CREATIVE TEACHING (AND LEARNING!)

Conference Program

Dalhousie Conference on University Teaching and Learning

May 2 and 3, 2012
Welcome to Creative Teaching (and Learning!)

It is with particular pleasure that the Centre for Learning and Teaching at Dalhousie University welcomes each of this year’s conference participants to Sixteenth Annual Dalhousie Conference on University Teaching and Learning. A common theme in the literature on creativity is a capacity to take risks. For a couple of years now we have been wondering “What if...?” Well, we were amply rewarded for trusting our colleagues to come through with a program that will both illustrate and inspire creative teaching and learning.

From an outstanding opening keynote with Robert Kelly and across the conference sessions we know that you will find the personal, cognitive, and social facets that characterize creative work to be manifested in anticipated and unanticipated ways. For that, we offer our thanks to the presenters on behalf of all conference participants.

Thanks also go to our colleagues at the Dalhousie Art Gallery for perfectly framing our work together with Robert Kelly’s performance at the “Unbound” exhibit. We hope that you enjoyed this unique “Meet the Artist” event. We are also pleased to invite you to close the first day of the program on Wednesday by joining us for the “Celebration of Teaching Reception” where the 2012 Alumni Association Award of Excellence for Teaching will be announced.

We look forward to meeting each of you in person during the conference. If we can help you in any way, please do not hesitate to approach any one of us. And even though we know creativity is not entirely mystical, we wish you at least one or two moments that take you by surprise!

With our best wishes,

The Conference Coordinating Committee

<table>
<thead>
<tr>
<th>Lynn Taylor</th>
<th>Barbara Kerr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, CLT</td>
<td>Educational Development Specialist</td>
</tr>
<tr>
<td></td>
<td>Faculty of Engineering</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suzanne Le-May Sheffield</th>
<th>Michelle Soucy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Director, CLT</td>
<td>Event Planning and Communications, CLT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deborah Kiceniuk</th>
<th>Andrea Robinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Director, CLT</td>
<td>Student Assistant, CLT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fay Patel</th>
<th>Lilli Cromwell Richardson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Director, CLT</td>
<td>Budget Officer, CLT</td>
</tr>
</tbody>
</table>
HELPFUL HINTS

Taxi Numbers
Casino Taxi  902-429-6666 or 902-425-6666
Yellow Cab  902-420-0000

Parking

Parking permits for Dalhousie parking lots are available at the daily rate of $11.18.
Parking lots are identified in dark gray areas in map below. Permits may be purchased from Dalhousie Security Services (http://fm.dal.ca/security/parkingservices.htm), located in the parkade level of the McCain Building, 6135 University Avenue.

As there are a limited number of parking spaces on University property, purchase of a Parking Permit does not guarantee a place to park.
As an alternative, bicycle rack locations are shown on the map below.

**Photocopying/Printing Services**

**Campus Copy**
Located at 6136 University Avenue, in the Student Union building, next door to the Rowe building.
Tel: 902-494-3781
Monday to Thursday – 8:30am to 7:00pm
Friday – 8:30am to 5:00pm
**Wednesday, May 2, 2012**

**Dalhousie University, Kenneth Rowe Management Building**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am</td>
<td>Continental Breakfast</td>
<td>Rowe Atrium</td>
</tr>
<tr>
<td></td>
<td>Participants may pick up conference packages/ name tags</td>
<td></td>
</tr>
<tr>
<td>9:00 am</td>
<td>Welcome and Opening Remarks</td>
<td>Rowe Atrium</td>
</tr>
<tr>
<td></td>
<td>Honourary Chair, Simon Gadbois</td>
<td></td>
</tr>
<tr>
<td>9:15 am</td>
<td>Keynote Speaker</td>
<td>Potter Auditorium, Room 1028</td>
</tr>
<tr>
<td></td>
<td>Robert Kelly</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Educating for Creativity</em></td>
<td></td>
</tr>
<tr>
<td>10:30 am</td>
<td>Networking Break</td>
<td></td>
</tr>
<tr>
<td>Room #</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 – 11:50 am</td>
<td>Concurrent Sessions One</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diane Dunlop, Nova Scotia Agriculture College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An innovative, interprofessional, extracurricular initiative</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Anne Marie Dalton, Saint Mary’s University</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Creative Mentorship in the classroom: A qualitative research project</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alison Hughes, University of New Brunswick</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saint John</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Fostering creativity in the cross-cultural classroom</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Iris Black, Dalhousie University</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Practicality, creativity and progress in the modern language classroom</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>David Morgan, St. Francis Xavier University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homebrew as a reagent in the undergraduate biochemistry laboratory:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Towards a re-imagination of the teaching laboratory as a research space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rosemary Polegato, Mount Allison University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessing creative thinking: An invitation to explore f[I]ights of fancy</td>
<td></td>
</tr>
<tr>
<td>1:30 – 2:20 pm</td>
<td>Concurrent Sessions Two</td>
<td></td>
</tr>
<tr>
<td></td>
<td>John J. Guiney Yallop, Becca Curran, William Dobson, R. Scott Hiebert,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whitney Hughes, Avra Laarakker, and Chera Smith</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acadia University</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Artful Journeys</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shane Theunissen, Saint Mary’s University</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The teachers must become the learners and the learners must become teachers</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stefani Woods and David Wilson, Saint Mary’s University</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Shakespeare for the Millennials: Using apps in the class?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>David Sable, Saint Mary’s University</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Mindfulness and creativity</em></td>
<td>The risky business of teaching innovation</td>
</tr>
</tbody>
</table>
### 2:20 pm

<table>
<thead>
<tr>
<th>Room #</th>
<th>1007</th>
<th>1009</th>
<th>1011</th>
<th>1014</th>
<th>1016</th>
<th>1020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Room Change</strong></td>
<td><strong>Room Change</strong></td>
<td><strong>Room Change</strong></td>
<td><strong>Room Change</strong></td>
<td><strong>Room Change</strong></td>
<td><strong>Room Change</strong></td>
<td><strong>Room Change</strong></td>
</tr>
</tbody>
</table>

#### Concurrent Sessions Three

- **2:30 – 3:20 pm**
  - Deborah Day, Acadia University
  - Anne Marie Ryan, Dalhousie University
  - Chris Van den Broeck, St. Thomas University
  - Kathi Thompson, Saint Mary’s University
  - Binod Sundararajan, Lorn Sheehan, and Sarah Gilbert, Dalhousie University
  - Deborah Kiceniuk, Paolo Matteucci, Gaia Aish, and Janice Allen, Dalhousie University

  **Recreating Writing to Rethink What We Know**
  **Rethinking courses as isolated entities: An integrated approach to enrich student learning**
  **TED talks for the EAP (English for Academic Purposes) classroom: Pedagogical considerations, applications and possibilities**
  **Intercultural dialogue: The impact of intercultural classrooms on teaching and learning**
  **Using technologies in the classroom**
  **The change one thing challenge – creating opportunities for teachers to share their student engagement activities at Dalhousie University**

---

### 3:20 pm

<table>
<thead>
<tr>
<th>Room #</th>
<th>1007</th>
<th>1009</th>
<th>1011</th>
<th>1014</th>
<th>1016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Room Change</strong></td>
<td><strong>Room Change</strong></td>
<td><strong>Room Change</strong></td>
<td><strong>Room Change</strong></td>
<td><strong>Room Change</strong></td>
<td><strong>Room Change</strong></td>
</tr>
</tbody>
</table>

#### Concurrent Sessions Four

- **3:30 – 4:20 pm**
  - Leslie Shumika and Toni Roberts, Mount Allison University
  - Marina Pluzhenskaya, Dalhousie University
  - Clive Baldwin and Carolyn Hill, St. Thomas University
  - Andrew Hare, Saint Mary’s University
  - Howard Donohoe, Saint Mary’s University

  **The online plagiarism quiz: A creative solution for managing a persistent problem**
  **Fostering creativity in teaching and learning through play: An interdisciplinary approach.**
  **Using autoethnography in social work education**
  **Visualizing a “wild” function**
  **Creative learning by teams in a final examination**

---

### 4:30 pm

- Reception honouring the recipient of the 2012 Alumni Association Award of Excellence in Teaching

Rowe Atrium
Wednesday May 2, 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Event/Activities</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:00 am</td>
<td>Continental Breakfast &amp; Registration</td>
<td>Rowe Atrium</td>
</tr>
<tr>
<td>9:00 – 9:15 am</td>
<td>Welcome Honourary Chair</td>
<td>Rowe Atrium</td>
</tr>
<tr>
<td></td>
<td>Recipient of the 2011 Dalhousie Alumni Association Award of Excellence for Teaching</td>
<td></td>
</tr>
</tbody>
</table>

**Dr. Simon Gadbois,**
Department of Psychology and Neuroscience and Neuroscience Institute, Dalhousie University

Dr. Simon Gadbois completed his PhD in the Psychology and Neuroscience Department at Dalhousie University in 2002. While he was in graduate school at Dalhousie, began teaching undergraduate courses in psychology at Dalhousie, St. Mary's, and Acadia Universities. Simon has been teaching at Dalhousie full time since 2003. His primary research areas are in animal behaviour and behavioural neuroscience. Over the years, he has taught over 20 different undergraduate and graduate classes in psychology and neuroscience, ranging from core classes in research methodology to specialty topics such as animal behaviour, behavioural neuroscience and teaching effectiveness. Dr. Gadbois is proud of his teaching accomplishments and seeks a balance between two of his passions: teaching and animal behaviour. In 2009 he was awarded the DSU Award of Teaching Excellence and, in 2011, he was awarded the Dalhousie Alumni teaching award.

9:15 – 10:30 am
**Keynote Speaker**
**Room 1028**

**Educating for Creativity**
Robert Kelly, University of Calgary

Educational environments that value collaborative creative practice, design thinking and intrinsic motivation balanced with discipline competency have become an imperative for passionate, sustainable and engaging educational cultures of the future.

This keynote presentation will explore how an educational culture of creativity can be implemented across the educational spectrum. This presentation will include Robert Kelly's new research and ideas on creative development in this field from his latest volume *Educating for Creativity* (in press) including numerous profiles of schools from around the world where creativity is a primary rationale for education. The vocabulary and principles of creativity theory and creative development will be explored as well as the nature and dynamic of idea generation and evolution. Strategies for assessing creative development will also be discussed.

How do we as educators develop our own creative maturity to enable educational environments conducive to creative development? Take a journey around the globe from the Kaospilots in Denmark to Stanford's D School while exploring the nuts and bolts of how to bring the concept of creativity into daily educational practice. Bring your ideas and a sense of humour while we explore the notion of teaching and learning creatively and more importantly the concept of learning to create.

Educator and artist Robert Kelly is an associate professor in the Faculty of Arts and an adjunct associate professor in the Faculty of Education at the University of Calgary in Alberta, Canada. His research is focused on developing a comprehensive approach to developing an educational culture of creativity that ranges from examining educational practice from around the globe to transforming curriculum design and teacher education and practice. His recent book *Creative Expression, Creative Education: Creativity as a Primary Rationale for Education* and his new volumes *Educating for Creativity* (in press) and *Creative Journey: Developing Personal and Professional Creativity* (June, 2013) span the breadth of his research focused on transforming educational culture.
He is also associate editor for two research volumes from the *International Journal of Creative Arts in Interdisciplinary Practice* entitled *Inquiries for Hope and Change* (2010) and *Research for Community and Cultural Change* (2011).

Robert has pioneered new programs in teacher education focused on creativity in educational practice. These programs debut across western Canada in the summer of 2012 in the new Interdisciplinary Masters of Education program at the University of Calgary, the Summer Institute of Creativity in Educational Practice at the University of Manitoba and the Summer Institute in Education: Creativity at the University of British Columbia - Okanagan. These programs engage educators in first hand creative development. These exciting, new initiatives establish a clear vocabulary and understanding of creative development strands that lead to creative maturity through writing creatively, creating across the discipline spectrum, design thinking and designing educational spaces for creativity in educational practice.

As artist, his conceptual *Minutia* installation, currently working its way across Canada and now showing at Dalhousie Art Gallery as part of the “Unbound” inhibition, consists of eleven books of concrete poetry on lecterns, based on the sentence fragment “the first time I heard the sound of a page turning.” His other bodies of work include his intensely painted *Concept of Raven* series and his latest outdoor installation, *The White Noise Project*.

Robert has received several awards for teaching excellence and is featured on the University of Calgary’s Great Teachers website. He has done numerous keynote presentations, lectures and workshops on the various dimensions of the concept of creativity across Canada and internationally and is known for his insightful, humorous anecdotes from his life as a career educator, designer and artist.

**10:30 – 11:00 am**  
Rowe Atrium  
**Networking Break**

---

**Concurrent Sessions One**  
**Room 1007**

**11:00 – 11:50 am**  
**An innovative, interprofessional, extracurricular initiative**

**Diane Dunlop**, Nova Scotia Agricultural College

Economists have resisted transformations in pedagogy to more active teaching beyond power point slides. Watts (et. al. 2010) indicate “chalk and talk” still remain the dominant method used in undergraduate economic courses. As the profession has failed to adapt teaching methods, enrollments of domestic students in the degree have declined. Students find the courses boring, unrealistic, and lacking application. The major also faces competition from programs in business, an applied field with “real world” applications. To generate interest in economics, an introductory course was developed of the Global Food Market, which reflects an application by using a trade theme.

To learn about trade negotiations, a simulated game, DOHA Agricultural Agreement was developed. Students in multicultural groups researched and developed agricultural proposals to negotiate for a specific country. The objective of the simulation was for the class to develop a Doha Round Agricultural Trade Agreement. Part of the simulation included a debriefing where students could reflect on lessons learned.

Participants in the workshop will contribute learning through a similar debrief of the simulation and develop learning outcomes of the game. The results of the course evaluations (which illustrate excitement and learning) and assessment methods will be discussed.

**Presenter Biography**

Diane is an Assistant Professor in Economic Agricultural Policy and Trade at the Nova Scotia Agricultural College. She teaches Principles of Microeconomics, Introductory Agricultural Trade and Trade Analysis. Principles of Microeconomics is taught in Canada as well as China. Professor Dunlop mixes innovative teaching techniques and technology to foster a participative learning environment that supports and stimulates student learning. She also serves as an academic advisor.
Creative mentorship in the classroom: A qualitative research project
Anne Marie Dalton, Saint Mary's University

The focus of this presentation will be the preliminary analysis of data gathered from interviews of faculty and administrators as well as focus groups of students at Saint Mary's. The purpose of the research was to discover the kind and prevalence of mentorship practices in classroom teaching at Saint Mary's. Mentorship practices are those that enable students to discover their own learning capacities and to employ them. More specifically, these practices arise from a teaching philosophy that recognizes the relational quality of teaching and learning and the value of honest respectful relationships as the basis of successful learning. Qualities of professional relationship between professors and students as well as a good modeling by professors are the distinguishing components of mentorship. Some recent scholarship based on experiential models explores the degree to which mentorship practices, normally understood as one-to-one (thesis supervision, for example) can be used in classroom settings especially with relatively large numbers. Practicing mentorship in this extended setting calls for considerable creativity. It not only requires a general openness to ‘trying new things,’ but also involves a cognitive transformation in how we think about the goals of teaching/learning. Furthermore, successful mentorship goes further and involves not only the individual teacher but the structure and climate of the institutional setting at various levels. The presentation will focus on the creative ways in which many professors use mentorship skills in the classroom as well as briefly identify potential supports and challenges to such a teaching/learning approach in contemporary universities.

Presenter Biography
Anne Marie is the Saint Mary's Teaching Scholar, 2011-12 and Professor of Religious Studies at Saint Mary’s University. She is coordinator of MA (Theology and Religious Studies Program). Her areas of research include religion and culture, religious and ecological issues, gender issues, and religion and international development. Dr. Dalton also holds a B.Ed. and taught in Secondary Schools in Ontario and Newfoundland prior to her university career. Her research as teaching scholar this year is on fostering mentorship skills in a classroom setting.

Fostering creativity in the cross-cultural classroom
Alison Hughes, University of New Brunswick Saint John

With rapidly increasing international student numbers, Canadian university educators are on the front lines of a teaching revolution. Diverse educational backgrounds and societal values mean that students no longer share a fundamental understanding of the roles and responsibilities of teachers and students. This has an immense impact on the way teaching can take place, especially when it comes to developing creative strategies to deliver course content. This workshop encourages a cross-cultural approach to creative teaching. Participants will evaluate the impact cultural values have on education, analyze a cross-cultural classroom scenario, and develop specific teaching strategies in order to foster creativity in classes with domestic and international students.

Presenter Biography
Alison Hughes (MA, BA, Bed, CTESL) is based at the University of New Brunswick in Saint John, NB. Since 1996, she has helped prepare English Second Language students to enter graduate and undergraduate university and college programs. She also teaches communication and writing courses for the Business Faculty and has provided cross-cultural training for UNB and the NB Community College system. As well, Alison has given workshops at TESL Canada and TESL NB annual conferences.
11:00 – 11:50 am  Room 1014

**Practicality, creativity and progress in the modern language classroom**

**Iris Black**, Dalhousie University

In 2011-12, the French department at Dalhousie University launched a new course, Practical French for Non-Majors. This course emphasized action-oriented learning and integrated principles of the Common (European) Framework for Languages, while still allowing students to rejoin more traditional courses afterward, if they wished. All assignments in the course had oral and written components, and students rose to the challenge, producing creative, original work that was not just submitted but increasingly, exchanged and discussed with their fellow classmates. This session will present a brief overview, with examples, of the projects included in the 2011-12 programme. Participants will then have the opportunity to try out some of the activities involved in one of the assignments, a poster session on the theme of health and well-being. Examples will be in French, but with English translations, and the activity will be in English. This session will be relevant to anyone involved in teaching and learning modern languages, or to anyone who wishes to encourage more varied, collaborative, and creative classroom activities.

**Presenter Biography**

Iris Black has been teaching French language, literature and culture at Dalhousie since 1997. She has worked closely with the Alliance Halifax and has taught summer language courses and workshops for high school teachers. She is interested in the challenge of developing professional, accurate use of language while encouraging fluency, creativity and spontaneity.

---

11:00 – 11:50 am  Room 1016

**Homebrew as a reagent in the undergraduate biochemistry laboratory:**

**Towards a re-imagination of the teaching laboratory as a research space.**

**David Morgan**, St. Francis Xavier University

The typical “labs” of undergraduate science courses involve students in the investigation of well-understood problems, using tried and true techniques, under conditions optimized to yield obvious results. They resemble the laboratory of the practicing scientist not at all, and inspire about as much passion as elevator music. My own early science training suggested that Michelson had been right: the future of science would consist in “adding a few decimal places to the results already obtained.” Better informed, now I am interested in the redesign of the undergraduate curriculum so that students may promptly discover the drama, beauty and creative potential of science. I will discuss progress made in reformulating the lab component of one of my courses as a space for original research. I describe our use of yeast from homebrew as a reagent in the undergraduate biochemistry laboratory: how this work complements the course’s subject matter. I draw attention to how students have successfully learned from experiments that “failed,” and how these experiments have fostered original and creative thinking among students. I wish to engage the audience in an analysis of the value of this kind of learning experience and shall be particularly interested in perspectives which may come from educators in the arts and humanities.

**Presenter Biography**

David Morgan is Assistant Professor of Biochemistry in the Department of Chemistry at St. Francis Xavier University. His interests include the development of advanced laboratory experiments for upper-level undergraduates, the re-imagining of the undergraduate teaching laboratory as a space for original research, the modulation of malarial aldolase activity by actin filament binding, the nature of scientific truth claims when competing models explain data equally well, and the incorporation of philosophical material in the undergraduate science curriculum.
Assessing creative thinking: An invitation to explore f(l)ights of fancy
Rosemary Polegato, Mount Allison University

Creative thinking is encouraged in assignments and projects across disciplines. It is exciting (and gratifying) when we spot creative interpretation, inventiveness, ingenuity, insight, and elegant solutions. However, manifestations of creativity (aka flights of fancy) often lead to challenges (aka fights) for assessment. This workshop is an invitation to consider two questions: (1) What are the identifiable components of creative thinking? and (2) How (or can) these components be assessed? Two short warm-up activities will be followed by a group activity to explore answers to this provocative couplet and our best practices to date. We will take our lead from Haring-Smith (2006) and Jackson (2005). The results of our collective deliberations will be discussed during the workshop, compiled, and distributed electronically to the workshop participants. All disciplinary perspectives are warmly invited.

Works cited

Presenter Biography
Rosemary Polegato, MBA, PhD, is Professor of Commerce at Mount Allison University. She teaches a wide range of business courses, including Consumer Behaviour, Arts and Culture Management, and Arts and Culture Marketing. Her research interests include pedagogical effectiveness. She is a co-author (with Michael Solomon and Judith Zaichkowsky) of Consumer Behaviour: Buying, Having, and Being. She received a 2011 Distinguished Teaching Award from the Association of Atlantic Universities.
CONCURRENT SESSIONS TWO

1:30 – 2:20 pm Room 1007

Artful Journeys

John J. Guiney Yallop, Becca Curran, William Dobson, R. Scott Hiebert, Whitney Hughes, Avra Laarakker, and Chera Smith, Acadia University

This session will give participants an opportunity to hear about and consider an example of using the arts to explore how individuals arrive at, and make decisions about, their current work/study/life moments.

Participants will hear a brief description of a course written and taught by the presenter as an elective for a Bachelor of Education program; the course was open to all students in the program. As part of the course, each student wrote an Artist Statement. The Artist Statements were followed by Group Presentations on various art forms. Following those initial assignments, students developed and presented their own Artful Journeys to Teaching.

In this 50-minute interactive presentation, some of the students’ work will be shared. Participants in this session will discuss how the arts are connected to journeys. Participants will also have an opportunity to consider what might be included in their own Artful Journeys to whatever work/study/life moment they currently are experiencing.

An article in response to a call for writing on creativity to be published in LEARNing Landscapes is being co-authored with some of the students who took the course. If possible, some of the students from the course will participate in this session as co-presenters.

Presenter Biographies

John J. Guiney Yallop

John J. Guiney Yallop is a parent, a partner, and a poet. John is also an Assistant Professor at Acadia University where he teaches about literacy and arts-based research. John’s doctoral dissertation was a poetic inquiry where he wrote a book of poetry to explore identities, emotions, and communities. John is Vice-President and Programme Chair of Arts Researchers and Teachers Society, a Special Interest Group of the Canadian Society for the Study of Education.

Becca Curran

Becca Curran is pursuing a Bachelor’s degree in Elementary Education at Acadia University, specializing in teaching French as a second language. She is currently teaching Core French to students in grade four, five and six in the Annapolis Valley. Becca is extremely passionate about issues in equity and social justice education. She is inspired by the idea of making connections and creating a community within the classroom.

William Dobson

William Dobson is a father, husband, musician and life-long learner. William has been writing and performing music across Canada the last 30 years. When his music career became a part-time job, he began working in public education. William has taught at the Canadian Conservatory of Music and worked as an Educational Program Assistant and Interpreter for the deaf for the HRSB. William is currently enrolled in the Bachelor of Education program at Acadia University.

R. Scott Hiebert

R. Scott Hiebert is a writer, a musician, a climber, a runner, and a Bachelor of Education student at Acadia University. He loves teaching, words, movement, and melodies in equal measure.

Whitney Hughes

Whitney Hughes is a student at Acadia University where she is studying Elementary Education. Whitney is a teacher, a learner, a speaker, and a listener, but most importantly, Whitney is an artist. Whitney also graduated from Saint Mary's University with a Bachelor of Arts degree. For Whitney, art is a reflection of the self and thus significant to life.

Avra Laarakker

Avra Laarakker is in the 16-month Bachelor of Education program at Acadia University. Her teachables are Mathematics and Science. She also has a B.Sc. and M.Sc. in Mathematics. Avra is interested in Mathematics curriculum development, alternate education programs, as well as equity pertaining to learning differences. She is passionate about food, cooking, and eating. Her hobbies include cycling, running, and hiking. Avra also volunteers for the Halifax Sexual Health Centre.

Chera Smith

Chera Smith is a linguist, teacher, and crafter. Chera studied English Linguists at the University of New Brunswick and continued her inquiry while teaching early elementary in South Korea. Chera is currently completing her Bachelor of Education degree at Acadia University and upon completion looks forward to teaching early elementary in Hong Kong. Chera owns her own small business and is an active member of the Farmer's Market community in Nova Scotia. Chera is also the coordinator of Axcess Acadia, a post secondary education program for students with intellectual and developmental disabilities.
The teachers must become learners and learners must become teachers
Shane Theunissen, Saint Mary’s University

Diagnostic testing allows us to determine a student's academic, social and emotional capability. If the teacher can learn about the students' capabilities and interests in a creative and interactive way, a foundation for a dynamic and dialogic learning environment might be laid. In this presentation, I outline how students generate creative presentations that showcase their capabilities, and their understanding of the world.

These student presentations teach teachers about their student audience, allowing any pedagogic efforts to be directed to students' specific interests and needs. Using interactive demonstration, focusing on informal learning, I will teach the participants how to tie a Bowline knot (this demonstration, when conducted in my classroom, is to model to the students my expectations for the assignment.) Although the participants are not learning this knot in an informal setting, the knot itself is an artifact of informal learning; having been passed down through untold generations of often-illiterate sailors to survive today on modern multi-million dollar racing sailboats. That I claim is a testament to the tenacity and success of informal learning economies.

Presenter Biography

I sailed to Canada in my late teens aboard my families a 36-foot sailboat. This journey was not only a physical escape but an intellectual one as well. I have a Master’s degree in Education and worked as a schoolteacher in Attawapiskat, a small reserve on the James Bay Coast, for 6 years. I am currently working as an adjunct associate professor of education within the department of International Development at Saint. Mary's University.

Shakespeare for the Millennials: Using apps in the class?
Stefani Woods and David Wilson, Saint Mary’s University

Teaching first year students a Shakespearean play is often challenging. The language, history, and meaning can seem esoteric to a 21st century class. To bridge this learning gap, and make the material richer and engaging, requires an innovative approach - integrating an app into an online literature course. Building on constructivist (Piaget, 1973) and experiential (Kolb, 1984) learning theories (and coupled with the potential inherent in mobile platforms), there was an opportunity to put learning into the students' hands.

In 2010 an Apple app was developed to help students' comprehension of Twelfth Night. This activity included character profiles and a practice quiz that allow students to test their knowledge, interact with the material, and synthesize key concepts. As an optional study tool since the summer of 2011, the app has been available to three sections of Introduction to Literature 1205ww. A survey to gather data was designed to study the impact and effectiveness of the app. Student responses on the difficulty of learning a Shakespearean play, the usefulness of app to help them understand it, and their subsequent results on test scores demonstrate that developing app study tools in an English Literature course can enhance their learning experience.

This presentation will be interactive. Participants attending the session will have an opportunity to use the app, and then provide feedback through a brief poll. Insight into a new method of creating a dynamic learning environment will be revealed.

Presenter Biographies

Stefani Woods
Stefani Woods is Program Director for Distance Education at Saint Mary’s University. She has worked a Saint Mary’s for 14 years designing and developing online courses. She holds a Bachelor of Business Administration and Master in Education with a concentration in Information Technology.

David R. Wilson
Prof. David R. Wilson has worked at Saint Mary’s University since 1995. He teaches the online Introduction to Literature courses for the English Department.
Mindfulness and creativity
David Sable, Saint Mary’s University

By using a simple thought experiment with ambiguous figures, participants will see how new meaning can be created from social interaction as well as individual insight. This sets the stage for individual and interactive practices that are engaging, reflective and creative. Based on principles of mindfulness training, students respond to an open-ended question with a short journal writing exercise. Individual work is followed by active listening and mindful inquiry in pairs. The skills learned are conducive to creative dialogue in the larger group, reframing the way students initially think about the question and how they think about learning in general. This interactive presentation will conclude with a brief presentation of qualitative research recently conducted with undergraduates in two courses.

Presenter Biography
David Sable is a part-time faculty member at Saint Mary's University and an organizational development consultant. Four years ago, inspired by student ratings and feedback, he began research on the impact of his teaching methods on student learning. David is currently a doctoral candidate in the Interdisciplinary PhD program at Dalhousie University with an expected completion date in 2012. His research and professional experience combines deep interest in interactive teaching methods and management education.

1:30 – 2:20 pm
Room 1016
“That old time rock and roll”: The risky business of teaching innovation
Eileen Herteis, Mount Allison University

Whether carefully researched and planned or the result of serendipitous inspiration, creativity in teaching can be inherently risky. Some professors, especially but not exclusively early-career and pre-tenure colleagues, shy away from teaching innovation for fear that it will impact not only student learning outcomes but also their own student ratings of instruction. Using a short case study based on teaching evaluation results, we will examine how to support innovation and innovators, mitigate the risks, and contextualize and celebrate creativity. Participants’ contributions will be compiled for later distribution.

Presenter Biography
Eileen Herteis directs the Purdy Crawford Teaching Centre at Mount Allison and chairs the AAU Coordinating Committee on Faculty Development. Previously Programme Director at Saskatchewan’s Gwenna Moss Centre, she received that University’s President’s Service Award to recognize her contributions to teaching and learning. With Nicola Simmons, Eileen co-authored the 2010 STLHE Green Guide, The Portfolio Process. She has served on the STLHE Board, the Educational Developers’ Caucus Executive, and the 3M National Teaching Fellowship Selection Committee.
The “Canadian Living Assignment” is a creative assignment that builds on traditional assignments of an annotated bibliography and/or a traditional research paper. This assignment provides a foundation for a learning process that translates, extends and transforms learning resulting in a form suitable for a popular audience - an article one imagines appearing in Canadian Living magazine. The assignment has trans-disciplinary potential and is particularly suitable for students in professional and applied programmes, where sharing specialist learning with a wider audience is an expectation. The process supporting the assignment requires students to engage in critical reflection around their chosen topic. Students have commented that this is an engaging assignment, challenging them to think more deeply about what matters in their topic (and in their discipline), to learn to communicate more effectively by working within the form of a magazine article, including text and illustrations, and to understand their topic and its implications better. This session will:

- describe the steps that build toward the assignment,
- provide an assignment sheet template which frames the assignment and provides student resources,
- demonstrate related in-class activities to enhance creativity, reflection and peer engagement,
- provide advice on assessment, and
- involve participants in planning how they might use this assignment.

**Presenter Biography**

Deborah Day, Ph.D. is a faculty member with the graduate programme in Counselling, in the School of Education, at Acadia University and an adjunct faculty member in Medical Education at Dalhousie University. Her scholarly interests relate to student development in professional programmes, including graduate programmes. She is most interested in teaching and assessment, which deliberately bring together academic and personal growth. She has presented her work nationally and internationally.
2:30 – 3:20 pm  Room 1011

TED talks for the EAP (English for Academic Purposes) classroom: Pedagogical considerations, applications and possibilities

Chris Van den Broeck, St. Thomas University

Under a CLT (Communicative Language Teaching) paradigm, the most predominant language teaching methodology of the last thirty years, the notion of incorporating realworld, authentic material into a second language classroom is highly valuable for providing motivation to learners. To that end, the incorporation of such authentic, current, and occasionally provocative material can work toward fostering an aspect of critical inquiry in the EAP class, an aspect of the education process that is largely overlooked in this teaching and learning context. This presentation will look at the use of TED (Technology, Entertainment and Design) talks in the EAP class, primarily used (but certainly not limited to) to enhance speaking and listening skills. The pedagogical possibilities, and past applications of TED talks in the presenters’ own classroom, will be presented and discussed.

Presenter Biography

Chris Van den Broeck has more than 14 years of ELT experience, in a wide variety of contexts - ESL, EFL, EAP, EPP and ESP. He has an MA in TESL/TEFL, and is currently pursuing a PhD in Education Studies at the University of New Brunswick. He taught and lived abroad in South Korea for 12 years before relocating back to Canada in 2008. Since then, he has worked in the EAP programme at Acadia University as a senior instructor, and is currently a part-time faculty lecturer in the ESL programme at St. Thomas University in Fredericton, NB.

2:30 – 3:20 pm  Room 1014

Intercultural dialogue: the impact of intercultural classrooms on teaching and learning

Kathi Thompson, Saint Mary's University

The burgeoning population of international students and English as a Second Language sojourners bring unique perspectives and offers exciting opportunities for developing an intercultural campus. At the same time their presence creates challenges for faculty and all students. How do we create a dynamic learning environment and ease potential stresses on teaching and learning? This interactive workshop explores the challenges of diverse classes and how to create intercultural dialogues that engage all students.

Presenter Biography

Kathi teaches English as a Second Language, and is ESL Support Specialist for the TESL Centre at Saint Mary's University. Five years ago, inspired by the challenges she saw for international students, she embarked on a Master's Degree in Adult Education. Her thesis examines the experiences of international ESL students in Nova Scotia. She teaches Business Communication, Creative Writing, Debate, and Understanding Culture and Canadian University Life at the TESL Centre. In the past two years she has delivered a number of faculty training workshops and is passionate about the process of creating intercultural dialogues that engage students.
Using technologies in the classroom
Binod Sundararajan, Lorn Sheehan, and Sarah Gilbert Dalhousie University

Popularized by the "thumb tribes" of Japanese and Scandinavian youth (Rheingold, 2002), texting has emerged as the preferred means of person-to-person communication for a wide range of people for a variety of activities including in the classroom. We designed a study to see how texting can facilitate discussions in the classroom and assess if discussing specific subject areas using texting and instant messenger enables students to become engaged in the material. We focus on the text exchanges of students to see where in the deliberation process knowledge creation takes place. Early results indicate an innate preference for face-to-face discussions, a somewhat reluctant acceptance of instant messenger communication for class discussions and a clear reticence for the use of texting as a discussion tool in the classroom. The findings from this research can be used to explore the use of an additional dimension of learning in school and university classrooms. As part of the presentation, we will bring Blackberry Phones and have some audience members, text each other to discuss our presentation. We will then debrief the texters on the process in a live focus group session so that we can understand some of the affordances (or lack of) while using such a medium for information/knowledge transfer.

Presenter Biographies

Binod Sundararajan
Binod's interests lie in organizational and business communication; computer-mediated communication; Computer-Supported Collaborative Learning/Cooperative Work (CSCL/CW) and social network analysis. He conducts research in adoption and diffusion of mediated technologies, use of CMC in diverse areas as immigrant entrepreneurship, teaching, collaborative work and learning. He also has a parallel stream of research where he has mapped the social structures and networks of actors in the Underground Railroad Movement and networks of Irish immigrants to Halifax, NS.

Lorn Sheehan
Lorn’s research is related to tourism destination management and stakeholder management. He teaches in the areas of strategic management and tourism management and has published in leading journals in the tourism field and delivered numerous research-related conference presentations. Lorn has served on boards of various industry and educational organizations including Tourism Calgary (Chair); Calgary Tourism Education Consortium (Chair); Calgary Chamber of Commerce on the Tourism Committee (Chair), Environment Committee, Tax and Economic Affairs Committee; Alberta Chamber of Commerce Policy Committee; Calgary and Area Tourism Destination Region (Vice-Chair); and the Travel and Tourism Research Association.

Sarah Gilbert
Sarah Gilbert has a Masters in Library and Information Studies from Dalhousie University and is the Research Assistant for this current project. She is expecting to join an appropriate doctoral program in 2012. For her Master’s thesis, Sarah looked at Supporting the Student Research Paper Writing Process: Activities, Technologies, and Sources. Her research interests span information seeking and retrieval activities to investigating the integration of tools and technologies in student learning processes.
The Change One Thing Challenge - Creating opportunities for teachers to share their student engagement activities at Dalhousie University

Deborah Kiceniuk, Paolo Matteucci, Gaia Aish, and Janice Allen, Dalhousie University

Student engagement is undoubtedly linked to student success (Kuh et al, 2006). However, teachers will often create activities in their classrooms without realizing how engaging the activity is for students or its impact on student learning. In other words they do not label it as student engagement; rather it is 'just how they teach'. The Change One Thing Challenge was designed as a forum for teachers to share these creative activities with the campus community while bringing university-wide recognition to how these activities impact student learning. The manner in which the Challenge was developed and the implications for teaching and learning in higher education will be discussed. Winners of the Challenge will present examples of their activities and participants will have the opportunity to discuss the implementation of similar initiatives in their institutions.

Presenter Biographies

Deborah Kiceniuk
Deborah Kiceniuk is the Associate Director (Institutional Initiatives) with the Centre for Learning and Teaching. The main focus of her role is to facilitate the development, implementation, and evaluation of student engagement and success projects throughout the university. Dr. Kiceniuk has also developed the Dalhousie Advisory Group on Student Success and the Change One Thing Challenge program, and coordinated the Dalhousie Forum on Student Engagement in 2012.

Paolo Matteucci
Paolo Matteucci is Assistant Professor of Italian Studies in the French Department, where he enthusiastically teaches Italian language, literature, cinema, and culture. He holds a Master of Education in foreign language teaching, a Master of Arts in comparative literature, and a Ph.D. in the same discipline. His research interests include Modern and Early Modern visual and material cultures, Italian literature, and contemporary European thought.

Janice Allen
Janice Allen is a PhD student and teaching assistant in the Earth Sciences Department at Dalhousie University. Her previous studies include an MSc in environmental science from the University of Northern B.C. and undergraduate degrees in geology and engineering physics. She has also worked as a consulting engineer, specializing in structural design. Janice loves to teach, and is always looking for ways to improve her teaching.

Gaia Aish
Gaia Aish is currently a MSc. in Chemistry student at Dalhousie after completing her BSc (Dal) and an Applied Chemistry and Biotechnology Diploma at Camosun College in British Columbia.
**CONCURRENT SESSIONS FOUR**

**3:30 – 4:20 pm**

**Room 1007**

**The online plagiarism quiz: A creative solution for managing a persistent problem**

**Leslie Shumika and Toni Roberts**, Mount Allison University

Despite our best efforts as educators and administrators, student plagiarism continues to be a challenging issue within the university community. Some instructors see the internet as the root cause of this dishonesty; some point to a lack of integrity or declining moral standards among students; others see plagiarism stemming from a complicated nexus of social and educational challenges. Whatever the cause, it is clear we need to develop creative strategies to counteract this perennial problem. It is important to be proactive rather than reactive. In this session, we will discuss one strategy for handling this challenge: the online plagiarism quiz. This quiz is not intended as a method of assessment; it is written to inform and educate students and encourage reflection and thoughtfulness. In addition to testing basic knowledge about plagiarism and academic integrity, the quiz allows instructors to create ‘plagiarism scenarios’ which reinforce student knowledge and encourage dialogue with students on the subject of academic dishonesty.

**Presenter Biographies**

**Leslie Shumka**

Leslie Shumka is a Roman social historian who teaches in the Department of Classics at Mount Allison University.

**Toni Roberts**

Anthony (Toni) is the Educational Consultant (Technology) at Mount Allison University and a faculty member in the Department of Sociology, teaching in the areas of gender, sex and sexuality and the social, cultural and discursive creation of the body. As Educational Consultant, Anthony discusses sound pedagogical approaches in faculty teaching, especially using technology. Anthony has a keen interest in feminist issues and uses this interest to inform his work.

**3:30 – 4:20 pm**

**Room 1009**

**Fostering creativity in teaching and learning through play: An interdisciplinary approach.**

**Marina Pluzhenskaya**, Dalhousie University

According to Huizinga, who coined the term Homo Ludens (Man the Player), play is an intrinsic feature of every human being, which lies at the foundation of all significant cultural phenomena. Drawing on Vygotsky’s cultural-historical theory, Leont’ev considered play a leading activity for preschoolers. Play allows children to learn relatively complex social roles and concepts in a “natural” and “safe” way. Unfortunately, at later stages of ontogenetic development, play as educational activity becomes practically invisible. This presentation maintains that play can and should be used as a teaching tool at all educational levels, especially in interdisciplinary programs. As Huizinga pointed out, “all play is voluntary activity. Play to order is no longer play....” So, the question arises of how a teacher can “make” students play. The presentation offers several answers to this question. It will blend ideas of the philosopher Huizinga, educational theories of psychologists Leont’ev and Vygotsky, and pedagogical techniques of actor and director Michael Chekhov, in an effort to identify the key characteristics of play as an integrative educational activity. The presentation’s participants will have a chance to try some of Michael Chekhov’s techniques while working on interdisciplinary micro-projects.

**Presenter Biography**

Dr. Pluzhenskaya’s background is multidisciplinary - a BS in Biology and Chemistry, Master’s degrees in Psychology and Information Science, and a PhD in Information Science (from the University of Illinois at Urbana-Champaign, 2007). She is currently the Acting Director of the Interdisciplinary PhD Program, the largest doctoral program at Dalhousie university (we have 75 students), and is Assistant Professor at the School of Information Management Organization of Information.
3:30 – 4:20 pm  Room 1011

*Using autoethnography in social work education*

**Clive Baldwin, St. Thomas University**

Social workers seek to understand individuals and groups in their psychological, relational, cultural, societal and discoursal contexts. One way of developing this understanding is autoethnographic reflection, using the self as a research site to explore how these contexts impact on our own lives. To this end I have been using the 'River of Life' exercise as a means of generating a high level of self-reflection among social work students. This exercise consists of envisioning one's life as a river flowing through a landscape, representing visually the various factors that have impacted upon us over time. As such the exercise can help identify important factors, individuals, events, places and ideas that have contributed to who we are; help place these in an overall sense-making narrative; and can open doors into deeper explorations of particular formative experiences. Not only is this an engaging tool but it also helps students realise that they are subject to the same sort of influences as their clients, thus developing empathy and solidarity, two key social work values. In this workshop participants will be introduced to the River of Life exercise and given an opportunity to explore the potential uses of autoethnography as a teaching tool.

**Presenter Biography**

Dr. Clive Baldwin is Canada Research Chair in Narrative Studies. His current research program is focused on the use of narrative in social and health care education, training and practice. Previously he was Education Coordinator for the Department of Dementia Studies at the University of Bradford and Program Director of the MA in Mental Health in the Department of Social Work at the same university.

3:30 – 4:20 pm  Room 1014

*Visualizing a “wild” function*

**Andrew Hare, Saint Mary's University**

In undergraduate mathematics courses students begin to appreciate the importance of visualizing the various elementary functions that play such a large role in modelling natural phenomena. The sine function is a good model for most phenomena that cyclically repeat themselves, and the $1/x$ function models a dependent variable that is inversely proportional to an independent variable.

Students are surprised to learn that a natural combination of such simple functions, $\sin(1/x)$, exhibits much more complicated behavior. When $x$ is large the function is relatively easy to draw; as $x$ gets smaller the function begins to behave in an increasingly wild manner.

I will discuss my approach to guiding students to a conceptual understanding of the graph of $\sin(1/x)$.

The $\sin(1/x)$ function serves as one of a student's first counterexamples. It cannot be extended to a continuous function $f$ at $x=0$ no matter what $f(0)$ is defined to be. Their encounter with this function modifies permanently their notion of what a function can be. Feelings of surprise and astonishment help loosen prematurely rigid cognitive categories. The undeniable fact that they can in their mind’s eye extend the function beyond what they can physically represent on paper is a powerful reminder of their own creative potential. I will be interested in discussing with participants the role that visual representations play in helping students learn concepts in their disciplines.

**Presenter Biography**

Andrew Hare has been a Lecturer in the Mathematics and Computing Science Department of Saint Mary's University since July 2011. He teaches undergraduates as well as high-school mathematics teachers. He taught mathematics and physics at the Halifax Grammar School for five years.
Teamwork and cooperative learning offer a creative means to have a capstone experience during the final examination. The purpose of this style of final exam is to leave students with several important conclusions from their course experience: (1) all learning in some way involves others, (2) the group discussions and thoughts may add greater cognitive dimension, (3) the team understands that it is capable of solving [to some degree of pseudo-realism] real-world problems, and (4) the team has a social time (to some degree) while sharing knowledge, insights and direction for problem solving. Teams are welcome to use any source of information during their work. Less worry about memorization and more reliance on team discussions from a background of term work together usually results in a positive, creative learning experience. Prior to the final exam the teams have been together for the entire term. They have undertaken at least one major presentation to the class and many shorter assignments. The final exam consists of two parts. The team completes Part I as a group and is assigned a mark based on the work. That mark is then averaged with Part 2, individual work, to obtain the final exam mark. Participants in this session will be part of group work, discussions of methodology and application of pedagogy for this creative style of final exam.

Presenter Biography
Howard was born in Georgia, grew-up in Pennsylvania and immigrated to Atlantic Canada to complete his PhD studies in geology at UNB. He has taught at UNBSJ, UNB and Saint Mary’s University. For more than 30 years Howard was employed by the Nova Scotia Department of Natural Resources. In 2011 he received the Dr. Geraldine Thomas Educational Leadership Award from Saint Mary’s University. He enjoys the challenges of teaching and working with students.
# Thursday, May 3, 2012

**Kenneth Rowe Management Building**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am</td>
<td>Continental Breakfast</td>
<td>Potter Auditorium, Room 1028</td>
</tr>
</tbody>
</table>
| 9:15 – 10:30 am | Shannon Murray and Allyson Trainor, University of Prince Edward Island  
Angie Thompson, Laken Pitts, and Kassandra Thompson, St. Francis Xavier University  
Zach Levy and Clif Johnston, Dalhousie University  

“Sheer Plod makes Plow Down Sillion Shine”: Some Creative Moments, and How We Got There |
| 10:30 – 11:00 am | Networking Break  
**Room #** | 1007 | 1009 | 1011 | 1014 | 1016 |
| 11:00 – 11:50 am | Concurrent Sessions Five  
Suzanne Le-May Sheffield and Mary Anne Ryan, Dalhousie University  
Shelagh Crooks, Saint Mary’s University  
Andrew Wilson and Leslie Shumka, Mount Allison University  
Kirk McDermid, Montclair State University  
Zachary Levy, Dalhousie University  

Realizing our creativity as teachers through open conversation  
Creativity in the critical thinking classroom  
The ethics of mystery: Fostering in students and ethical awareness in other worlds  
Can we use technology to accommodate creativity? Using Semantic Mediawiki to foster differentiated, diverse, decentralized and collaborative learning |
| 12:00 – 1:15 pm | Lunch  
“Between Breaths” Display  
**Room #** | 1007 | 1009 | 1011 | 1014 |
| 1:30 – 2:20 pm | Concurrent Sessions Six  
Rohini Bannerjee, Saint Mary’s University  
Judy Buchanan, Shelley Doucet, Tricia Cole, and Carolyn McCoy, UNB SJ  
Toni Roberts and Elizabeth Wells, Mount Allison University  
Eileen Herteis, Mount Allison University  
Zachary Levy, Dalhousie University  

Savouring the French Immersion Café  
Code Blue: Your patient is in Jeopardy! An innovative, interprofessional, extracurricular initiative  
Cornucopia of creativity  
What is a Course? When creativity, content, and the calendar collide |
| 2:20 pm     | Room Change  
**Room #** | 1007 | 1009 | 1011 | 1014 |
| 2:30 – 3:20 pm | Closing Interactive Panel  
Sean MacKinnon, Cheryl Watts, and Christina Lord, Dalhousie University  

Imagining the future of assessment and applied learning |
| 3:30 pm     | Closing Remarks  
**Room #** | 1007 | 1009 | 1011 | 1014 |
Thursday, May 3, 2012

8:30 – 9:00 am  Rowe Atrium
Refreshments and Registration

9:00 – 9:15 am  Rowe Atrium
Welcome

OPENING PLENARY PANEL
9:15 – 10:30 AM  Potter Auditorium, Room 1028
“Sheer Plod makes Plow Down Sillion Shine”: Some Creative Moments, and How We Got There
Shannon Murray and Allyson Trainor, University of Prince Edward Island
Angie Thompson and Collin Dillon, St. Francis Xavier University
Zach Levy and Clif Johnston, Dalhousie University

True creativity does not just happen. It is possible to construct the circumstances under which creativity can thrive; and it is possible to discourage, even crush a creative spirit. In this session, student and faculty panelists will share some specific examples of creative teaching and creativity in learning, focusing on how they got there, and on the risks and rewards of creativity in higher education.

10:30 – 11:00 am  Rowe Atrium
Refreshment Break and Room Change

11:00 – 11:50 am  Room 1007
CONCURRENT SESSIONS FIVE

Realizing our creativity as teachers through open conversation
Suzanne Le-May Sheffield and Anne Marie Ryan, Dalhousie University

What sparks our creativity as teachers? What inhibits it? Our life histories, educational experiences, disciplinary contexts and ideas about ‘academe’ can cause us to harness or suppress our creative inclinations. Through our own experience we have found that open conversations about what stifles and sets free our creativity, encouraged risk-taking, which is key to exploring creative ideas. Talking across the disciplines, with teaching colleagues whom we trust and who encourage and support us in this risk-taking as we devise novel (and sometimes even fun) classroom activities and student assignments, is one key to exploring and nurturing the creative teacher within us. Join us to explore the value of ‘open conversation’ in finding a path to our creative selves, and in playing a part in supporting others in their endeavours to promote engaging learning experiences for our students.

Presenter Biographies

Suzanne Le-May Sheffield
Suzanne Le-May Sheffield, PhD has been the Associate Director (Programs) at the Centre for Learning and Teaching at Dalhousie since 2002, prior to this position she taught history at Dalhousie and York University. As well as organizing professional development opportunities and consulting on a regular basis with faculty, she is responsible for administering the Certificate in University Teaching and Learning for graduate students and teaches the Teaching and Learning in Higher Education course as part of that Program. Her current research interests are paired with her educational development practice and include graduate student development, women in academe and faculty and graduate student well-being.

Anne Marie Ryan
Anne Marie Ryan teaches in the earth sciences department at Dalhousie University, with a cross-appointment in environmental programs. Her primary research interests are in the field of teaching and learning in the earth and environmental sciences, in interdisciplinary connections, and in developing evolving pedagogies in the sciences and in the wider university community. Anne Marie is also involved in working to develop teaching and learning communities within and beyond Dalhousie.
**11:00 – 11:50 am**

**Room 1009**

*Creativity in the critical thinking classroom*

Shelagh Crooks, Saint Mary’s University

The need to reach reasoned judgments - to think critically and analytically - arises in countless kinds of situations, from problem-solving and decision-making, to reading and writing. For this reason, the teaching of critical thinking skills has become a high priority in the academy. Across the disciplines, from first-year to graduation, students are encouraged or even required, to learn about and practice critical thinking.

But do we educate for criticality at the expense of students' ability to generate new ideas, to be creative? Does the critical learning environment with its insistence on developing intellectual processes, which are intentional, systematic, structured, and, above all, constrained by available evidence, dampen creative thought? Or can creativity be encouraged, and even thrive, within critical contexts?

This presentation will provide an opportunity for participants to think about the nature of the relationship between creative and critical thinking. It will be argued that it is possible to provide for creative learning experiences within the context of a classroom environment, which focuses primarily on criticality. This thesis about the compatibility between critical and creative thinking will be developed through the discussion of one experiment in creative criticality, in which 2 classes of philosophy students worked together to discuss and evaluate an article on the ethics of religious belief.

**Presenter Biography**

Shelagh Crooks is a Professor in the Department of Philosophy and the Faculty of Education at Saint Mary's University, and has taught critical thinking to first-year students for over 20 years. She has published extensively on the general topic of critical thinking, including articles on developing the critical dispositions, critical literacy, argumentative thought and metacognition. She has presented workshops on critical thinking for colleagues at local, regional and national conferences. Recently, she has been recognized by the Association of Atlantic Universities as the 2009 recipient of the Award for Teaching Excellence.

---

**11:00 – 11:50 am**

**Room 1011**

*The ethics of mystery: Fostering in students an ethical awareness in other worlds*

Andrew Wilson and Lelsie Shumka, Mount Allison University

Fostering student appreciation of the complexities of the “mystical” realm is a familiar and central goal shared by both Classics and Religious Studies. In both of these disciplines, however, notions of mystery and mysteriousness are treated with great care. In practice, as they are often far from abstract and value neutral ideals and are more likely to be conditioned by very concrete ideological and ethical concerns. That said, in facilitating a meaningful connection that respects the ambivalent quality of the realm of the mysterious, it is crucial that students be open to alternatives, develop skills of cognitive and theoretical engagement and cultivate an interdisciplinary perspective from which to gain the fullest and most nuanced insight possible.

This presentation focuses on the way students are encouraged to connect in a meaningful way with central issues of faith, religion and culture. For us, meaningful connection is achieved when students’ compassion, intellectual courage, and moral integrity become fundamental elements in the study of Greek, Roman or early Christian history, material culture, and literature. One way to cultivate these qualities is to engage in exercises that encourage students to challenge their own world views. In this workshop presentation, we will discuss two types of assignments, which compel students to exercise their compassion and intellectual courage. We will also provide opportunities to engage in discussion with participants about the difficulties and challenges of fostering these kinds of qualities in students.

**Presenter Biographies**

**Andrew Wilson**

Andrew Wilson teaches in the area Christianity and Culture in the Department of Religious Studies at Mount Allison University.

**Leslie Shumka**

Leslie Shumka is a Roman social historian who teaches in the Department of Classics.
Can we use technology to accommodate creativity? Using semantic mediawiki to foster differentiated, diverse, decentralized and collaborative learning

Kirk McDermid, Montclair State University

Wikis and many other web-based technologies are passive stores of (primarily summative) content, or require a significant amount of manual upkeep to become resources for learning. Forging links between course content and student interests must typically be done manually, so the teacher must oversee (and sometimes suppress!) creativity in order to effectively manage the course. In this session, I will facilitate an audience exploration of Semantic Mediawiki+, a collection of open-source extensions that bring automated database features to wikis. In particular, this technology enables students to easily create research projects, create & link to found resources, and collaborate on each others’ projects. I will also show how SMW+ can help manage a small library of course texts for the class to share (and add to!) The principle aim of the presentation is to begin a discussion on this and other platforms’ abilities to help teachers promote diverse, creative and student-defined learning projects that bridge the gap between unbridled creativity and rigorous reflection and learning.

Presenter Biography

Kirk McDermid is a professor in Montclair State University’s department of Philosophy and Religious Studies and associate faculty at Royal Roads University in Victoria, B.C. His research focuses on epistemology and metaphysics (philosophy of science, plagiarism and learning & assessment), and has taught a wide variety of courses from logic and decision theory to the philosophy of sport. He has published in diverse venues including Physics Letters A, Teaching Philosophy and Religious Studies.

Vineyard education systems: Educational simulations

Zachary Levy, Dalhousie University

Students struggle to practically apply concepts learned in the classroom. The use of technology in education is an effective way to increase student engagement. With students today familiar and comfortable with internet applications through traditional web-based platforms and social media, an opportunity for easy integration with education is present. Receiving more specific and detailed feedback is an effective way to encourage students to engage in their learning experience. This project addresses the issues surrounding feedback timing and frequency, student engagement, and progressive challenges by using a computer-based tool called educational simulations. These simulations serve to improve student engagement by providing all students with commonly experienced and interactive material which builds upon the traditional teaching methods employed by educators. They also provide improved one-on-one interaction through simulations as students receive feedback that is instantaneous and directly related to their actions. Students can use this instant feedback to complete the challenges multiple times and tweak their approach to get the best result.

Presenter Biography

Zachary Levy

Zachary is a 3rd year Bachelor of Commerce student, majoring in Marketing, at Dalhousie University. He has work experience in project and team management, market research, promotion, and accounting through his co-op jobs in his degree program. Zach’s strength is his understanding of tackling problems from both a business and technological perspective. Zach just finished his workterm rebranding a renewable energy lighting company and tutoring first year economics, accounting, and finance students.
Lunch

Assorted market sandwiches

Salad

Assorted squares

Assorted Beverages

12:00 – 1:15 pm  Rowe Atrium

1:30 – 2:20 pm  Room 1007

CONCURRENT SESSIONS SIX

Savouring the French Immersion Café
Rohini Bannerjee, Saint Mary’s University

One of the greatest challenges in second language teaching is the creation of an authentic learning context, one that derives from the space between what is taught in the classroom and what is learned in the everyday (Lasry, 2006). The mission of today’s universities is not only that of the transmission of knowledge but also the preparation of individuals so they may integrate into the work force, where interpersonal communication and linguistic competency play an integral role (Heller 207; Hambye & Richards, forthcoming 2012). In a milieu considered minoritaire francophone whereby French is not the language spoken by the majority of people and practicing the acquired language is often problematic, the teaching of French as a second language can present some challenges, not only for instructors but also for students. At Saint Mary’s University, we have found an innovative solution, a café français d’immersion where students interact in French outside of class (Menezes de Oliveira e Paiva, 2010), which not only overcomes our lack of French language resources but also creates a linguistic learning context that encourages our students to practice their French in a more social context.

This presentation will describe the implementation of the café and its positive learning outcomes. We will have five students in French, all at different levels of language, dramatizing a typical café session for the audience. These café participants will offer their own personal learning outcomes (i.e. short testimonials) of the café français d’immersion and consequently will invite audience members to join the group even if their French skills are at a beginner level. We will be able to see how students at all levels can manage to use the café and learn to practice a second language to the best of their ability in a more relaxed and inviting atmosphere.

Presenter Biography
Dr. Rohini Bannerjee is an Assistant Professor in the Department of Modern Languages & Classics at Saint Mary’s University in Halifax, NS. Her primary area of research is in contemporary Indo-Mauritian Francophone literature and Cultural Studies. Rohini is also Faculty member of both the Asian Studies and Women and Gender Studies programmes. Rohini has taught French language, literature, culture and translation courses at all levels. Rohini is the recipient of the 2012 Saint Mary’s University Student Association Award for Overall Excellence in the Field of Education.
1:30 – 2:20 pm  Room 1009

**Code Blue: Your patient is in Jeopardy! An innovative, interprofessional, extracurricular initiative**

**Judy Buchanan, Shelley Doucet, Tricia Cole, and Carolyn McCoy,**
University of New Brunswick Saint John

It is internationally recognized that interprofessional collaboration is required to meet the increasingly complex demands in healthcare. *Code Blue: Your patient is in Jeopardy!* is an example of an extracurricular, interprofessional, collaborative initiative at the exposure level along the continuum of health professional education. Code Blue is a unique student-centred experience, there being none other like it in Canada. This fast paced public event highlights the knowledge of healthcare students from a medical school, a university, a community college and a regional health network. Teams of four healthcare students representing at least three different professions compete in a game show format that melds adaptations of popular game shows into one exciting game where speed of response is critical and the stakes are high (e.g., scholarship prizes).

The goal of this presentation will be to pictographically take participants through the recent and highly successful Code Blue IV. Lessons learned from the four years of Code Blue will frame a discussion around the benefits of informal interprofessional learning experiences that are designed to engage and motivate students to participate on collaborative teams early on in their professional education. This presentation should be of interest to health science and interdisciplinary educators.

**Presenter Biographies**

**Judy Buchanan**
Judy Buchanan is the coordinator of the Teaching and Learning Centre at UNB Saint John and a part-time faculty member of Dalhousie Medicine New Brunswick. Judy has been a passionate advocate for interprofessional education and practice for many years, both through formal means such as classroom teaching, as well as through informal voluntary contributions such as working with the Health Educators Learning Partnership group to deliver interprofessional workshops for health educators.

**Shelley Doucet**
Shelley Doucet is an Instructor in the Department of Nursing and Health Sciences at the University of New Brunswick in Saint John and an Adjunct Assistant Professor in the Faculty of Medicine at Dalhousie University. Shelley's experiences teaching interprofessional student teams in classroom and clinical settings, as well as her ongoing clinical experiences in mental health nursing, have led her to establish interprofessional health education initiatives and to explore their outcomes.

**Tricia Cole**
Tricia Cole is a Simulated Patient Educator with Dalhousie Medicine New Brunswick. A former Nuclear Medicine Technologist, educator and co-creator of *Code Blue: Your Patient is in Jeopardy*, Tricia actively supports, promotes and participates in interprofessional education initiatives in the Saint John area. Tricia is a co-facilitator of an interprofessional communications course at UNB Saint John, and is a co-author on a recently published article on Code Blue.

**Carolyn McCoy**
Carolyn McCoy is a registered respiratory therapist who has been teaching didactically and clinically with the New Brunswick Community College since 2002. She is currently the chair of the Council on Accreditation for Respiratory Therapy Education and is a Fellow of the Canadian Society of Respiratory Therapists. Carolyn is involved with the Health Educators Learning Partnership, a group that works to foster interprofessional health education in Saint John, New Brunswick.
1:30 – 2:20 pm  Room 1011

Cornucopia of Creativity
Toni Roberts and Elizabeth Wells, Mount Allison University

Active learning strategies and creativity have been positively linked to learning outcomes and the achievement of teaching goals. Creativity requires thoughtfulness and preparation on both the student’s part and the professor. To that end, coming up with creative ways to engage students is a constructive and productive approach to get students working and engaged in their studies. We will be presenting some of our best and innovative methods in nurturing and setting the stage for creativity in our classes and thus in our students. You will be encouraged to adapt and implement these in your classes as well as to share your creative approaches with us during the session. From classroom passports and collaborative testing to the course museum and “Plagiarism - the Video,” come be creative with us! A toolkit will be distributed to participants with detail about our strategies and ways you can adapt for your own purposes.

“Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun.” Mary Lou Cook

Presenter Biographies
Toni Roberts
Toni is the Educational Consultant (Technology) at Mount Allison University and a faculty member in the Department of Sociology, teaching in the areas of gender, sex and sexuality and the social, cultural and discursive creation of the body. As an Educational Consultant, Toni discusses sound pedagogical approaches in faculty teaching, especially using technology. Toni has a keen interest in feminist issues and uses this interest to inform his work.

Elizabeth Wells
Dr. Wells is Head and Associate Professor at Mount Allison University in the Department of Music. Along with a great interest in teaching, and as a multiple award winner, including a National 3M Award, Elizabeth is a dedicated and enthusiastic musicologist with particular interest in West Side Story. She has also worked as a stage manager, an assistant director and has a keen interest in feminist issues.

1:30 – 2:20 pm  Room 1014

What is a course? When creativity, content, and the calendar collide.
Eileen Herteis, Mount Allison University

Teachers who introduce creative innovation into their courses often encounter stumbling blocks. For example, their courses do not fit tidily into the convenient, arithmetical template: 39 hours in 13 weeks = 3 credits. Their colleagues look suspiciously, sometimes cynically, at innovators’ endeavours and question their academic rigour, for the courses are popular and students are so engaged their marks are high (how awful!).

In this interactive session, we will examine such resistance, discuss the principles and elements that comprise a university course, and develop a practical framework for answering the question “What is an undergraduate course?” Participants’ contributions will be compiled for later distribution.

Presenter Biography

Eileen Herteis directs the Purdy Crawford Teaching Centre at Mount Allison and chairs the AAU Coordinating Committee on Faculty Development. Previously Programme Director at Saskatchewan’s Gwenna Moss Centre, she received that University’s President’s Service Award to recognize her contributions to teaching and learning. With Nicola Simmons, Eileen co-authored the 2010 STLHE Green Guide, The Portfolio Process. She has served on the STLHE Board, the EDC Executive, and the 3M National Teaching Fellowship Selection Committee.

2:30 – 3:20 pm  Potter Auditorium, Room 1028

Imagining the future of assessment and applied learning
Sean MacKinnon, Cheryl Watts, Christina Lord, Dalhousie University

Acquiring deep understanding of theoretical concepts is a hallmark of higher education; however, students increasingly expect to apply what they have learned to the workplace. By designing assessment tools that are valid, reliable and creative, we can enable students to grasp the connections between theory and practice, and provide them with opportunities to learn and articulate the applicable skills they have acquired in more inclusive ways that better prepare them for entering today’s labour market. Join three Dalhousie University graduate students as they imagine the future of student assessment and applied learning in their disciplines.