered by the Centre for the Advancement of Teaching & Learning, is highly valued by graduate students at the University of Manitoba. After completing the program students report an increased confidence in their teaching ability, as well as having the skills to engage and motivate their students. The University of Manitoba’s CHET program is modelled after programs at various other Canadian and American Universities.

CHET Program Goals

To introduce theory and principles of higher education pedagogy to provide opportunities to develop teaching and presentation skills in a guided and collegial atmosphere to provide certified recognition for completion of the program.

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All doctoral students registered at the University of Manitoba may apply. Master’s students may be eligible to participate upon presentation of a letter of intent, plus a letter of support from their advisor. All students must complete a 2-hour orientation to the CHET program before they are officially accepted into the program.

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(October 7)

D2L Tool Use Series: Gradebook Indepth
(October 22, December 11)

D2L Tool Use Series: Quizzes Indepth
(November 4, November 27)

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Fall 2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 15</td>
<td>Supporting Students with Disabilities</td>
</tr>
<tr>
<td>Sept 23</td>
<td>Responding to Student Incivility</td>
</tr>
<tr>
<td>Oct 2</td>
<td>Organizing Course Content</td>
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<tr>
<td>Oct 14</td>
<td>Introduction to Video Editing</td>
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<td>Oct 15</td>
<td>Mentoring New Faculty</td>
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<td>Oct 16</td>
<td>What’s your blend? An Intro to Blended Learning</td>
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<tr>
<td>Oct 21</td>
<td>How do we know “it” works?</td>
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<td>Oct 21</td>
<td>Using OneNote as an ePortfolio Tool</td>
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<td>Creating Community in a Blended Course</td>
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<td>Work-Life Balance</td>
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<td>Online Communication for Critical Thinking</td>
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<td>Dec 8</td>
<td>Reflection on Practice</td>
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