

Centre for Teaching and Academic Growth's 13th Annual

TAG Institute

May 25 - 30, 2009

MAY 2009

Seminars for the UBC Teaching Community

Registration Info: 2

Seminars: 4 - 13

Facilitators: 14 - 17

Other Events: 18 - 19

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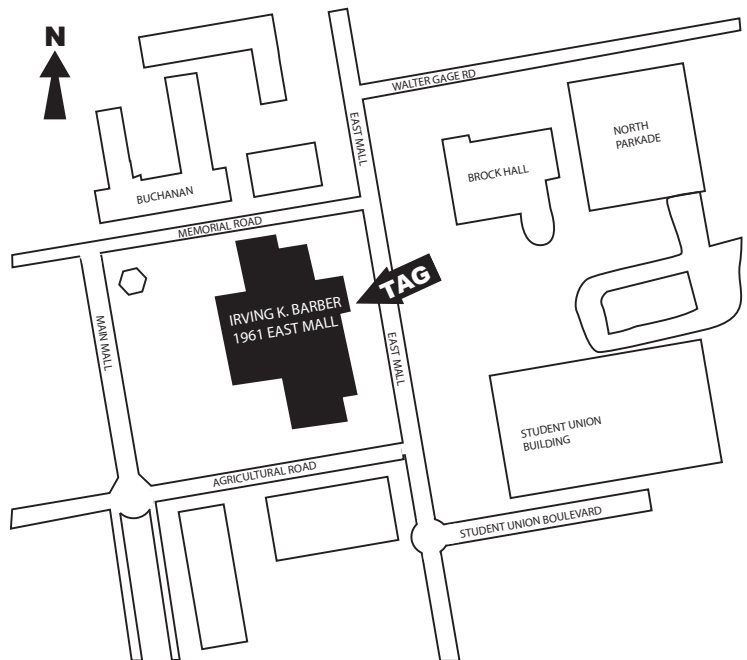


This week-long series of seminars features a variety of topics on teaching, learning, technology and wellness. We've brought back the most popular seminars from last year's Institute and are also pleased to offer several new topics.

Welcome to the 13th annual TAG Institute.

With 21 seminars to choose from, you can customize a schedule to fit your availability and interests. Register for one or many! The Institute is free of charge for all faculty members, students and staff of the UBC teaching community.

Where are we?



Centre for Teaching and Academic Growth
Irving K. Barber Learning Centre
1961 East Mall Vancouver BC
www.tag.ubc.ca

Registration Information

1. Register at <www.tag.ubc.ca>. Register early. Space is limited.
2. When you apply online you will receive an onscreen confirmation message indicating whether you are registered or have been put on a wait-list. If registered, you will also receive an e-mail confirmation of your registration.
3. Please register only for those seminars that you are able to attend. Though free of charge to you, there are real costs to offering these, including food, lab rental and materials. Some seminars are customized based up on who is coming.
4. To guarantee your space in seminars, in addition to registering, you must arrive and check-in at least five minutes before the start time of the seminar. Seats cannot be saved for latecomers.
5. If a seminar you wish to register for is full, you will be notified at the time you submit your online registration form. If someone drops out of a full seminar, we will notify those on the wait-list.
6. You may wish to come to seminars 'on spec', as we often have a few empty seats due to last minute changes, even for previously full seminars.
7. If you find that you are unable to attend a seminar you have registered for, please notify <judy.chan@ubc.ca> so that we may notify people on the wait-list.

Thanks!

Every year, the TAG Institute relies on the talents and enthusiasm of a great many people. UBC faculty members, students and staff, consultants in the community and special guests from other institutions form our team of facilitators and teaching assistants.

A team of students "works the Institute", looking after everything from functional data projectors and fresh coffee to greeting you at the door with your name tag. Your participation in seminars completes the picture. Thanks to everyone who makes the Institute a success, and we look forward to seeing you in May.

TAG Institute Team:

Catherine Bennington
Alice Cassidy
Judy Chan
Stephanie Frolek
Rob Gailling
Sarah Nyrose
Jamie Russell
Vicky Smith
Julie Stricker

01 50 Ways to Lure Your Learner

Alice Cassidy

9:00 am - 12:00 pm, May 25

TAG Room 2.22, Irving K. Barber Learning Centre

“*Hop on the bus, Gus. Make a new plan, Stan.” What are some techniques to hook or ‘lure’ learners and to keep them motivated? Knowing how diverse our students, their interests, backgrounds and preferred learning styles are, no one technique will be successful all of the time. Come to this session to be actively involved in a large number of ‘ways’ to have students engage with the course material and objectives. In the process, share some examples from your practice and leave with ‘more spice’ to add to your teaching repertoire. We all want to help students learn. Let’s see if we can leave this session with 50 ways to do just that. “*The answer is easy if you take it logically.”

*lyrics by Paul Simon

▶ **Alice Cassidy**, Associate Director at the Centre for Teaching and Academic Growth, leads customized sessions at UBC and in the community and taught undergraduate ecology courses at UBC between 1994 and 2008. Her areas of practice include active learning, use of problems and cases ...p.14

02 Multiple-Choice Question Writing

Jim Sibley

9:00 am - 12:00 pm, May 25

TAG Room 2.27, Irving K. Barber Learning Centre

With increasing instructor workloads, understandably many faculty turn to multiple choice (MC) testing to reduce their marking load. However, many MC questions only test what students can remember (over 61% of question in a recent study only tested facts and concepts). To move beyond these lower levels of comprehension we must learn to write better questions and develop the skills to continually refine these questions. We will examine both question writing skills and the process for refining our questions by examining their test performance.

Please note: There will be a required short 8-page pre-reading to get the most from the workshop. This reading will be e-mailed to you before the workshop.

▶ **Jim Sibley** is manager of the Centre for Instructional Support in the Faculty of Applied Science. As a faculty developer his current focus includes the implementation of Team-Based Learning in large classes, incorporating classroom response systems in lecture courses, supporting...p. 17

Monday, May 25

03 Comic Pedagogy - Now that's a laugh!

Elaine Decker

1:00 pm - 4:00 pm, May 25

TAG Room 2.22, Irving K. Barber Learning Centre

"It's impossible to laugh and snore at the same time," according to Dr. R.A. Berk. In this workshop, we will examine the components of comic pedagogy - a way of teaching that develops and embraces a sense of humour as one of the resources we use to interpret our world, learn and live with imagination and joy.

▶ **Elaine Decker** is Associate Dean of Social Sciences at Kwantlen Polytechnic University. Her career has included teaching assignments in elementary schools, community colleges, university and ...p.14

04 Self-Assessment of Your Teaching: Things to think about

Janice Johnson

1:00 pm - 4:00 pm, May 25

TAG Room 2.27, Irving K. Barber Learning Centre

Self-assessment can be thought of as "the ability to evaluate the state of one's understanding and competence, one's progress in developing them, and the determination of what needs to come next" (Loacker, 2004). It is the ongoing process of evaluating one's performance that is an essential aspect of lifelong learning. Self-assessment of teaching is thus an ongoing process of evaluation by those who teach of their own teaching performance.

Join us to explore and share different approaches to assessing your own teaching. How do you assess your teaching? What criteria do you use? When you reflect on your teaching, what do you discover? How do you implement what you learn from your reflections?

▶ **Janice Johnson** has been facilitating adult learning for 25 years, in fields ranging from snow avalanche safety to curriculum design. Currently a facilitator and instructional developer... p.15

05 Experience Team-Based Learning

Jim Sibley

9:00 am - 12:00 pm, May 26

TAG Room 2.22, Irving K. Barber Learning Centre

This will be a very interactive session. Introducing you to the very powerful Team-Based Learning (TBL) instructional strategy. You will experience the main instructional components of TBL, including individual and team readiness assurance process and team application exercise and reporting. You will finish the workshop by creating and facilitating your own application activity. You will also receive extensive readings on implementing TBL in your own courses.

▶ **Jim Sibley** is manager of the Centre for Instructional Support at the Faculty of Applied Science. As a faculty developer, his current focus includes the implementation of Team-Based Learning in large classes, incorporating classroom response systems in lecture courses, supporting...p. 17

06 Teaching Portfolios for Promotion and Tenure

Simon Ellis

9:00 am - 12:00 pm, May 26

TAG Room 2.27, Irving K. Barber Learning Centre

Evidence of your teaching and research accomplishments should be gathered with equal commitment and care. In developing a teaching portfolio, you learn to collect relevant materials, present them in an organized fashion, and reflect upon your teaching values and philosophy. This seminar sets the stage for the development of your own teaching portfolio. We will focus on suggested approaches regarding documentation and discuss the collection and organization of material. This session is intended primarily for faculty members who are pre-tenure or under consideration for promotion, but all are welcome. You may wish to review "Teaching Portfolio Preparation: A Guide for Faculty Members" online at <www.tag.ubc.ca> Click on "Resources", then "Teaching Portfolios".

▶ **Simon Ellis** is an Associate Professor in the Department of Wood Science and Program Director for the BSc (Wood Products Processing) program. He is heavily involved in many aspects of undergraduate teaching, curriculum development and program management... p.15

Tuesday, May 26

07 Students Rise to the Challenge: Using debate in the classroom

Gail Hammond and Beth Snow
1:00 pm - 4:00 pm, May 26
TAG Room 2.22, Irving K. Barber Learning Centre

Are you looking for new strategies that will engage your students in active learning, critical thinking and real world problem solving? Why not try debate? Debate is an effective pedagogical tool for enhancing student engagement and learning and for developing life-long learning skills. In this workshop, you will be given an opportunity to learn about, practice and discuss using debate as a tool in the classroom. Brainstorming, delivering coherent and persuasive arguments and rebuttals, thinking critically (on your feet!), and giving and receiving meaningful feedback are some of the activities that you will experience during this interactive three-hour workshop.

▶ **Gail Hammond** is a sessional instructor in Food, Nutrition & Health and a PhD candidate in Human Nutrition...p.15

Beth Snow is the Coordinator of the Integrated Mentor Program in Addictions Research Training at the BC Centre... p.17

08 Argumentation in the Discipline: Teaching discipline based critical thinking

Mark Battersby
1:00 pm - 4:00 pm, May 26
TAG Room 2.27, Irving K. Barber Learning Centre

Getting students to take a critical perspective on claims in a discipline is only the first step to getting them to think critically. They need to move beyond mere skepticism to understand how to appropriately evaluate claims and arguments made in the discipline. They also need to learn how to make a case pro or con a theory or claim. Many students (and not only students) may not fully understand the structure of an argument, the historical situatedness of an argument, the role of burden of proof, and the way that disparate evidence should be combined to develop an argument in support of a position. This workshop will introduce the basic concepts of argumentation, argument structure, and the art of making a case through the appropriate treatment of objections and rebuttals. Using argumentation in your classroom teaches students about argumentation while getting them involved in their own learning. Participants are encouraged to bring an example of a current or historical controversy in their discipline which can then be developed into a lesson or assignment.

▶ **Mark Battersby** has taught Critical Thinking for over 30 years at Capilano University, UBC, SFU, and Stanford. He has given workshops on teaching critical thinking at UBC, SFU, and numerous colleges in BC and Alberta. He was the founding chair of the BC Association for Critical... p.14

09 Web Publishing for the Intimidated

Bjorn Thomson
9:00 am - 12:00 pm, May 27
TAG Room 2.22, Irving K. Barber Learning Centre

Someone once told you making a website is easy. But where do you start? This non-technical, user-friendly seminar provides you with a crash course in HTML and website publishing that won't hurt your brain. You might even have fun. This course is not intended for intermediate or advanced users and will be most useful to novice web designers.

▶ **Bjorn Thomson** is currently a web developer for the Faculty of Education. He spends much of his time making soothing noises to highly-stressed out people, so he can help you learn HTML.

10 Why Should I Believe Your Research Data Analysis? - qualitative, quantitative, and mixed methods

Joanne Nakonechny
9:00 am - 12:00 pm, May 27
TAG Room 2.27, Irving K. Barber Learning Centre

In trying to improve our teaching and students' learning, we often use qualitative and/or quantitative research methods. Current researchers often blend qualitative and quantitative research methods without understanding what each tradition brings to the research question. Come and join this session if you are interested in examining the qualities and research potential for each of these methods.

▶ **Joanne Nakonechny** is a research associate with the Science Centre for Learning and Teaching (Skylight) in the Faculty of Science. Her PhD in educational anthropology - a strongly qualitative discipline - has provided her with an "interesting" entrance into working on ...p. 16

Wednesday, May 27

11 Emerging Technologies: Learn.Connect.Share

Emily Renoe and Cindy Underhill
1:00 pm - 4:00 pm, May 27
TAG Room 2.22, Irving K. Barber Learning Centre

This is an informal hands-on workshop with lively discussion and activities that focus on emerging trends in technology that can enhance your learning and teaching environments. Discover, discuss and learn how blogs, wikis, RSS and a growing number of new technologies are expanding opportunities for collaboration and communication between instructors and students. Attendees will also be given valuable information highlighting best practices and community resources. If you are curious about emerging technologies, then this workshop will provide you with the information you need to make good decisions.

▶ **Emily Renoe** works with the Office of Learning Technology as the Course Technologies Training and Support Liaison, assisting, supporting, ...p. 16

Cindy Underhill, Office of Learning and Technology, collaborates on a variety of projects with others around campus to develop... p. 17

12 Rejuvenate Your Teaching Portfolio

Judy Chan, Catherine Paul, Catherine Rawn and Roselynn Verwood
1:00 pm - 4:00 pm, May 27
TAG Room 2.27, Irving K. Barber Learning Centre

Are you bored of your teaching portfolio? Does it seem outdated and need a facelift? Or, do you wonder how others judge you based on your portfolio? It's time to rejuvenate your teaching portfolio! We will first discuss how to evaluate teaching portfolios, including your own. We will explore some options for reformatting your portfolio to make it manageable for you to maintain and informative for your desired audience(s). In short, we hope to help you rekindle your enthusiasm for your teaching portfolio! You must come with your portfolio (either paper-based or electronic-based is welcome) to share.

▶ **Judy Chan**, Educational Developer at TAG and Academic Advisor...p.14

Catherine Paul (BEd, MA) works with the Office of Learning Technology...p.16

Catherine Rawn is a PhD Candidate in the Psychology Department. She... p.16

Roselynn Verwood (BEd) is currently completing her MA in Society, Culture... p.17

13 Digital Photography and the Web

Brian Lamb, Jeff Miller and Novak Rogic
9:00 am - 12:00 pm, May 28
TAG Room 2.22, Irving K. Barber Learning Centre

This session will explore a wide range of issues raised by using photos and images online, including the basics of digital photography, editing and enhancing photos, using online photo sharing services such as Flickr, and finding freely licensed images for any occasion and republishing them. Special emphasis will be placed on the array of social software services that have sprung up to support digital photographers and image reusers. The uses and applications of mobile applications will also be introduced.

▶ **Brian Lamb** is Manager, Emerging Technologies and Digital Content, with... p.16

Jeff Miller is Senior Manager, Distance Learning, with the Office of Learning... p.16

Novak Rogic is the Web Strategist with the Office of Learning Technology... p.17

14 Responding to Your Teaching Evaluations: Helping yourself and your students

Janice Johnson and Gary Poole
9:00 am - 12:00 pm, May 28
TAG Room 2.27, Irving K. Barber Learning Centre

If your teaching evaluation data are publicly available for students to peruse via the web, you have the option of creating a link between these data and a web address of your choosing. At the website you choose, you can provide the opportunity for students to quickly move from a summary of your teaching evaluations to a statement of your reflections on, and planned responses to, these evaluations. You can also send students to any other information you would like them to know. In this way, students can get to know you more than as a collection of statistics.

▶ **Janice Johnson** has been facilitating adult learning for 25 years, in fields ranging from snow avalanche safety to curriculum... p.15

Gary Poole feels that he has been very fortunate to spend a considerable amount of time working with people who... p.16

Thursday, May 28

15 Electronic Assignment and Feedback: Providing quick and effective feedback

Sunah Cho and Armit Mundy
1:00 pm - 3:00 pm, May 28
TAG Room 2.22, Irving K. Barber Learning Centre

Is there a way to streamline and manage the time spent on giving valuable feedback on students' written work? This hands-on workshop will demonstrate how instructors can provide students with quick and effective feedback. Microsoft Word's Macros, Track Changes and Comment functions will be explored as possibilities. For example, highlighted codes and detailed comments can be prepared in advance and automatically inserted into students' work. This can help instructors not only to respond to students' generic problems immediately, but also to provide students with in-depth and individualized feedback.

▶ **Sunah Cho**, PhD, is an Instructional Designer/Project Manager for the Office of Learning Technology... p.14

Armit Mundy is an Instructional Designer with the Organizational Development & Learning (ODL)... p.16

16 The Speaker Within: Simple vocal and presentation skills to enhance your teaching

Sarah Louise Turner
1:00 pm - 4:00 pm, May 28
TAG Room 2.27, Irving K. Barber Learning Centre

This three-hour session will serve as an introduction to various elements of voice work, such as breath, alignment, vibration, resonance and articulation. In a supportive and non-threatening environment each participant will be invited to experience the benefits of the work through various exercises. A lively and thought provoking dialogue on the nature of communication, as it relates particularly to the dynamics of the classroom, will follow the more experiential aspect of the session that promises to be both engaging and empowering.

Participants will leave the workshop with a set of reliable and proven techniques that will allow them to reduce stress, strengthen their vocal apparatus and connect at a deeper level with their students.

▶ **Sarah Louise Turner** is a well-known and much sought-after voice instructor who helps individuals release and develop their vocal powers. A guest speaker and workshop leader for the Royal Bank of Canada, New Media BC, Capilano University...p.17

17 Closing the Loop: Connecting learning goals to assessment

Brett Gilley and Francis Jones
9:00 am - 12:00 pm, May 29
TAG Room 2.22, Irving K. Barber Learning Centre

Many instructors now write good learning goals for their students, and formative assessment is common practice. However, crafting correlated learning goals and assessments, which optimize student learning, takes practice. Using guidelines developed as part of the UBC Carl Wieman Science Education Initiative, participants in this workshop will work alone and with peers to build and critique coupled learning goals and assessments.

▶ **Brett Gilley** is a Science Teaching and Learning Fellow working with Earth and Ocean Sciences and the Carl Wieman Science Education Initiative.

Francis Jones is a Science Teaching and Learning Fellow working with Earth and Ocean Sciences and the Carl Wieman Science Education Initiative.

18 The Intimate Consultant

Jim Hope
9:00 am - 4:00 pm (All Day), May 29
TAG Room 2.27, Irving K. Barber Learning Centre

This is an up-close and personal look at the thoughts and feelings that come with taking a consulting engagement. We will explore: You and Consulting, the Work, Working with Client's Time and Money and Maintaining Your Balance

Seating is limited. Please visit <<http://theconsultant.ca>> for more details about preparation you can do in advance.

▶ **Jim Hope** has been involved as a consultant to businesses from proprietorships to enterprises for as long as he has been teaching. The nature and focus of the engagements have been as varied as the clients. He has been teaching with the Applied Technology Division... p.15

19 All the World's a Stage: Teachers as actors

Greg Bole
1:00 pm - 4:00 pm, May 29
TAG Room 2.22, Irving K. Barber Learning Centre

How is teaching like acting? Find out in the fourth encore performance of this popular workshop. We will discuss writing the script (teaching lesson), warming up before the performance (class) and to performing (lecture) at your best by improving your honesty, vocal control, body language, creativity, and awareness of the audience. You will be swept into the action with activities like Status Chess, Line Delivery and Microscenes. This session allows you to play, practice and discuss various acting games and ideas aimed at improving the effectiveness of your teaching.

▶ **Greg Bole** received his PhD in Ecology and Evolution from Stony Brook University and has been active and interested in teaching methodologies in undergraduate biology for over a decade. For the past five years he has been a lab faculty member in the First... p.14

20 Zen Meditation

Wayne Nagata
9:00 am - 12:00 pm, May 30
TAG Room 2.22, Irving K. Barber Learning Centre

Meditation, either alone or in a group context, can be an effective way to reduce stress and develop greater calm and equanimity in daily life. Beyond this, it can also be a spiritual path. This seminar will introduce you to both of these approaches. Our discussion will include practical suggestions about how, when and where to 'sit', as well as information about Zen meditation books and local meditation groups and retreats. You will have the opportunity to experience both sitting meditation (zazen) and walking meditation (kinhin). The seminar will conclude with a question and answer session. Wear loose, informal clothing.

▶ **Wayne Nagata**, a member of the Mathematics Department, the UBC Zen Society, and the Mountain Rain Zen Community <www.mountainrainzen.ca>, has practised Zen meditation since 1995.

21 Stress and Resiliency: Bending and bouncing back

Merv Gilbert
1:00 pm - 3:00 pm, May 30
TAG Room 2.22, Irving K. Barber Learning Centre

There are many stresses and pressures in today's fast paced and demanding work world. The knowledge and skills that lead to academic accomplishment are not necessarily the same as those that lead to a sustainable life. It is challenging to stay engaged, energized and effective in one's work, while maintaining a meaningful personal, social and family life. Those that are successful are able to enjoy a long and varied career and serve as a mentor for others. Unfortunately some are not and are struggling, in too many cases at a huge personal and social cost. Mental health disorders are rapidly becoming the leading cause of disability in the Western world.

This presentation is designed to help participants recognize the nature and impact of stress on their physical and psychological health. They will learn about resiliency and gain new ways to strengthen their ability to bounce back and achieve greater balance, satisfaction and focus in their personal and work lives. The session will be highly interactive with practical tips and concrete examples.

▶ **Merv Gilbert**, PhD, R.Psych, has worked as a leader and psychologist for over twenty years. He has worked in both private and institutional health care settings providing opportunities for interdisciplinary collaboration, program... p.15

Saturday, May 30

13

Facilitators' Bios:

Mark Battersby has taught Critical Thinking for over 30 years at Capilano University, UBC, SFU and Stanford. He has given workshops on teaching critical thinking at UBC, SFU, and numerous colleges in BC and Alberta. He was the founding chair of the BC Association for Critical Thinking, Teaching and Research, and is currently a founding member of the National Network for the Study of Reasoning. His book on critical thinking about scientific information, *Is that a Fact?* is soon to be published by Broadview Press.

Alice Cassidy, Associate Director at the Centre for Teaching and Academic Growth, leads customized sessions at UBC and in the community and taught undergraduate ecology courses at UBC between 1994 and 2008. Her areas of practice include active learning, use of problems and cases, community service-learning, and the use of narrative and storytelling in teaching and learning. She enjoys facilitating participatory learning events that trigger the curiosity and creativity that dwells inside each of us, and does her best to integrate these principles into all of her work, be it teaching undergraduates, working with university professors, or leading a community field trip.

Greg Bole received his PhD in Ecology and Evolution from Stony Brook University and has been active and interested in teaching methodologies in undergraduate biology for over a decade. For the past five years, he has been a lab faculty member in the First Year Biology Program teaching the first year introductory biology lab Bio 140 and lecturing in Bio 121: Ecology, Genetics and Evolution. Greg started acting when he was 12 years old and continues it as a hobby.

Judy Chan, Educational Developer at TAG and Academic Advisor for the Master of Food Science Program, created her first teaching portfolio when she was a graduate student. Since then, she has modified her portfolio for different purposes using different tools. Her most updated portfolio is available at <www.iwebfolio.com/public/judyc>, where she showcases a wide range of professional and teaching activities. Judy constantly looks for tips to make her portfolio 'better' and she invites everyone to view and leave a comment on her portfolio-in-progress.

Sunah Cho, PhD, is an Instructional Designer/Project Manager for the Office of Learning Technology. She provides leadership in the application of educational technology and research to the design and development of distance education courses. She develops and manages distance education and distributed learning projects from proposal through development to readiness for course delivery. Her interest is in using instructional technologies for enhancing student learning. In particular, her research interests are anchored in the area of developing effective interactive learning experiences for online distance education courses.

Elaine Decker is Associate Dean of Social Sciences at Kwantlen Polytechnic University. Her career has included teaching assignments in elementary schools, community colleges, university and industry, communications and professional development leadership at the BC Teachers' Federation, and management of continuing education for UBC's Faculty of Education.

In 2004, she completed her PhD in Education at UBC, prompting her sister to wonder why it had taken her more than 50 years to "get out of school." Her research focused on humour as a resource for teaching, learning and living, and she continues to explore this subject by teaching a Liberal Studies course at BCIT called "Humor Studies - learning with and about humor."

Simon Ellis is an Associate Professor in the Department of Wood Science and Program Director for the BSc (Wood Products Processing) program. He is heavily involved in many aspects of undergraduate teaching, curriculum development and program management activities. Simon currently serves on the Research Advisory Council of the UBC Institute for the Scholarship of Teaching and Learning, the Faculty-level Instructional Development Group of TAG and chairs the Faculty of Forestry Teaching and Learning Committee. He completed TAG's UBC Certificate on Teaching in Higher Education in 2000, and facilitated a workshop on teaching dossier preparation as part of that program. He has led this seminar through TAG since then.

Jim Hope has been involved as a consultant to businesses from proprietorships to enterprises for as long as he has been teaching. The nature and focus of the engagements have been as varied as the clients. He has been teaching with the Applied Technology Division of UBC for over 25 years.

Merv Gilbert, PhD, R.Psych, has worked as a leader and psychologist for over twenty years. He has worked in both private and institutional health care settings, providing opportunities for interdisciplinary collaboration, program development, research and teaching. Merv has served in leadership roles at regional, provincial and international levels, and he held a senior administrative position at a major teaching hospital. He has published in national and international professional journals and is frequently contacted by the media. He has also presented in a diverse array of forums on the importance of workplace mental health issues for individuals and organizations. He is the coauthor of *Depression and work function* (2002) and *Antidepressant skills at work: Dealing with mood problems in the workplace* (2007).

Merv is currently a principal partner with Gilbert Acton, organizational health consultants. Gilbert Acton enables organizations to create psychologically healthy climates through valid methods of assessment, consultation, coaching, training and evaluation. His main interest and practice is in the area of psychologically healthy worker and workplaces. Merv can be reached at <mervgilbert@gilbertacton.com>.

Brett Gilley is a Science Teaching and Learning Fellow working with Earth and Ocean Sciences and the Carl Wieman Science Education Initiative.

Gail Hammond is a sessional instructor in Food, Nutrition & Health and a PhD candidate in Human Nutrition. She has used problem-based learning and debate in the courses that she teaches.

Janice Johnson has been facilitating adult learning for 25 years, in fields ranging from snow avalanche safety to curriculum design.

Currently a facilitator and instructional developer at the Centre for Teaching and Academic Growth, she is interested in all aspects of adult teaching and learning.

Francis Jones is a Science Teaching and Learning Fellow working with Earth and Ocean Sciences and the Carl Wieman Science Education Initiative.

Brian Lamb is Manager, Emerging Technologies and Digital Content, with the Office of Learning Technology. He has also taught for UBC's Master of Educational Technology Program. Brian maintains his weblog, Abject Learning <<http://blogs.ubc.ca/brian/>>, where he mutters ill-tempered observations on social learning, open education, disruptive technologies, and other such things.

Jeff Miller is Senior Manager, Distance Learning, with the Office of Learning Technology. He teaches in UBC's Master of Educational Technology Program, develops courses and programs for distance education, and is an avid amateur photographer.

Joanne Nakonechny is a research associate with the Science Centre for Learning and Teaching (Skylight) in the Faculty of Science. Her PhD in educational anthropology - a strongly qualitative discipline - has provided her with an "interesting" entrance into working on educational research questions with her strongly quantitative-based colleagues in the sciences.

Gary Poole feels that he has been very fortunate to spend a considerable amount of time working with people who are dedicated to students' learning, first at SFU, then as President of the Society for Teaching and Learning in Higher Education, as a 3M Teaching Fellow, and of course, with the staff here at TAG. Gary is also a member of the School of Population and Public Health, where he teaches medical students and graduate students, and conducts research investigating factors that affect people's ability to cope with cancer.

Catherine Rawn is a PhD Candidate in the Psychology Department. She specializes in Social Psychology and has a minor in Quantitative Methodology. Her primary area of research focuses on how self-control is exerted (or not) in social situations like parties. Catherine's true passion is teaching. She has taught learners in four courses as a sessional instructor (at UBC and Kwantlen), and has led numerous workshops as a graduate facilitator at TAG. So far, she has used her teaching portfolio primarily for job applications, and is currently revising it for broader purposes.

Amrit Mundy is an Instructional Designer with the Organizational Development & Learning (ODL), Human Resources. She is supporting ODL and Finance in creating online content for their programs. She has a Master in Education Technology and her present research interests include post-secondary course design, teaching, and student learning; and immigrant and intercultural identities.

Wayne Nagata, a member of the Mathematics Department, the UBC Zen Society, and the Mountain Rain Zen Community <www.mountainrainzen.ca>, has practised Zen meditation since 1995.

Catherine Paul (BEEd, MA) works with the Office of Learning Technology where she helps to connect and support groups on campus using ePortfolios and other eLearning tools.

Catherine has been exploring and supporting teaching and learning technology for the past 10 years. She previously worked for WebCT, where she first experienced the power of how technology could foster community.

Emily Renoe works with the Office of Learning Technology as the Course Technologies Training and Support Liaison, assisting, supporting, and training faculty and students in the WebCT environment. Emily has worked in the IT industry for nine years and previously worked as a Technical Trainer.

Novak Rogic is the Web Strategist with the Office of Learning Technology, leading web projects that emphasize sharing content and collaboration on the internet. He is also an amateur photographer.

Jim Sibley is manager of the Centre for Instructional Support in the Faculty of Applied Science. As a faculty developer, his current focus includes the implementation of Team-Based Learning in large classes, incorporating classroom response systems in lecture courses, supporting collaborative writing in laboratory courses, and developing online peer evaluation software (iPeer). The Centre for Instructional Support serves six engineering departments, a School of Nursing, and a School of Architecture and Landscape Architecture. Jim has over 25 years experience in faculty support and training, web design, and managing software development. He recently returned from Korea, where he gave a 3-day workshop on Team-Based Learning at the Catholic University of Korea Medical School.

Cindy Underhill, Office of Learning and Technology, collaborates on a variety of projects with others around campus to develop resources for learners and faculty who learn and teach online. Recent projects include LEAP, the Digital Tattoo Project, and OLT's Orientation sites for learners and faculty.

Beth Snow is the Coordinator of the Integrated Mentor Program in Addictions Research Training at the BC Centre of Excellence for Women's Health, as well as a sessional instructor in Food, Nutrition & Health and Human Kinetics at UBC and Kinesiology at Simon Fraser University, and a Scientist in Residence with the Vancouver School Board. In all of her teaching roles, she focuses on student-centred, active learning strategies.

Bjorn Thomson is currently a web developer for the Faculty of Education. He spends much of his time making soothing noises to highly-stressed out people, so he can help you learn HTML.

Sarah Louise Turner is a well-known and much sought-after voice instructor who helps individuals release and develop their vocal powers. A guest speaker and workshop leader for the Royal Bank of Canada, New Media BC, Capilano University, Vancouver Opera, among others, Sarah has worked with individuals and institutions to create more qualified, confident and passionate employees. Her experience

as an actor includes work in Canada and throughout the United States, and has earned her numerous accolades including a Jessie Richardson Award nomination and lead roles with Bard on the Beach, Stanley Theatre, Touchstone Theatre, Ruby Slippers, and many more. Sarah is a Teaching Enhancement Specialist with the Learning and Instructional Development Centre at Simon Fraser University.

Roselynn Verwoord (BEd) is currently completing her MA in Society, Culture, and Politics in Education. She is researching how participatory arts-based approaches can influence communication and relationship building among youth. Roselynn is passionate about local and global education. Roselynn is currently employed as the Community of Practice Developer at TAG, where she supports the development of formal networks of people interested in teaching and learning topics of common interest, to share ideas and suggestions. She also works as a course instructor at Native Education College.

Upcoming Events: Summer Opportunities for New and Junior Faculty

New Faculty Orientation

The Centre for Teaching and Academic Growth and Human Resources are hosting an Orientation for New Faculty and Staff on Thursday, August 27th from 11:00 am - 4:30 pm in the Arbutus Room of the Ponderosa Centre.

For more information, please contact Luisa Canuto, <luisa.canuto@ubc.ca>, or Sarah Braid, <tag.newfaculty@ubc.ca>

Please register online by Monday, August 24, at <www.tag.ubc.ca>.

Newcomers' Club

We are planning a new social event for new faculty members and their families in August. Please check our web site for exact date, time and for other details. <www.tag.ubc.ca>.

Pre-tenured Faculty Program

In July, August and September we offer several workshops, studio sessions and one-on-one consultation to assist faculty members in planning their next semesters of teaching, reaching their teaching goals, in reflecting on teaching practice and in learning to access the teaching support resources of UBC.

Please visit <www.tag.ubc.ca> for more information on pre-tenured Faculty events.

One-on-one Consultation

We would be happy to answer your questions whether you are working on your syllabus, assessment methods, your course design, teaching strategies and techniques or teaching portfolio. Just email Luisa Canuto at <luisa.canuto@ubc.ca> or Sarah Braid, <tag.newfaculty@ubc.ca> to make an appointment.

2009 Canadian e-Learning Conference

7th Annual

Canadian e-Learning Conference

June 17-19, 2009

University of British Columbia, Vancouver

The University of British Columbia, in partnership with the BC Educational Technology Users Group (ETUG) and BCCampus, will host the 7th Annual Canadian e-Learning Conference on **June 17-19, 2009** at UBC's beautiful Point Grey campus.

This year ETUG will celebrate its 15th anniversary as a grassroots network of educational technology stakeholders by merging its annual spring workshop with CeLC.

With the theme of "*From Implementation to Innovation*", you are invited to come and share with us your individual innovations, successes and challenges with e-learning. Our featured keynote speakers will be Barbara Ganley and Richard Baraniuk.

Please visit the conference website for further program information and registration details www.celc2009.ca or contact celc@exchange.ubc.ca



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BCCAMPUS.CA



New opportunity for faculty! Global Citizenship Faculty Cohort Program:

You will:

Increase your teaching capacity to meet UBC's Trek goals of preparing students to be global citizens;

Become part of a network of UBC educators with shared interests;

Disseminate what you learn to benefit others

Your students will:

Develop the skills and knowledge that will prepare them to be engaged, socially responsible citizens in the context of your discipline;

Benefit from teaching enhancements: teaching for global citizenship increases student engagement, which in turn increases learning

June 8-9 (1.5 days), 15-16 (1.5 days) & 29 with ongoing support in Fall and Winter

Contact :

yael.harlap@ubc.ca by May 11 to express interest & learn more.

Three-Day Instructional Skills Workshops (ISW) for UBC Faculty*

This workshop, which focuses on teaching groups of students, is designed to enhance the teaching effectiveness of both new and experienced educators. In a supportive atmosphere, you will have a chance to try new teaching approaches and to sharpen existing skills. During the workshop, you will design and conduct three "mini-lessons" and receive verbal, written and video feedback from your peers. In addition, you will reflect on your own teaching practices. The success of this program relies on the active participation and collaboration of all participants who, as a team, work together to support each other in enhancing their teaching effectiveness. A certificate of completion will be awarded to each participant.

Workshop Sessions - 2009

* May 12, 13, 14, 2009

* August 12, 13, 14, 2009

* September 18, 25, October 2, 2009

* We use the term "faculty" to mean that:

- You teach a credit course or;
- You coordinate programs for students enrolled in credit courses or;
- You lead or design teaching and learning events, not mentioned above, that are for, or otherwise support, students enrolled in credit courses

More details and register at:
<www.tag.ubc.ca>

TAG Institute at a glance:

Monday, May 25, 2009

am 50 Ways to Lure Your Learner

Multiple-Choice Question Writing

pm Comic Pedagogy - Now that's a laugh!

Self-Assessment of Your Teaching: Things to think about

Tuesday, May 26, 2009

am Experience Team-Based Learning

Teaching Portfolios for Promotion and Tenure

pm Students Rise to the Challenge: Using debate in the classroom

Argumentation in the Discipline: Teaching discipline based critical thinking

Wednesday, May 27, 2009

am Web Publishing for the Intimidated

Why Should I Believe Your Research Data Analysis? - qualitative, quantitative, and mixed methods

pm Emerging Technologies: Learn.Connect.Share

Rejuvenate Your Teaching Portfolio

Thursday, May 28, 2009

am Digital Photography and the Web

Responding to Your Teaching Evaluations: Helping yourself and your students

pm Electronic Assignment and Feedback: Providing quick and effective feedback

The Speaker Within: Simple vocal and presentation skills to enhance your teaching

Friday, May 29, 2009

am Closing the Loop: Connecting learning goals to assessment

(all day) The Intimate Consultant

pm All the World's a Stage: Teachers as actors

Saturday, May 30, 2009

am Zen Meditation

pm Stress and Resiliency: Bending and bouncing back



TAG